

(AEPAM Research Study; No. 108)

A SURVEY STUDY ON THE PROBLEMS AND PROSPECTS  
OF TEACHER EDUCATION IN PAKISTAN

BY

DR. R. A. FAROOQ

ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT

MINISTRY OF EDUCATION

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( R.A. FAROOQ )



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A SURVEY STUDY ON THE PROBLEMS AND PROSPECTS  
OF TEACHER EDUCATION IN PAKISTAN

Policy Options (Supported with subsequent analysis of data)

The study was aimed at making a survey of the problems and prospects of teacher education in Pakistan through the opinions of teacher educators and school supervisors which has led to useful recommendations for the improvement of pre-service and in-service teacher training programmes in the country. 106 teacher educators and 89 school supervisors responded to the questionnaires administered and their responses were analyzed. On the basis of findings revealed, conclusions drawn and recommendations made the following policy options are suggested for the improvement of teacher education in the country:

1. Appointments of teacher educators should be made according to their demand in different subjects and it should be ensured that the teacher educator holds Master's degree in content area as well as in Education. The practice of transfers of headmasters/headmistresses as instructors should be discontinued.
2. teacher educators should have extensive training in Research Methods and Measurement and Evaluation. Short courses in these areas should be arranged for the teacher educators who lack training in Research Methods and Evaluation Techniques.
3. Curriculum of teacher education needs to be redesigned and be made compatible with the actual needs of the prospective teachers. It should not be based solely on the borrowed concepts. The textbooks to be used in the teacher training institutions should also be revised accordingly.
4. Teacher educators are in need of keeping themselves aware of the changes and developments taking place in the field of education. For this purpose in-service training courses for teacher educators and supervisors should be arranged.
5. School supervisors should be consulted in identifying the areas/subjects where in-service training is needed. Education Extension Centres should be made responsible for it. These centres should have their regional centres at each divisional headquarter. Need assessment studies should be properly funded for identifying the training needs of the working teachers.



6. Teacher educators should themselves use modern methods and techniques such as problem-solving approach, project method, unit method and demonstration method. They should encourage their students for the application of these methods in their day-to-day teaching.
7. Keeping in view the importance of practice-teaching activity its duration should be extended up to 33% of total training duration. It should take place under the strict supervision of faculty supervisor and classroom teacher. During this activity prospective teachers should be encouraged and trained to prepare a.v.aids with their own hands.
8. The professional training we offer is the shortest as compared with other countries. In India, Iran, Korea, Nepal and Singapore the minimum period of training for primary teachers is two years. Malaysia prescribes three years training, China four to five years and Indonesia six years training. In case of secondary school teachers in most of the countries teacher training programmes are of four years duration and in some extended up to five or even six years. For this purpose initially the duration of training be extended to two years for all levels of teachers which would ultimately be replaced by 10+3 for primary school teachers and 12+3 for secondary school teachers. However, the rural areas will be exempted especially in the case of female teachers unless the teachers with required qualifications are available.
9. Specialization in Supervision and Instructional Guidance be introduced in B.Ed/M.Ed programmes and the persons with such specialization be appointed as supervisors in primary education. To make the supervision more effective and purposeful the tier of Learning Coordinator be made regular part of the system.
10. The courses meant for the training of elementary school teachers, especially on Classroom Management and School Organization; Child Development and Counselling; Principles of Education and Methods of Teaching; and Education and Society should be revised/added so that the important aspects of teacher training may have proper consideration.
11. Education Departments should anticipate the future needs. Subject-wise teachers' requirements should be communicated to the Universities/Colleges of Education concerned for future enrollment.





12. To examine the weaknesses or strengths of each teacher training programme, follow-up studies should be designed and properly funded.
13. Some aid-giving agencies should be approached for comparative studies of teacher education at International level especially in the Asian Region.
14. Future studies should be aimed at comparing the formal system of teacher training with that of Agha Khan Field-Based Teacher Training Programme and teacher Training through Distance Education Programme of Allama Iqbal Open University, Islamabad.



# A SURVEY STUDY ON THE PROBLEMS AND PROSPECTS OF TEACHER EDUCATION IN PAKISTAN

## 1. INTRODUCTION

The teacher occupies a pivotal position in the education system of any society. The Commission on National Education (1959) stressed throughout the report that the success of our education system would largely depend on the competence of teachers. "No system of education is better than its teachers". To have efficient and competent teachers is a major problem the Pakistani schools were facing; are facing; and, perhaps, will be facing in the near future unless an effective and Purposeful teacher training programme is developed.

Different aspects of teacher education in the country are being questioned from time to time by different people. The most sensitive area of concern is the duration of teacher training programmes prevalent in the country. It has been generally realized by the teacher educators and school supervisors that the short period of one year training is not sufficient to develop insight, interest and maturity in educational theory and practice. In a crowded programme of such a short duration, the trainee is not properly exposed to the basic concepts of education and develop a mastery over them.

In-service education is viewed as essential for the teachers' professional growth. Old and established concepts and methods are fast becoming obsolete and the teachers are faced with the explosion of knowledge. Gone are the days when teachers were considered to be trained for life time. The relatively low standard of preparatory programmes for teachers strongly implies the value of organizing the in-service training on a large scale. The modern concept of in-service training connotes a Career-Long Process of professional growth and continuity between early preparation and in-service education of teachers.

Quantitative aspect of teacher training was discussed in Sixth Five Year Plan document. To meet the shortage of properly trained primary school teachers, the document proposed a modified system of teacher training to be completed in three installments of five, three and two months duration. But this programme could not be started due to one reason or the other. Some alternative strategies need to be evolved to meet the shortage of teachers in the country.

School supervisors are directly related with the teaching-learning process. They are in a position to closely watch the teacher in real situation to identify the areas where pre-service training is to be strengthened and in-service training is needed. Their field experiences and expert opinion can not be ignored

rather should be considered important factors helpful in planning the comprehensive pre-service and in-service teacher education programmes.

Teacher education programmes can not be considered in isolation from developments in the field of education as well as in the society as a whole. The emerging needs of Pakistani society require a revolution in the field of teacher education. This revolution can not be brought in a single stroke of pen. This involves consideration of many and varied aspects and it can not be separated from the strategies of planning. Planning is a continuous process. If progress is intended, this process must never stop. Careful planning demands studies to examine the effectiveness of existing teacher training programmes.

These and many other questions imply a deep and thorough investigation of the problems and issues concerning the teacher education programmes in the country, so that some useful recommendations may be made for the improvement of the system.

### 1.1 Statement of the Problem

The study was aimed at making a survey of the problems and prospects of teacher education through the opinions of teacher educators and school supervisors, which could lead to useful recommendations for the improvement of pre-service and in-service teacher training programmes in the country.

### 1.2 Objectives of the Study

The major objectives of the study were:

1. To have the information on the qualifications of teacher educators which have direct bearing upon the quality of teacher education programmes.
2. To have the opinion of the teacher educators on the content of the courses being taught in teacher training programmes both at pre-service and in-service stage; and about the duration of the training programmes
3. To know the opinion of the school supervisors about the quality of teachers working in the field and to invite the suggestions for the improvement of pre-service and in-service teacher training programmes.
4. To identify the feasibility of extending the duration of training period of various teacher education programmes.

5. To identify the areas where in-service training of teachers is needed.
6. To make recommendations regarding changes to be brought in teacher education programmes.

### 1.3 Scope of the study

Development of a useful teacher education programme is a national issue. In addition to make the survey of the opinions of teacher educators the involvement of school supervisors was considered to be the most important factor to be helpful in examining the effectiveness of existing teacher training programmes at various levels. On the basis of this survey some recommendations are being made for the improvement of the system.

### 1.4 Delimitations of the Study

This study was delimited to the study of problems and prospects of teacher education in the formal system of teacher training in the country and the institutions responsible for the training (in-service and pre-service) of primary and secondary school teachers were taken as sample. Therefore, the teacher training programmes of Allama Iqbal Open University were not included in the study.

## 2. METHOD AND PROCEDURE

### 2.1 Sample

For the purpose of the survey 8 institutions from each province i.e. 4 from teacher training institutions for Elementary Teachers and two from institutions meant for the training of Secondary School Teachers were included in the sample. Supervisory staff of one division (randomly selected) from each province including AJK, FATA and FANA, were taken as sample to gather their opinions regarding the strengths and weaknesses of the existing teacher training programmes alongwith their suggestions for the improvement of the system. One institution from each province responsible for imparting in-service training was also included in the sample.

### 2.2. Tools of Research

Data were collected through:

- a. Questionnaires.
- b. Interviews-cum-observations.

Two questionnaires were administered separately to:

- a. Teacher educators
- b. School supervisors

### 2.3. Procedure

All the Divisional Directors of Education and heads of the sample institutions (both pre-service and in-service) were informed and questionnaires were mailed to them. The researcher visited the teacher training institutions/organizations and held discussions with the faculty and heads of the institutions. Their opinions were recorded which are being reported under "Analysis and Interpretation of Data" in Chapter 4.

The data collected through questionnaires and interviews/discussions were analyzed in the light of the objectives of the study.

### 3. REVIEW OF RELATED LITERATURE

#### 3.1. Introduction

The evolution of the system of teacher education which took place with the gradual development of education system in this country suffered from "stagnation and slow growth" since its importance was never fully realized. The attempts of expansion and reorientation of our educational system in accordance with the country's cultural and economic traditions and aspirations have brought the importance of teacher education to the forefront especially after the launching of the massive Five Year Plans and the publication of the Report of the Commission on National Education.

The short supply of teachers especially teachers of science and technical subjects and trained teachers at all levels of education is a primary cause of low "efficiency" of education in the country. The short supply of teachers combined with inefficient teaching is largely responsible for one of the most unfavourable features in education i.e. the high dropout rate. Many students repeat grades and drop-out because of inadequate teaching. The teacher education programme, therefore, be planned and directed to meet the needs of adequate supply of teachers for quantitative expansion of education and to raise the quality of teachers for better standard of education. In doing this an account of the future requirements of the educational system should be taken into consideration. (Khatun, 1987)

#### 3.2. Pre-Service Teacher Education

Teacher education is not an end in itself. It is a means to an end. The aim of teacher education is the aim of education itself. On the quality of teachers depends the realization of aims that the schools seek for their students to achieve. The key note of the Third Five Year Plan is also "quality of education". One of the greatest hindrances in the implementation of educational programmes is the in-adequate supply of qualified teachers. It is, therefore, essential that for proper implementation of educational plans alongwith the quantitative expansion of teacher education we have to bring the question of the standard of the output of teacher education.

##### 3.2.1 Training of Elementary School Teachers

The origin of these programmes goes back to the establishment of the Normal Schools in the latter half of the 19th century. At present elementary level teacher training programmes are being offered in 87 Normal Schools and Colleges of

Education for Elementary Teachers. There are two kinds of programmes such as P.T.C. (Primary Teaching Certificate) and C.T. (Certificate in Teaching).

#### P.T.C. Course

The P.T.C. Programme is meant for the teachers who are trained to teach the primary classes I-V. This programme is of one academic year duration (48 weeks) teaching the following subjects during the training (Farooq, 1983):

i.	Principles of Education and Methods of Teaching.	100
ii.	Child Development and Counselling.	100
iii.	School Organization and Management.	100
iv.	Health and Physical Education.	100
v-x.	Six Methods of Teaching Courses in subject areas.	600
xi.	Short Term Practice Teaching.	50
xii.	Long Term Practice Teaching.	150
	Total marks:	1200

Admission to P.T.C. Programme requires that the applicant should be a matriculate (10 years' schooling).

#### C.T. Course

This programme prepares the teachers to teach all the subjects up to 8th grade including English. Course requirements are as under:

i.	Theory and History of Education	100
ii.	Child Development	100
iii.	General Methodology and Preparation of Teaching Aids.	100
iv.	School and Community Development	100
v.	Counselling, Testing and Evaluation	100



vi.	Organization of Elementary Education and School Management	100
vii-x.	Four Methods of Teaching Courses in subject areas	400
xi.	Short Term Practice Teaching	50
xii.	Long Term Practice Teaching	150
	Total Marks:	1200

The candidate for admission is required to have F.A/F.Sc certificate (12 Years' schooling).

Quality of training being imparted to our prospective teachers is always criticized. A matriculate (may be a third divisioner) gets just one years' professional training and is declared a trained teacher for a primary school. This immature young man, with very limited knowledge and perhaps narrow vision is entrusted with the responsibility of guiding the destiny of the new generation. The professional training we offer is the shortest as compared with other countries. In India, Iran, Korea, Nepal and Singapore the minimum period of training for primary school teachers is two years. Malaysia prescribes three years training, China four to five years and Indonesia six years training. Thus, as compared with other countries, we, after making the trainees rush through a hurried training for a very short period turn out half-baked teachers and then complain about the falling standards of education. Consequently, more intensive professional and academic training is required (Bhatti, 1988).

### 3.2.2 Training of Secondary School Teachers

The institutions preparing secondary school teachers are known as Colleges of Education and those making available advanced training and professional growth by awarding M.A. Edu/M.Ed degrees are called Institutes of Education and Research or Departments of Education and are usually affiliated to the universities. At present there are 4 Institutes of Education and Research, 2 Departments of Education, and 11 Colleges of Education preparing secondary school teachers. These institutions, for the professional training of teachers, bear a direct relation between the educational changes and the role of teachers. (Farooq, 1983)

There are two types of programmes being offered for the training of secondary school teachers i.e. One-Year B.Ed Programme (14 + 1 Model) and Three-Year B.Ed Programme (12 + 3 Model). For one year programme minimum qualification required for admission is BA/B.Sc degree. As far as the 12 + 3 Model is

concerned the minimum qualification required for admission is FA/F.Sc. Courses of study of both the models are given below separately (Farooq, 1983).

B.Ed. (14+1 Model)		100	xi-x
i. Perspectives of Education in Pakistan		100	xi
ii. Human Development and Learning		100	xii
iii. School Organization and Management		100	
iv. Evaluation and Guidance		100	
v. Society, School and Teacher		100	
vi-ix. Special 2 Methods Courses (Content and Methodology separately)		400	
x. Individual Project		100	
xi. Practice Teaching		200	
Total Marks:		1200	

Some of the Universities in the country developed their own programmes for the training of secondary school teachers. In the following lines the programme of secondary school teacher training being run by the Colleges of Education within the jurisdiction of University of the Punjab is being given:

Courses of Studies (Govt. College of Education, Lahore)

PART I - THEORY

Part I: Theory		800
Part II: Practice Teaching		200
Compulsory Subjects:		
1. Philosophy and History of Education		100
2. Educational Psychology		100
3. School Administration		100

4. A. Islamiyat/Islamic History & Muslim Culture (for non-Muslims only)	50	
B. Pakistan Ideology	50	100
5. A. Urdu Language & Literature	50	
B. English Language & Literature	50	100

**Elective Subjects:**

Methods of Teaching of the two subjects to be selected from any of the following groups:

**A. Humanities Group:**

Content:	100
Methods of Teaching:	100
1. Teaching of Arabic/Persian	
2. Teaching of Pak.Studies/History/Geography	
3. Teaching of Elective Maths/General Maths.	
4. Teaching of English/Islamiyat	
5. Teaching of General Science/Urdu	

Note: Only one subject can be selected from each combination

**B. Science Group:**

Content:	100
Methods of teaching:	100
1. Teaching of Physics	
2. Teaching of Chemistry	
3. Teaching of Biology	

#### 4. Teaching of Elective Maths

Note: Only one combination out of the following:

- i. Physics-Chemistry
- ii. Physics-Maths
- iii. Chemistry-Biology

#### PART II - PRACTICE TEACHING

Practice Teaching is based on the following:

- i. Two demonstration lessons from both the elective subjects
- ii. Supervised practice teaching during which every student teacher is required to teach atleast 80 lessons under the supervision of teacher educator of the respective college.
- iii. The student teacher will be examined in two elective subjects. The student teacher will teach these lessons in the presence of Board of Examiners. (College Prospectus 1988-89)

#### B.Ed.(12+3 Model)

##### 1. Academic Courses:

##### a. Required courses: (9 Cr. hours)

- |                         |             |
|-------------------------|-------------|
| i. Pakistan Studies     | 3 Cr. hours |
| ii. Urdu                | 3 Cr. hours |
| iii. Functional English | 3 Cr. hours |

##### b. Specialization (45 Cr. hours)

- |                      |             |
|----------------------|-------------|
| 1. General Group     | B.A.        |
| 2. Science Group     | B.Sc.       |
| 3. Commerce Group    | B.Com.      |
| 4. Agriculture Group | B.Sc. Agri. |

- |    |                      |                           |
|----|----------------------|---------------------------|
| 5. | Home Economics Group | B.Sc. Home Eco.           |
| 6. | Industrial Group     | B.Tech.<br>(24 Cr. Hours) |

c. Elective Courses (6 Cr. hours) for all and only 3 for Industrial Group. Any three from the following not directly related to the area of content specialization:

1. Cultural Anthropology
2. Socio-Economic Problems
3. Political Science and Current Affairs
4. Environmental Sciences/Earth Sciences
5. Human and Commercial Geography
6. Military Science
7. Islamic Culture
8. Study of Literature: Urdu/Pushto/Punjabi/  
Baluchi/English/Persian/  
Arabic.

2. Professional Courses (Six courses)

a. Required (18 Cr. Hours)

The same as in 14 + 1 Model scheme of studies.

\*Additional courses required for industrial Group  
(only 6 Cr. hours)

1. Introduction of vocational Education
2. Occupational Analysis
3. School Shop Management

b. Special Methods of Teaching (6 Cr. hours). Any two subjects from the following areas of specialization:

1. General Group
2. Science Group
3. Agriculture Group

4. Home Economics Group
  5. Commerce Group
  6. Industrial Group.  
( 6 Cr. hours would be split up into three courses of 2 Cr. hours each).
- c. Professional Electives (3 Cr. hours for all except Industrial Group).
- Any one of the following:
1. Educational Planning
  2. Guidance and Counselling
  3. Curriculum Development
  4. Comparative Education
  5. Education of Exceptional Children
  6. Theory and History of Education
  7. Modern Trends in Teaching
  8. Preparation and Use of Instructional Material
  9. Educational Technology.
- d. Practice Teaching (13 Cr. hours )

It should be pointed out here that above programmes were approved by National Committee on Teacher Education and were implemented in 1976-77. But some of the universities have made some changes at their own. In spite of all these efforts to revise the courses of studies the teacher education programmes have invited lot of criticism. The courses which the prospective teachers undergo are defective both in respect of content and duration (12 + 3 Model) has been introduced in 3 colleges and is meant for science teachers only).

Nine month duration is too short a period. It may be added that out of a list of 119 countries, 52% offer four years teacher training programme and some extend it to five/six years. Even in Nepal and Sri Lanka two years courses are offered. Iran and Philippines attach still greater importance and have a four years teacher training programme. (Bhatti, 1987). Academic and professional qualifications of teachers do contribute in raising the standards of education. Low standard of education is

generally attributed to the low level of teachers' qualifications. To overcome this problem the 12 + 3 programme of secondary school teacher training needs to be encouraged which can ultimately be replaced with 12 + 4 programme for having properly qualified teachers (Farooq, 1983a).

### 3.2.3 Practice Teaching

According to the curriculum document, student teaching forms the most important aspects of a teacher education programme. It puts theory into practice and provides an opportunity to prospective teachers to have a real feeling of teaching-learning situations. It should include teaching by the student-teachers, observation of lessons and sharing of classroom experiences through group discussions. In the document it is proposed that practice teaching should be of six weeks' duration divided into short term (2 weeks) and long term (4 weeks) periods. The short term practice teaching should commence at the end of first semester, while long term practice follows the second semester. (Farooq, 1988).

Better supervision of practice teaching and extension of its duration is also required as it affords an opportunity to weld theory and practice and thus test the efficiency of teaching devices and also help in developing communicative competence which is an essential asset for a teacher (Bhatti, 1987).

### 3.3 In-Service Training

The in-service education and training of teachers is conveniently defined as:

"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". (Bolan, 1980)

In-service education is 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. The need for further study is directly related to the ability of a 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.

It has become clear that changes in the content and even more in the methods of teaching-learning can only become a reality if the large number of existing teachers, especially in the primary schools, are adequately prepared for change by a process of retraining. The successful implementation of National Education Policy 1979 also requires every teacher to undergo atleast one In-service Training Course during every five years of his/her service (Farooq, 1988).

In view of the rapid expansion in education since 1947, particularly at the elementary level, we have to recruit low-qualified teachers due to non-availability of properly qualified staff. In addition we have had to resort to emergency or crash training programmes to prepare as quickly as possible new teachers for our fast-expanding school programmes. Consequently, school teachers require regular In-service Orientation Training to ensure that the quantitative expansion in education is accompanied by qualitative improvement. (Farooq, 1988).

### 3.3.1 Education Extension Centres

Since education in Pakistan is a provincial subject, the in-service training of teachers is arranged by the Education Extension Centres working under the direct supervision of the Provincial Education Departments. These Education Extension Centres arrange in-service training programmes either at the headquarter or at regional centres established for the purpose. The duration of these courses ranges from one week to four weeks in accordance with the nature of training being provided.

As far as the frequency of these courses is concerned, every Education Extension Centre arranges the number of courses in the light of resources available. The frequency of courses ranges from 20 to 40. The content of these courses is generally to develop the competency of the working teachers in teaching methods and techniques. Some courses are arranged to enhance the competency of the teachers in the area of subject matter of primary education. (Farooq, 1988).

In addition to these in-service training courses being arranged regularly by Education Extension Centres, there are other in-service training programmes such as: (a) Refresher Training Course (R.T.C.) of Agha Khan Central Education Board; (2) Primary Teacher Orientation Course (P.T.O.C) of Allama Iqbal Open University and (c) In-Service Training Course of P.N.E. Wing of the Ministry of Education, which is based on Learning Modules.

### 3.4 Qualifications and Professional Growth of Teacher-Educators

In view of the present expansion and development of



education in the country competent teachers, educational leaders and teacher educators are increasingly needed to man senior positions in teaching, planning, research, administration, curriculum development, testing and evaluation, guidance and counselling, development of instructional materials, textbooks and instructional technology. The National Committee on Teacher Education proposed that qualified persons with advance studies (preferably Ph.D. in Education) should be selected for such positions.

The faculty teaching professional subjects should possess M.A./M.Sc. plus M.A. Edu./M.Ed. degree (with specialization in professional area to be taught) while others must possess Master's degree in the relevant subject plus an M.A.Edu./M.Ed. degree. However till such time as properly qualified teacher educators are not available in certain areas those who hold Master's degree either in content area or in Education with Bachelor degree in the other area having adequate teaching experience may be accepted for content and special method courses only. (Farooq, 1983)

The Teacher Educators should teach atleast three lessons in each semester in the experimental/practicing school in order to be conversant with the problems of teaching at that particular level. Teacher educators should be more frequently associated with the curriculum development and educational research programmes.

Provisions should be made for subject-wise meetings to be convened by method specialists working in Colleges of Education. Issues and problems pertaining to the conduct of lessons in different subject areas such as science, mathematics, languages etc. were recommended to be discussed in these meetings and measures be adopted for improving the standard of practice lessons. (Farooq, 1983).

### 3.5 Innovative Experiences

This section is devoted to innovative experiences of teacher training being tried in Pakistan as well as in other countries

#### 3.5.1 Field-Based Teacher Training Programme

The innovative type of training programme in Pakistan today is one that exists in experimental form in the Northern Areas. The Field-Based Training Programme is a compensatory and innovative programme aimed at (i) training the teacher to give up some of the traditional practices prevalent in rural primary schools, and (2) adopting a new approach in teaching so that emphasis is shifted from the teacher to the student as the centre of the teaching-learning process.

The F.B.T. Programme was started in 1984 in and around Gilgit. This project was aimed at establishing a system of in-school teacher training based on P.T.C (Conventional) syllabus. The trainees are required to appear for P.T.C. examination at the end of the training which is of one academic school year in duration.

The most distinctive feature of this training programme is its relationship with the real-life situation through on-the-job training. The planners of this programme were particularly concerned that the training should be imparted in a situation which is very close to the actual work of the teachers, and that the teachers should practice the concepts that were being taught in the classroom. It was assumed that this programme would ensure a proper understanding of the concepts as well as desirable changes in the classroom behaviour of the teacher (Farooq, 1988).

### 3.5.2 Teacher Training Through Distance Education

For quantitative expansion and qualitative improvement of teacher education Allama Iqbal Open University, Islamabad has launched various programmes of teacher training through distance education. These include P.T.O.C; P.T.C; C.T and B.Ed teacher education programmes. The P.T.C. Programme of Allama Iqbal Open University is a very popular programme among the un-trained teachers working in the primary schools of different parts of the country. Thousands of teachers get enrolled in each semester in these programmes. These are popular programmes because the teachers are not required to leave their schools, and they can easily afford the training expenses.

Apart from the correspondence part of the courses, practical workshop and practice teaching are compulsory for successful completion of each programme. Each training programme comprises of the following components (Farooq, 1988):

- a. Textual material (Correspondence lessons)
- b. Lessons based on radio programmes.
- c. Guidance by the Part-time Tutor.
- d. Get-together in Study Centres.
- e. Under the Guidance of the Part-Time Tutor.
  - i. Practical Workshop.
  - ii. Practice Teaching.

Allama Iqbal Open University has planned to introduce a full-fledged P.T.C. course from the next academic year. This

course is being launched in collaboration with the World Bank. This course comprises of eight half credit courses and practical training of six weeks' duration. The theory portion will include the following courses:

- i. Principles of Education and Methods of Teaching.
- ii. School Organization and Classroom Management.
- iii. Child Psychology.
- iv. Community Development.
- v. Teaching of Science and Physical Education.
- vi. Teaching of Islamiyat and Social Studies.
- vii. Teaching of Urdu.
- viii. Teaching of Mathematics.

It is interesting to note that these courses have been designed in accordance with the P.T.C. Programme of traditional training institutions except the course on "Community Development". But the distinctive feature of this programme will be the development of the textual material by the university itself. The university will follow the procedure of inviting the experts to write teaching units on the principles of "Self-Study". (Farooq, 1988).

### 3.5.3 On-the-Spot Teacher Training in Nepal

On-the-Spot Teacher Training Programme is a new idea being tried in Nepal. Some of the remarkable benefits of this programme are mentioned below:

- a) The most remarkable benefit of this programme is that the trainees are not alienated from their actual working situation. Moreover, training is given to the teachers while they are working in their own schools. Daily lessons given in the morning or evening classes to the trainees are put into practice by the trainees in their day-to-day teaching which is constantly supervised by the teacher educators. Thus, they make proper and immediate use of what they learn, and their training becomes more effective, relevant and meaningful.
- b) In the regular training programme, trainees are sent to selected schools for practice teaching where the situation may be different from their own schools.

These practicing schools are selected on the basis of their proximity to the campus. Only these selected schools have training activities and supervised teaching. But in the On-the-Spot Programme, all the primary schools from which teachers come for training get supervised teaching. This supervised teaching not only helps the trainees, it also helps improve the school programme.

- c. This programme encourages more and more teachers to get training, as they do not have to leave their home or the place of their work. They, therefore, join this training programme more willingly.
- d. As the teachers do not have to leave their schools during the training period, they do not incur extra financial problems. They work in their schools as before and get the training in the morning or evening hours.
- e. According to the NESP, 1971-78, the teachers' salary scale has been revised and improved. After completing the training, teachers are entitled to a Training Allowance. This is an added benefit.
- f. The credit that teachers earn during training may be accumulated for further higher training if they wish.
- g. As the teachers do not leave their schools during the course of training, there is no need for extra teachers to substitute for them.
- h. The cost of training is not high under this programme. Teachers under training are not paid any extra amount of money, and no money is required for substitute teachers. Thus the programme is more economical.

#### Objectives

The main objective of this programme is to provide appropriate training and supervised practice teaching (using a clinical approach) to primary school teachers who have the academic School Leaving Certificate (SLC) but lack professional teacher training, and are not in a position to leave their schools. The specific objectives of this programme are:

- a. To develop in teachers the professional knowledge, attitudes and skills necessary for primary school teaching in their own school environment;

b. To make them able to apply simultaneously the acquired knowledge and skills in their day-to-day teaching, i.e.;

- i) Frame behavioural objectives of lessons;
- ii) Select and use appropriate methods and techniques of teaching;
- iii) Construct and use suitable instructional materials;
- iv) Construct and use a variety of tests for different purposes at primary level;

c. To get continuous feedback on the total programme from the field through daily supervised practice teaching, and from the trainees' work experiences.

#### Location of site

On-the-Spot Teacher Training Programme is run in places where there is a considerable number of untrained primary school teachers. The training site is located at a place from which the schools participating in it are not more than an hour's walking distance. (Unesco, 1977).

### 3.5.4 In-Service Training of Teachers in Japan

#### Introduction

For educational administration in Japan, there is a Board of Education established in each of the 47 prefectures, as well as the Ministry of Education at the national level. The Board of Education has an education centre or an Institute of Education whose main functions are to organize in-service training for teachers and to conduct educational research.

The Shizuoka Prefectural Institute of In-service Training for Teachers is one such institution. It was visited in September 1974 by a group of the participants in the Regional Field Operational Seminar on Educational Innovation in Asia, organized from 21 August to 4 October 1974 jointly by the National Institute for Educational Research (NIER) of Japan and Asian Centre of Educational Innovation for Development (ACEID), Bangkok.

In the Report of the Regional Field Operational Seminar on Educational Innovation, phase III, some important features of the Institute's work are described as follows: "The participants were much impressed by the systematic nature of the Institute's work

and its organizational efficiency. Important features of the Institute's work are indicated below:

- a) All the in-service education programmes are residential in character. The participants were told that this is perhaps the only Institute of its kind in Japan in this regard.
- b) Much stress is placed on group dynamics as an instructional technique. Teachers attending in-service education programmes are generally divided into groups of six each, and the afternoons are almost completely reserved for group work.
- c) The Institute has an effective system of follow-up in operating its training programmes. Teachers selected for in-service education visit the Institute for one day each month ahead of the programme and decide on the groups to which they would like to belong. During the following month each one prepares a paper on the subject or theme allotted to his or her group. One year after the completion of the in-service education programme, teachers are again invited to the Institute for three days. The purpose of this visit is to enable them to give the Institute a first hand idea of their present problems and activities. The Institute also tries to be in touch with its former participants through its newsletter, a quarterly magazine and an annual research journal.
- d) The staff is recruited mostly from experienced and outstanding teachers of the prefecture. This policy ensures that the programmes of the Institute remain sensitive to the real needs and problems of schools in the prefecture". (Unesco, 1977).

### 3.5.5 Teachers' Resource Centres in Singapore

Teachers' Resource Centres have been established in some experimental schools of Singapore with the following specific aims:

- i) To provide an environment in which teachers can explore curriculum materials and new teaching techniques;
- ii) To provide space and equipment for the production of teaching and learning aids;
- iii) To involve teachers in curriculum development, specially in mathematics, science and language;

- iv) To serve as a meeting place for teachers, lecturers, and school advisers to discuss problems of mutual interest, to exchange professional ideas and to share their experiences.

A Teachers' Resource Centre can better achieve its aim of acting as a focus for the interested professionals if it can promote a variety of studies both of subject courses and of the curriculum as a whole. Curriculum development can be supplemented through the development of supportive materials and implementation of projects based on the broad framework of the syllabuses published by the education authorities. In-service education is fostered through association with curriculum development projects and through organized activities designed to meet the expressed needs and interests of individual teachers. In-service training is then linked to curriculum development and thus makes continuing education of teachers more relevant to the fast changing needs of our society and more effective in helping teachers to upgrade their professional competence.

The essential feature of these Centres is that they are maintained by the teachers themselves. The Centres' activities are proposed and planned by the teachers. Much of the work is directed to possible classroom application. For example, if there is a request for some mathematics material, a group of teachers will set out to produce it. If there is a need for better use of certain audio-visual equipment, a workshop will be organized to help teachers in utilizing that equipment. The Centres have responsibilities which include conducting workshops, discussions, meetings, and research and development to support the use of new materials, providing an information service for schools and promoting links between schools, the Institute and the education authorities. The effectiveness of the centres will depend to a large extent on the support given by schools, the education authorities and educational organizations. School authorities control expenditure for materials and provide educational resources, whereas the specialists provide the required expertise. (Unesco, 1977).

#### 4. ANALYSIS AND INTERPRETATION OF DATA

The study was aimed at making a survey to gather the opinion of teacher educators (both pre-service and in-service) and school supervisors about the strengths and weaknesses of the existing teacher training programmes. Two separate questionnaires were mailed to teacher educators and school supervisors. For the purpose of analysis the teacher educators were divided into three categories: (1) Teacher educators of the institutions responsible for the training of Secondary School Teachers; (2) Teacher educators responsible for the training of Elementary School Teachers; and (3) Teacher educators of institutions providing in-service training.

Similarly school supervisors were also divided into three categories; (1) District Education Officers (D.E.O); (2) Deputy District Education Officers/Sub-Divisional Education Officers (D.D.E.O/S.D.E.O) and (3) Assistant District Education Officers/Assistant Sub-Divisional Education Officer/Assistant Education Officer/ Supervisors Primary Education (A.D.E.O/ A.S.D.E.O/ A.E.O/ S.P.E).

The analysis and discussion on above mentioned two types of questionnaires and interviews with the teacher educators were divided into three parts. Part I contains analysis of the responses of teacher educators; supervisors' views are being analyzed in Part II, and discussion on interviews is being presented in Part III.

##### Part I

In the following pages responses of the teacher educators are being tabulated. In tables "Secondary" means teacher educators of the institutions providing training to secondary school teachers. "Elementary" stands for the teacher educators responsible for the training of elementary school teachers. "In-Service" is for the teachers of institutions responsible for in-service training.

Very few teacher educators responded to item Nos.4, 10-19, 26, 29-31, 36-39, and 46-55. Items with such a few response could not be generalized. Therefore, in analysis of data these items have been ignored.



TABLE 1: SEX-WISE DISTRIBUTION OF RESPONDENT TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
Male	33 (80.5%)	20 (50%)	18 (64%)	89 (85.1%)
Female	8 (19.5%)	20 (50%)	9 (36%)	37 (34.9%)
Total	41 (100%)	40 (100%)	25 (100%)	108 (100%)

The above table indicates that out of 108 (Male-85.1%; Female-34.9%) teacher educators 41(Male-80.5% Female-19.5%) from the institutions responsible for the training of secondary school teachers; 40 (Male-50%; Female-50%) from training institutions of elementary school teachers; and 25 (Male-64%; Female 36%) from the institutions where in-service training is available, responded to the questionnaire mailed to them.

TABLE 2: ACADEMIC QUALIFICATIONS OF TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
B.A	5 (12.2%)	10 (25%)	2 (8%)	17 (16%)
B.Sc	5 (12.2%)	4 (10%)	4 (16%)	13 (12.3%)
M.A.	23 (56.1%)	22 (55%)	14 (56%)	59 (55.7%)
M.Sc	8 (19%)	3 (7.5%)	5 (20%)	16 (15%)
Ph.D	-	-	-	-
Other	-	1 (2.5%)	-	-
Total	41 (100%)	40 (100%)	25 (100%)	108 (100%)

It is clear from table 2 that majority of teacher educators was found with Master's degree in content area (M.A-55.7% and M.Sc.15.1%). Only 16% with B.A degree and 12.3% with B.Sc degree were found below the standard set for a teacher educator by the National Curriculum Committee for Teacher Education which is atleast Master's degree in the content area. The position was found almost same in three areas tabulated as secondary, elementary and in-service.

TABLE 2a: SUBJECT-WISE DISTRIBUTION OF TEACHER EDUCATORS HAVING MASTER'S DEGREES IN DIFFERENT SUBJECTS

	Secondary	Elementary	In-Service	Total
<b>M. A</b>				
Urdu	6 (26.1%)	5 (22.7%)	7 (50%)	18 (30.5%)
Sindhi	1 (4.3%)	-	1 (7.1%)	2 (3.4%)
Geogra.	2 (8.7%)	-	-	2 (3.4%)
Pol.Sc.	2 (8.7%)	1 (4.5%)	1 (7.1%)	4 (6.8%)
Isl:Hist.	3 (13.1%)	-	1 (7.1%)	4 (6.8%)
English	3 (13.1%)	-	1 (7.1%)	4 (6.8%)
Islamyat	5 (21.7%)	11 (50%)	1 (7.1%)	17 (28.8%)
Eco.	-	1 (4.5%)	-	1 (1.7%)
Socio.	-	-	1 (7.1%)	1 (1.7%)
Arabic	-	-	1 (7.1%)	1 (1.7%)
Persian	-	4 (18.2%)	-	4 (6.8%)
Isl.Cult.	1 (4.3%)	-	-	1 (1.7%)
	23 (100%)	22 (100%)	14 (100%)	59 (100%)
<b>M. Sc.</b>				
Mathma-tics	1 (12.5%)	-	1 (20%)	2 (12.5%)
Zoology	-	2 (66.7%)	1 (20%)	3 (18.8%)
Chem	3 (37.5%)	1 (33.3%)	2 (40%)	6 (37.5%)
Physics	2 (25%)	-	1 (20%)	3 (18.8%)
Home.Eco.	1 (12.5%)	-	-	1 (6.3%)
Botany	1 (12.5%)	-	-	1 (6.3%)
	8 (100%)	3 (100%)	5 (100%)	16 (100%)
No Resp.	10	15	6	31
Total	41	40	25	106

Table 2a indicates that majority of the teacher educators in humanities group were found with Master's degrees in the subjects of Urdu (30.5%) and Islamiyat (28.8%), whereas in science group 37.5% teacher educators were found with Master's degree in Chemistry.

TABLE 3: PROFESSIONAL QUALIFICATIONS OF TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
B.Ed/ B.T	9 (21.9%)	30 (75%)	10 (40%)	49 (46.3%)
M.Ed/ MA.Ed	27 (65.9%)	10 (25%)	9 (36%)	46 (43.4%)
Short Training Foreign	-	-	3 (12%)	3 (2.8%)
Ph.D	5 (12.2%)	-	-	5 (4.7%)
No Res- Ponse	-	-	3 (12%)	3 (2.8%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

As far as the professional qualifications of the teacher educators are concerned the National Curriculum Committee for Teacher Education recommended Master's degree in Education. Table 3 shows that in institutions providing training to secondary school teachers majority of the teacher educators was found with Master's degree in Education and 12.2% had Doctorate degree in relevant areas. Elementary level teacher training institutions and in-service training institutions had 25% and 36% teachers respectively on their faculty with Master's degree in Education.

TABLE 4: EXPERIENCE-WISE DISTRIBUTION OF TEACHER EDUCATORS

Years	Secondary	Elementary	In-Service	Total
0-5	3 (7.3%)	1 (2.5%)	1 (4%)	5 (4.7%)
5-10	5 (12.2%)	1 (2.5%)	-	6 (5.7%)
10-15	5 (12.2%)	2 (5%)	2 (8%)	9 (8.5%)
15-20	7 (17.1%)	7 (17.5%)	10 (40%)	24 (22.8%)
More than 20	16 (39%)	23 (57.5%)	12 (48%)	51 (48.1%)
No res- ponse	5 (12.2%)	6 (15%)	-	11 (10.4%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

As evident from table 4 all levels of teacher training institutions had an experienced faculty. Majority of teacher educators was found within the range of 15-20 and more than twenty years of service at their credit i.e. 22.8% and 48.1% respectively. As far as the nature of this experience is concerned most of the period was found spent in teaching at secondary level, especially, in the case of faculty of Colleges of Education for Elementary Teachers.

TABLE 5: PUBLISHED WORK OF TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
Yes	21 (51.2%)	1 (2.5%)	11 (44%)	33 (31.1%)
No	18 (39%)	33 (82.5%)	14 (56%)	63 (59.5%)
No Res- ponse	4 (9.8%)	6 (15%)	-	10 (9.4%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

It is clear from table 5 that 51.2% teacher educators of secondary level were found with some kind of published work in their field. Majority of the teacher educators of elementary level (82.5%) was found without published work. The faculty of in-service training institutions was almost equally divided as 44% and 56%. Overall picture of published work was not found to be encouraging one (only 31% with published work). Majority of the teacher educators were found involved in producing textbooks of various levels assigned to them by the respective Textbook Boards.

TABLE 6: RESEARCH CONDUCTED BY TEACHER EDUCATORS.

	Secondary	Elementary	In-Service	Total
Yes	15 (36.6%)	2 (5%)	6 (24%)	23 (21.7%)
No	18 (43.9%)	29 (72.5%)	19 (76%)	66 (62.3%)
No res- ponse	8 (19.5%)	9 (22.5%)	-	17 (16%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

Table 6 shows that only 21.7% teacher educators had conducted some kind of research during their career. At secondary

level it was found a little bit encouraging as 36.8% teacher educators had some research work but at elementary level it was found quite discouraging because only 5% teacher educators had conducted research mostly during their studies. This aspect needs to be encouraged at national level and appropriate funds need to be allocated for the purpose.

TABLE 7: FOREIGN VISITS BY TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
Yes	8 (19.5%)	4 (10%)	9 (36%)	21 (19.8%)
No	30 (73.2%)	26 (65%)	16 (64%)	72 (67.9%)
No resp.	3 (7.3%)	10 (25%)	-	13 (12.3%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

Table 7 indicates that majority of the teacher educators (67.9%) was found without having the opportunity of going abroad. Teacher educators who had a chance of going abroad, majority of them visited U.K. and Australia under the projects being funded by World Bank or Asian Development Bank.

TABLE 8: SATISFACTION OR DISSATISFACTION OF TEACHER EDUCATORS WITH THE CONTENT THEY TEACH.

	Secondary	Elementary	In-Service	Total
Satisfac- tory	25 (61%)	36 (90%)	19 (76%)	80 (75.5%)
Not Satis- factory	13 (31.7%)	2 (5%)	4 (16%)	19 (17.9%)
No Res.	3 (7.3%)	2 (5%)	2 (8%)	7 (6.6%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

Table 8 shows that majority (75.%) of teacher educators showed their satisfaction with the course content they were teaching. Only 17.9% were found dissatisfied. The percentage of showing satisfaction was found fluctuating between secondary and elementary as 61% and 90% respectively. As majority of the teacher educators showed their satisfaction with the existing courses they avoided to suggest any change.

TABLE 11: DIFFICULTIES USUALLY BEING FACED BY TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
Shortage of Inst. Material	29 (70.7%)	24 (60%)	9 (36%)	62 (58.5%)
Heavy Work Load	10 (24.4%)	6 (15%)	2 (8%)	18 (17%)
Inadequate Working Cond.	15 (36.8%)	4 (10%)	8 (32%)	27 (25.5%)
Low Standard of Students	24 (58.5%)	23 (57.5%)	7 (28%)	54 (50.9%)
No Response	3 (7.3%)	2 (5%)	6 (24%)	11 (10.4%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

Table 11 indicates that majority of the teacher educators reported two areas in which they usually had faced difficulty such as shortage of instructional materials and low standard of students' achievement. Shortage of instructional materials was reported by 58.5% and low standard of students' achievement by 50.9% teacher educators. Shortage of instructional materials in teacher training institutions of secondary school teachers was found to be significant one (70.7%). In-adequate working conditions were reported by only 25.5% teacher educators. This table indicates that very few (17%) teacher educators had heavy work load. Majority of the teacher educators expressed that they usually removed their difficulties themselves because there was no body to guide them properly in this respect.

TABLE 12: IS THE COLLATERAL MATERIAL EASILY AVAILABLE TO TEACHER EDUCATORS?

	Secondary	Elementary	In-Service	Total
Yes	13 (31.7%)	16 (40%)	16 (64%)	45 (42.5%)
No	19 (46.3%)	16 (40%)	7 (28%)	42 (39.6%)
No Resp.	9 (22%)	8 (20%)	2 (8%)	18 (17.9%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

Table 12 shows that easy availability of collateral material was reported by 42.5% teacher educators. Only 39.6% reported that they had no access to collateral material. In case of teacher educators of in-service training institutions the availability of collateral material was found to be significant i.e. 64%.

TABLE 13: FREQUENT USE OF A.V.AIDS BY TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
Yes	34 (82.9%)	24 (60%)	19 (76%)	77 (72.6%)
No	3 (7.3%)	14 (35%)	6 (24%)	23 (21.7%)
No Resp.	4 (9.8%)	2 (5%)	-	6 (5.7%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

72.6% teacher educators were found with frequent use of a.v.aids. The percentage of teacher educators of institutions meant for secondary school teacher training with frequent use of a.v.aids was found to be 82.9 which is significant one.

TABLE 14: FREQUENT USE OF MODERN METHODS BY TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
Yes	34 (82.9%)	35 (87.5%)	23 (92%)	92 (86.8%)
No	3 (7.4%)	2 (5%)	1 (4%)	6 (5.7%)
No resp.	4 (9.8%)	3 (7.5%)	1 (4%)	8 (7.5%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

According to table 14, 86.8% teacher educators claimed the frequent use of modern methods of teaching. This was claimed by 82.9%, 87.5% and 92% teacher educators of secondary, elementary and in-service categories respectively. This shows that our prospective teachers are being given training in modern methods and techniques.

TABLE 15: TEACHING METHODS FREQUENTLY USED BY TEACHER EDUCATORS

Methods	Secondary	Elementary	In-service	Total
Lecture	31 (75.6%)	33 (82.5%)	21 (84%)	85 (80.2%)
Textbook	4 (9.8%)	14 (35%)	5 (20%)	23 (21.7%)
Unit	3 (7.3%)	3 (7.5%)	2 (8%)	8 (7.5%)
Project	10 (24.4%)	9 (22.5%)	10 (40%)	29 (27.4%)
Problem Solving	11 (25.8%)	12 (30%)	12 (35%)	35 (33%)
Team teaching	9 (22%)	6 (15%)	8 (32%)	23 (21.7%)
Prog. Instruc.	1 (2.4%)	8 (20%)	3 (12%)	12 (11.3%)
Modular	2 (4.8%)	1 (2.5%)	1 (4%)	4 (3.8%)
Demonstration	20 (48.8%)	18 (45%)	20 (80%)	58 (54.7%)
Discovery	6 (14.6%)	6 (15%)	6 (24%)	18 (17%)
Notes	13 (31.7%)	19 (47.5%)	3 (12%)	35 (33%)
Total	41	40	25	106

Lecture method, demonstration method and discussion method were found to be frequently used by teacher educators. These methods were reported to be used by 80.2%, 54.7% and 70.8% teacher educators respectively. The least used methods were found to be modular approach and unit method being used by 3.8% and 7.5% teacher educators respectively.

TABLE 16: ARE TEACHER EDUCATORS SATISFIED WITH THE PRESENT DURATION OF TRAINING?

	Secondary	Elementary	In-Service	Total
Yes	7 (17.1%)	30 (75%)	20 (80%)	57 (53.8%)
No	31 (75.8%)	9 (22.5%)	3 (12%)	43 (40.6%)
No Resp.	3 (7.3%)	1 (2.5%)	2 (8%)	6 (5.6%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)



Majority of the teacher educators (53.8%) was found to be satisfied with the present duration of training. In case of secondary level teacher training the situation was found to be quite different. Only 17% teacher educators of secondary level showed their satisfaction whereas 75.6% were found to be dissatisfied with the present duration of training. 5.6% teacher educators did not respond to this item.

TABLE 17: DURATION OF TRAINING PROPOSED BY TEACHER EDUCATORS

	Secondary	Elementary	In-Service	Total
2 Years	25 (61%)	8 (20%)	-	33 (31.1%)
3 Years	8 (14.6%)	2 (5%)	3 (12%)	11 (10.4%)
No Resp.	10 (24.4%)	30 (75%)	22 (88%)	62 (58.5%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

Table 17 indicates that 58.5% teacher educators did not respond to this item. Duration of training was proposed to be 2 years and 3 years by 31.1% and 10.4% teacher educators respectively. 61% teacher educators of secondary level were found to be in favour of 2 years duration.

TABLE 18: OPINION OF TEACHER EDUCATORS ABOUT 12+3 PROGRAMME

	Secondary	Elementary	In-Service	Total
Yes	31 (75.6%)	22 (55%)	15 (60%)	68 (64.1%)
No	7 (17.1%)	8 (15%)	5 (20%)	18 (17%)
No Resp.	3 (7.3%)	12 (30%)	5 (20%)	20 (18.9%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

64.1% teacher educators were found to be in favour of 12+3 programme of secondary school teacher training. This programme was endorsed by 75.6% teacher educators of secondary level. This shows that 12+3 programme of teacher training is gaining popularity day by day.

TABLE 19: OPINION OF TEACHER EDUCATORS ABOUT SANDWICH PROGRAMME

	Secondary	Elementary	In-Service	Total
Yes	16 (39%)	26 (65%)	19 (76%)	61 (57.5%)
No	18 (43.9%)	8 (20%)	4 (16%)	30 (28.3%)
No Resp.	7 (17.1%)	6 (15%)	2 (8%)	15 (14.2%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

Sandwich programme of teacher training proposed in Sixth Five Year Plan was found to be acceptable to 57.5% teacher educators. 65% teacher educators of elementary level were found to be in favour of sandwich programme which was meant to meet the shortage of primary school teachers.

TABLE 20: DO TEACHER EDUCATORS DELIVER MODEL LESSONS?

	Secondary	Elementary	In-Service	Total
Yes	37 (90.2%)	39 (97.5%)	17 (68%)	93 (87.7%)
No	2 (4.9%)	1 (2.5%)	2 (8%)	5 (4.7%)
No Resp.	2 (4.9%)	-	6 (24%)	8 (7.6%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

In table 20, delivery of model lessons has been claimed by 87.7% teacher educators. The number of teacher educators of elementary level claiming the delivery of model lesson was found to be 97.5% which is quite significant. Only 4.7% teacher educators did not claim.

TABLE 21: SATISFACTION WITH DURATION OF PRACTICE-TEACHING

	Secondary	Elementary	In-Service	Total
Yes	7 (17.1%)	31 (77.5%)	9 (36%)	47 (44.3%)
No	31 (75.8%)	7 (17.5%)	7 (28%)	45 (42.5%)
No Resp.	3 (7.3%)	2 (5%)	9 (36%)	14 (13.2%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

No significant difference was found between the teacher educators satisfied (44.3%) and dissatisfied (42.5%) with the existing duration of practice-teaching. Level-wise situation was found to be interesting one. Majority of teacher-educators of secondary level (75.6%) was found to be dissatisfied with present duration of practice-teaching. In case of teacher educators of elementary level the situation was found to be otherwise as majority of them (77.5%) showed their satisfaction in respect of present duration of practice teaching.

TABLE 22: PROPOSED WEIGHTAGE OF PRACTICE-TEACHING

	Secondary	Elementary	In-Service	Total
25%	1 (2.4%)	-	1 (4%)	2 (1.9%)
33%	15 (36.6%)	3 (7.5%)	3 (12%)	21 (19.8%)
50%	15 (36.6%)	4 (10%)	4 (16%)	23 (21.7%)
No Resp.	10 (24.4%)	33 (82.5%)	17 (68%)	60 (56.8%)
Total	41 (100%)	40 (100%)	25 (100%)	106 (100%)

As teacher educators of elementary level had shown their satisfaction with the existing duration of practice-teaching, majority of them (82.5%) did not respond to this item. The weightage of 33% and 50% was suggested by 19.8% and 21.7% teacher educators as a whole respectively. The number of teacher-educators of secondary level, who responded to this item, was found to be equally divided in suggesting the 33% and 50% weightage of practice-teaching i.e. 36.6% each.

#### Part II.

Views and opinions of the school supervisors are being presented in tabular form alongwith analysis in this section. For convenience the school supervisors have been divided into three levels as follows:

Level I: District Education Officer (D.E.O)

Level II: Deputy District Education Officer (D.D.E.O)  
Sub-Divisional Education Officer (S.D.E.O)

Level III Assistant District Education Officer (A.D.E.O)  
Assistant Sub-Div. Education Officer (A.S.D.E.O)  
Assistant Education Officer (A.E.O)  
Supervisor Primary Education (S.P.E)

Responses to items; 39, 43, 45, 50-54 were very few and could not be generalized. Therefore, in analysis of data the same were ignored.

TABLE 23: SEX-WISE DISTRIBUTION OF RESPONDENT SUPERVISORS

	Level I	Level II	Level III	Total
Male	20 (57.1%)	16 (61.5%)	20 (71.4%)	56 (62.9%)
Female	15 (42.9%)	10 (38.5%)	8 (28.8%)	33 (37.1%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Table 23 shows that 89 supervisors were included in the sample. This number includes 35, 26 and 28 supervisors of level I, Level II and Level III respectively. Overall sample included 62.8% and 37.1% male and female respondents respectively.

TABLE 24: NUMBER OF INSTITUTIONS BEING SUPERVISED BY EACH CATEGORY OF SUPERVISORS

	Level I	Level II	Level III	Total
Less than 50	-	2 (7.7%)	6 (21.4%)	8 (9%)
50-100	1 (2.9%)	3 (11.5%)	10 (35.7%)	14 (15.7%)
101-200	5 (14.3%)	7 (27%)	12 (42.9%)	24 (27%)
201-500	16 (45.7%)	10 (38.5%)	-	26 (29.2%)
501-1000	10 (28.5%)	3 (11.5%)	-	13 (14.8%)
1001-2000	2 (5.7%)	1 (3.8%)	-	3 (3.4%)
More than 2000	1 (2.9%)	-	-	1 (1.1%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the level I supervisors was found to be responsible for the supervision of 201-500 and 501-1000 institutions directly or indirectly. Level II supervisors were found to be mostly responsible for the supervision of 201-500



institutions directly or indirectly. A significant number of level III supervisors (42.9%) and (35.7%) was found responsible for the supervision of 101-200 and 51-100 institutions respectively.

TABLE 25: NUMBER OF SUPERVISORS UNDER THE CONTROL OF EACH CATEGORY OF SUPERVISORS

	Level I	Level II	Level III	Total
None	-	3 (11.5%)	22 (78.6%)	25 (28.1%)
1-5	9 (25.7%)	16 (61.5%)	6 (21.4%)	31 (34.8%)
6-10	10 (28.6%)	4 (15.4%)	-	14 (15.7%)
11-15	8 (22.9%)	1 (3.8%)	-	9 (10.1%)
16-20	2 (5.7%)	1 (3.8%)	-	3 (3.4%)
21-25	4 (11.4%)	1 (3.8%)	-	5 (5.8%)
More than 25	2 (5.7%)	-	-	2 (2.2%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the level I supervisors was found to have a maximum number of 15 supervisors under their control. 61.5% level II supervisors had a maximum number of 5 supervisors to assist them in the supervisory task. A significant number of level III supervisors (78.6%) was found without any body to assist them in supervisory functions.

TABLE 26: LEVEL OF INSTITUTIONS SUPPOSED TO BE SUPERVISED BY EACH CATEGORY OF SUPERVISORS

	Level I	Level II	Level III	Total
Primary	29 (82.9%)	17 (65.4%)	24 (8.7%)	70 (78.7%)
Middle	32 (91.4%)	23 (88.5%)	16 (57.1%)	71 (79.8%)
Secondary	35 (100%)	6 (23.1%)	2 (7.1%)	43 (48.3%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Level I supervisors were found to be mostly responsible for indirect supervision of primary and middle; and direct supervision of secondary schools. Level II supervisors were found to have the responsibility of supervising the primary schools indirectly and middle schools directly. Level III supervisors usually supervised the primary schools and some of them were found to be assisting their level I and level II officers in the supervision of middle and secondary schools.

TABLE 27: NUMBER OF VISITS SUPPOSED TO BE MADE BY EACH CATEGORY OF SUPERVISORS

	Level I	Level II	Level III	Total
Once	6 (22.9%)	3 (11.6%)	1 (3.8%)	12 (13.5%)
Twice	17 (48.6%)	18 (69.2%)	15 (53.8%)	50 (56.2%)
Thrice	10 (28.5%)	5 (19.2%)	12 (42.8%)	27 (30.3%)
Total	35 (100%)	28 (100%)	28 (100%)	89 (100%)

Majority of the supervisors reported that they should visit the schools under their supervision twice a year. A visit schedule of thrice a year was reported by 30.3% supervisors of all levels. Only 13.5% supervisors of all levels reported that institutions under their supervision should be visited once a year.

TABLE 28: NUMBER OF VISITS ACTUALLY BEING MADE BY EACH CATEGORY OF SUPERVISORS

	Level I	Level II	Level III	Total
Once	13 (37.1%)	8 (30.8%)	3 (10.7%)	24 (27%)
Twice	17 (48.6%)	18 (61.5%)	15 (53.8%)	48 (54%)
Thrice	5 (14.3%)	2 (7.7%)	10 (35.7%)	17 (19%)
Total	35 (100%)	28 (100%)	28 (100%)	89 (100%)

Majority of the supervisors of all levels (54%) reported that they actually visited the institutions under their supervision twice a year. Only 19% managed to visit the institutions thrice a year. 27% supervisors were found in practice of visiting the institutions once a year. Practice of visiting the institution thrice a year by level III supervisors

was found to be better as compared to level I and Level II supervisors.

TABLE 29: KIND OF GUIDANCE BEING GIVEN TO THE TEACHERS BY THE SUPERVISORS

	Level I	Level II	Level III	Total
Teaching Methods	35 (100%)	26 (100%)	28 (100%)	89 (100%)
Children Needs	33 (94.3%)	18 (69.2%)	22 (78.6%)	73 (82%)
School Record	30 (85.7%)	23 (88.5%)	26 (92.9%)	79 (88.8%)
Total	35	26	28	89 (100%)

All the supervisors were found to have claimed to provide the guidance to teachers in teaching methods. Guidance being given to teachers in understanding children needs and maintenance of school record was claimed by 82% and 88.8% school supervisors respectively.

TABLE 30: TO WHAT EXTENT TEACHERS ARE EFFICIENT TO DEAL WITH THE DISCIPLINARY PROBLEMS?

	Level I	Level II	Level III	Total
Mostly	14 (40%)	5 (19.2%)	8 (28.6%)	27 (30.3%)
To some Extent	21 (60%)	21 (80%)	20 (71.4%)	62 (69.7%)
Not at all	-	-	-	-
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the supervisors of all levels (69.7%) was found to be of the opinion that the teachers were efficient to deal with the disciplinary problems of the students "to some extent". Only 30.3% of the supervisors found the teachers mostly efficient one in this aspect. It can be concluded that supervisors have reported the efficiency of teachers half-heartedly.



TABLE 31: ARE THE PARENTS SATISFIED WITH THE PERFORMANCE OF THE TEACHERS?

	Level I	Level II	Level III	Total
Mostly	10 (28.6%)	8 (30.8%)	2 (7.1%)	20 (22.5%)
To some extent	25 (71.4%)	18 (69.2%)	26 (92.9%)	69 (77.5%)
Not at all	-	-	-	-
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Only 22.5% supervisors reported that parents were mostly satisfied with performance of the teachers. 77.5% supervisors expressed indifferent opinion like "To some extent" which means that parents are not fully satisfied with the performance of the teachers. Supervisors of all levels seem to be dissatisfied with the performance of the teachers.

TABLE 32: FREQUENCY OF COMPLAINTS AGAINST TEACHERS BEING REPORTED TO SUPERVISORS

	Level I	Level II	Level III	Total
Every time	1 (2.9%)	2 (7.7%)	-	3 (3.4%)
Sometimes	34 (97.1%)	24 (92.3%)	28 (100%)	86 (96.6%)
Never	-	-	-	-
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the supervisors (96.6%) reported that they had complaints against the teachers sometimes they visited the schools. It means that frequency of complaints against the teachers is not significant one. Complaints against the teachers were reported by 3 supervisors every time they visited the institutions.

TABLE 33: EFFICIENCY OF TEACHERS IN ORGANIZING CO-CURRICULAR ACTIVITIES

	Level I	Level II	Level III	Total
Mostly	8 (22.9%)	5 (19.2%)	5 (17.9%)	18 (20.2%)
To some extent	26 (74.3%)	20 (76.9%)	20 (71.4%)	66 (74.2%)
Not at all	1 (2.8%)	1 (3.9%)	3 (10.7%)	5 (5.6%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the supervisors reported the teachers to be efficient to some extent in organizing Co-Curricular activities. Only 20.2% supervisors were found of the opinion that teachers were mostly efficient enough to organize co-curricular activities in the schools.

TABLE 34: CAPABILITY OF TEACHERS ABOUT MOTIVATING THE STUDENTS FOR LEARNING

	Level I	Level II	Level III	Total
Highest	11 (31.4%)	6 (23.1%)	7 (25%)	24 (27%)
Average	23 (65.7%)	19 (73.1%)	20 (71.4%)	62 (69.6%)
Lowest	1 (2.9%)	1 (3.8%)	1 (3.6%)	3 (3.4%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the supervisory staff of all levels (69.6%) was found of the opinion that teachers had average capability of motivating the students for learning. Only 27% of supervisors were of the view that teachers were equipped with highest capability of motivating the students. Lowest motivating capability of teachers was reported by only 3.4% supervisors.

TABLE 35: ARE TEACHERS AWARE OF DEVELOPMENTAL NEEDS OF STUDENTS?

	Level I	Level II	Level III	Total
Mostly	8 (22.9%)	5 (19.2%)	3 (10.7%)	18 (18%)
To some extent	22 (62.9%)	18 (61.6%)	21 (75%)	59 (68.3%)
Not at all	5 (14.2%)	5 (19.2%)	4 (14.3%)	14 (15.7%)
Total	35 (100%)	28 (100%)	28 (100%)	89 (100%)

Table 35 shows that 68.3% supervisors were of the view that teachers were found to be aware of the developmental needs of the students to some extent. It can be easily derived that majority of the supervisors was not satisfied with the awareness of the teachers about developmental needs of students. 18% supervisors reported that teachers were found mostly aware of the students' needs. 15.7% supervisors were found to be of the view that teachers were totally unaware of the developmental needs of the students.

TABLE 36: ARE TEACHERS CAPABLE OF ADJUSTING THEIR TEACHING TO ABILITIES OF STUDENTS?

	Level I	Level II	Level III	Total
Mostly	6 (17.1%)	10 (38.5%)	6 (21.4%)	22 (24.7%)
To some extent	28 (80%)	14 (53.8%)	22 (78.6%)	64 (71.9%)
Not at all	1 (2.9%)	2 (7.7%)	-	3 (3.4%)
Total	35 (100%)	28 (100%)	28 (100%)	89 (100%)

Majority of the school supervisors (71.9%) reported that teachers could adjust their teaching to abilities of students to some extent. Only 24.7% supervisors were of the view that teachers were mostly capable of adjusting their teaching to the abilities of students.

TABLE 37: ARE TEACHERS AWARE OF THE OBJECTIVES OF EDUCATION?

	Level I	Level II	Level III	Total
Mostly	11 (31.4%)	11 (42.3%)	10 (35.7%)	32 (38%)
To some extent	22 (62.9%)	14 (53.8%)	16 (57.1%)	52 (58.4%)
Not at all	2 (5.7%)	1 (3.9%)	2 (7.2%)	5 (5.6%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the supervisors (58.4%) was found to be of the opinion that teachers were not fully aware of the objectives of education. 36% supervisors expressed that teachers were mostly aware of the objectives of education. Whereas 5.6% supervisors reported that teachers were mostly ignorant of the objectives of education.

TABLE 38: DO TEACHERS TRY TO ACHIEVE OBJECTIVES OF EDUCATION?

	Level I	Level II	Level III	Total
Mostly	10 (28.6%)	8 (23.1%)	6 (21.4%)	22 (24.7%)
To some extent	21 (60%)	17 (65.4%)	22 (78.6%)	60 (67.4%)
Not at all	4 (11.4%)	3 (11.5%)	-	7 (7.9%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Almost one-fourth (24.7%) supervisors reported that teachers were trying their best to achieve the objectives of education. Whereas a vast majority (67.4%) was of the opinion that they were trying to some extent for the achievement of objectives of education. Only 7.9% reported that teachers did not bothered about it.

TABLE 39: ARE TEACHERS AWARE OF NEEDS OF SOCIETY?

	Level I	Level II	Level III	Total
Mostly	18 (51.4%)	13 (50%)	10 (35.7%)	41 (46.1%)
To some extent	12 (34.3%)	10 (38.5%)	15 (53.6%)	37 (41.6%)
Not at all	5 (14.3%)	3 (11.5%)	3 (10.7%)	11 (12.3%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Awareness of the teachers of the needs of the society at highest level was reported by 46.1% supervisors. 41.6% school supervisors of all levels expressed their indifferent views about the awareness of the teachers of the needs of the society. Awareness of the teachers of the needs of the society reported by majority of level I (51.4%) and level II (50%) was found to be at highest level. Lowest level of awareness of the teachers of the needs of the society was expressed by 12.3% school supervisors.

TABLE 40: DO TEACHERS USE MODERN METHODS?

	Level I	Level II	Level III	Total
Mostly	2 (5.7%)	-	2 (7.1%)	4 (4.5%)
Sometimes	22 (62.9%)	18 (69.2%)	17 (60.7%)	57 (64%)
Never	11 (31.4%)	8 (30.8%)	9 (32.2%)	28 (31.5%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Table 40 shows that frequent use of modern methods by teachers was reported only by 4.5% supervisors. A significant majority of school supervisors was of the view that teachers used modern methods rarely. 31.5% school supervisors expressed that teachers never used modern methods of teaching. Most of the teachers were found in habit of using the textbook as a method of teaching.

TABLE 41: ARE TEACHERS CAPABLE OF EVALUATING THE STUDENTS PROPERLY?

	Level I	Level II	Level III	Total
Mostly	10 (28.8%)	5 (19.2%)	6 (21.4%)	21 (23.6%)
To some extent	22 (62.9%)	21 (80.8%)	20 (71.4%)	63 (70.8%)
Not at all	3 (8.5%)	-	2 (7.2%)	5 (5.6%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

"Teachers are mostly capable of evaluating the students properly" it was reported by 23.6% school supervisors. Majority of the supervisors (70.8%) expressed that teachers were capable of evaluating the students to some extent. Total inability of the teachers in evaluating the students was reported by only 5.6% supervisors. The table 41 shows that a significant number of school supervisors is not satisfied with the evaluation ability of the teachers which needs a thorough training of teachers in the field of measurement and evaluation.

TABLE 42: DO TEACHERS USE A.V.AIDS?

	Level I	Level II	Level III	Total
Mostly	-	1 (3.8%)	1 (3.6%)	2 (2.2%)
To some extent	26 (74.3%)	14 (53.9%)	16 (57.1%)	56 (62.9%)
Not at all	9 (25.7%)	11 (42.3%)	11 (39.3%)	31 (34.9%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

According to table 42 only 2.2% school supervisors reported that teachers used a.v.aids frequently. Majority of the school supervisors expressed their opinion about rare use of a.v.aids by teachers whereas 34.9% supervisors reported that teachers never used a.v.aids to supplement their teaching.

TABLE 43: REASONS FOR NOT USING A.V.AIDS.

	Level I	Level II	Level III	Total
Lack of training	13 (37.1%)	12 (46.2%)	11 (39.3%)	36 (40.4%)
Non-Availability of A.V. Aids.	22 (62.9%)	16 (61.5%)	20 (71.4%)	58 (65.2%)
Lack of Motivation	11 (31.4%)	8 (23.1%)	7 (25%)	24 (27%)
Total	35	26	28	89 (100%)

In table 43 reasons for not using the a.v.aids were reported to be lack of training, non-availability of a.v.aids and lack of motivation by 40.4%, 65.2% and 27% school supervisors respectively. Non-availability of a.v.aids was reported by majority of school supervisors which shows that teachers are not being trained and encouraged for preparing the a.v.aids with the indigenous material easily available to them.

TABLE 44: DO TEACHERS ASSIGN HOME-WORK REGULARLY?

	Level I	Level II	Level III	Total
Yes	26 (74.3%)	15 (57.7%)	17 (60.7%)	58 (65.2%)
No	9 (25.7%)	11 (42.3%)	11 (39.3%)	31 (34.8%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

According to table 44 majority of the supervisors expressed that teachers assigned home work regularly. 34.8% school supervisors reported otherwise.

TABLE 45: DO TEACHERS CHECK HOME-WORK?

	Level I	Level II	Level III	Total
Yes	20 (57.1%)	12 (46.2%)	15 (53.6%)	47 (52.8%)
No	10 (28.6%)	5 (19.2%)	13 (46.4%)	28 (31.5%)
No Resp.	5 (14.3%)	9 (34.6%)	-	14 (15.7%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Table 45 shows that majority of school supervisors found the teachers checking the home work regularly. About one-third (31.5%) supervisors reported that teachers did not check the assigned home-work. 15.7% supervisors did not respond to this item.

TABLE 46: DO TEACHERS MAINTAIN DIARY?

	Level I	Level II	Level III	Total
Yes	18 (51.4%)	15 (57.7%)	13 (45.4%)	46 (51.7%)
No	17 (48.6%)	11 (42.3%)	15 (53.6%)	43 (48.3%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

In table 46, maintenance of teachers' diary was reported by 51.7% school supervisors. 48.3% school supervisors reported otherwise.

TABLE 47: PRACTICE OF MAINTAINING DIARY?

	Level I	Level II	Level III	Total
Daily	5 (14.3%)	2 (7.7%)	2 (7.1%)	9 (10.1%)
Weekly	9 (25.7%)	5 (19.2%)	5 (17.9%)	19 (21.3%)
Fort-nightly	1 (2.9%)	-	3 (10.7%)	4 (4.5%)
Monthly	5 (14.3%)	8 (30.8%)	8 (28.6%)	21 (23.6%)
No Resp.	15 (42.3%)	11 (42.3%)	10 (35.7%)	36 (40.5%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Table 47 indicates that 40.5% school supervisors did not respond to this items as they were not supposed to do so because in table 46, 48.3% supervisors expressed that teachers were found not to be in habit of maintaining the diary regularly. Practice of maintaining the diary on daily, weekly, fortnightly and monthly basis was reported by 10.1%, 21.3%, 4.5% and 23.6% school supervisors respectively. Comparatively more popular practice was found to be maintaining the diary on weekly (21.3%) and monthly (23.6%) basis.



TABLE 48: REASONS FOR NOT MAINTAINING DIARY

	Level I	Level II	Level III	Total
Lack of training	10 (28.8%)	7 (26.9%)	6 (21.4%)	23 (25.8%)
Lack of motivation	8 (22.8%)	6 (23.1%)	4 (14.3%)	18 (20.2%)
Lack of supervision	7 (20%)	2 (7.7%)	6 (21.4%)	15 (16.9%)
No Resp.	10 (28.8%)	11 (42.3%)	12 (42.9%)	33 (37.1%)
Total	35 (100%)	28 (100%)	28 (100%)	89 (100%)

Table 48 indicates that 37.1% supervisors did not agree with this item and they did not respond. Reasons for not maintaining the diary were reported to be lack of training, lack of motivation, and lack of supervision by 25.8%, 20.2% and 16.9% school supervisors respectively. The most significant reason for not maintaining the diary was found to be lack of training. This aspect invites the attention of teacher trainers.

TABLE 49: SHOULD IN-SERVICE TRAINING BE MADE COMPULSORY?

	Level I	Level II	Level III	Total
Yes	35 (100%)	28 (100%)	28 (100%)	89 (100%)
No	-	-	-	-
Total	35 (100%)	28 (100%)	28 (100%)	89 (100%)

Table 49 indicates that in-service training was demanded to be made compulsory exclusively by all the school supervisors. No difference of opinion was found on this issue.

TABLE 50: IN-SERVICE TRAINING - HOW OFTEN?

	Level I	Level II	Level III	Total
Once a year	13 (37.1%)	4 (15.4%)	5 (17.9%)	22 (24.7%)
Once in 3 years	22 (62.9%)	19 (73.1%)	18 (64.2%)	59 (66.3%)
Once in 5 years	-	3 (11.5%)	5 (17.9%)	8 (9%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

According to table 50 majority of the school supervisors expressed that every teacher should be given in-service training once in three years. Once a year in-service training was demanded by 24.7% supervisors. Only 9% supervisors reported that in-service training should be organized once in every 5 years.

TABLE 51: WHO SHOULD ORGANIZE IN-SERVICE TRAINING?

	level I	Level II	Level III	Total
Trg. Ins-stitutes	8 (22.8%)	7 (26.9%)	4 (14.3%)	19 (21.3%)
Edu. Ext. Centres	21 (60%)	17 (65.4%)	20 (71.4%)	58 (65.2%)
Super-visors	6 (17.1%)	2 (7.7%)	4 (14.3%)	12 (13.5%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the school supervisors (65.2%) expressed the opinion that in-service training should be organized by Education Extension Centres. 21.3% supervisors made the teacher training institutions responsible for the organization of in-service training courses. Supervisors and Education Officers were also considered to be made responsible for organizing in-service training by 13.5% school supervisors.

TABLE 52: SATISFACTION WITH PREVAILING IN-SERVICE TRAINING

	Level I	Level II	Level III	Total
Yes	17 (48.6%)	9 (34.6%)	11 (39.3%)	37 (41.6%)
No	18 (51.4%)	17 (65.4%)	17 (60.7%)	52 (58.4%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Table 52 indicates that existing in-service training facilities were considered to be insufficient by majority of the supervisors (58.4%) whereas 41.6% school supervisors regarded the existing in-service training sufficient and satisfactory. The school supervisors were found dissatisfied with the existing in-service training facilities because the teachers were not being motivated and the supervisors were not being consulted on the content to be included in the in-service training courses.

TABLE 53: WHO SHOULD IDENTIFY AREAS NEEDING IN SERVICE TRAINING?

	Level I	Level II	Level III	Total
Teachers	9 (25.7%)	3 (11.5%)	8 (28.6%)	20 (22.5%)
Teacher Edu- cators	11 (31.4%)	3 (11.5%)	3 (10.7%)	17 (19.1%)
Super- visors	15 (42.9%)	20 (77%)	17 (60.7%)	52 (58.4%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

According to table 53 teachers and teacher-educators were considered to be most suitable persons by 22.5% and 19.1% school supervisors respectively to identify areas where in-service training is needed. Majority of the school supervisors expressed their views that areas needing in-service training should be identified by the supervisors concerned because they are the best judge watching the teacher's performance in real situation.

TABLE 54: ARE SUPERVISORS SATISFIED WITH EXISTING DURATION OF PRE-SERVICE TRAINING OF TEACHERS?

	Level I	Level II	Level III	Total
Yes	8 (22.9%)	6 (23.1%)	10 (35.7%)	24 (27%)
To some extent	19 (52.2%)	12 (46.2%)	11 (39.3%)	42 (47.2%)
Not at all	8 (22.9%)	8 (30.7%)	7 (25%)	23 (25.8%)
Total	35 (100%)	28 (100%)	28 (100%)	89 (100%)

Table 54 shows that 27% supervisors were found to be fully satisfied with the existing duration of pre-service training of teachers at various levels. 47.2% expressed that prevalent duration was satisfying one to some extent which could be improved with some modifications. Almost one-fourth (25.8%) supervisors reported that existing duration of training was quite in-sufficient.

TABLE 55: DURATION OF TRAINING PROPOSED BY SUPERVISORS

	Level I	Level II	Level III	Total
One yrs.	2 (5.7%)	2 (7.7%)	6 (21.4%)	10 (11.2%)
Two yrs.	10 (28.6%)	9 (34.6%)	8 (28.6%)	27 (30.3%)
Three years	2 (5.7%)	1 (3.9%)	-	3 (3.4%)
No resp.	21 (60%)	14 (53.8%)	14 (50%)	49 (55.1%)
Total	35 (100%)	28 (100%)	28 (100%)	89 (100%)

Table 55 shows that majority of the supervisors did not respond to this item as they had already either regarded it quite satisfactory or satisfactory to some extent which could be improved. One year, two year and three year duration of training was proposed by 11.2%, 30.3% and 3.4% school supervisors respectively.

TABLE 56: AREAS NEEDING IMMEDIATE IN-SERVICE TRAINING

	Level I	Level II	Level III	Total
Teaching methods	5 (14.3%)	20 (78.9%)	21 (75%)	46 (51.7%)
Inst. Technology	14 (40%)	9 (34.8%)	7 (25%)	30 (33.7%)
Evaluation	13 (37.1%)	8 (30.8%)	8 (21.4%)	27 (30.3%)
School Record	10 (28.8%)	8 (30.8%)	9 (32.1%)	27 (30.3%)
Subject matter	5 (14.3%)	5 (19.2%)	1 (3.8%)	11 (12.4%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Table 56 shows that school supervisors identified 5 areas/subjects which needed immediate in-service training. These areas included Teaching Methods, Instructional Technology, Evaluation, Maintenance of School Record and Subject Matter reported by 51.7%, 33.7%, 30.3% and 12.4% supervisors respectively.

TABLE 57: PROPOSED ADMISSION CRITERIA FOR TRAINING INSTITUTIONS

	Level I	Level II	Level III	Total
Merit	15 (42.9%)	4 (15.4%)	11 (39.3%)	30 (33.7%)
Test	5 (14.2%)	6 (23.1%)	2 (7.1%)	13 (14.8%)
Test + Interview	15 (42.9%)	16 (81.5%)	15 (53.6%)	46 (51.7%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Majority of the supervisors (51.7%) reported that test and interview should be main criteria for admission to teacher training institutions. Open merit and interview were considered to be admission criteria by 33.7% and 14.8% supervisors respectively.

TABLE 58: IS APTITUDE TEST NECESSARY FOR SELECTION OF TEACHERS?

	Level I	Level II	Level III	Total
Yes	31 (88.8%)	25 (96.2%)	27 (98.4%)	83 (93.3%)
No	4 (11.4%)	1 (3.8%)	1 (3.6%)	6 (6.7%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Aptitude test for the selection of teachers was considered to be necessary by a vast majority of supervisors (93.3%). Only 6.7% supervisors particularly of level I opposed the idea of aptitude test.

TABLE 59: PROPOSED WEIGHTAGE OF PRACTICE TEACHING DURING TRAINING

	Level I	Level II	Level III	Total
25%	1 (2.8%)	1 (3.8%)	2 (7.1%)	4 (4.5%)
33%	8 (22.9%)	8 (23.1%)	8 (28.6%)	22 (24.7%)
50%	26 (74.3%)	19 (73.1%)	18 (64.3%)	63 (70.8%)
Total	35 (100%)	26 (100%)	28 (100%)	89 (100%)

Three options such as 25%, 33% and 50% as proposed weightage of practice teaching during training were supplied to supervisors and their views were invited. Majority of the supervisors (70.8%) was found to be in favour of 50% weightage of practice teaching. 25% and 33% weightage was proposed by 4.5%, 24.7% school supervisors which indicates that majority of the supervisors are not satisfied with the teaching ability of the teachers.

TABLE 60: AREAS WHERE SHORTAGE OF TEACHERS WAS REPORTED BY SCHOOL SUPERVISORS

	Level I	Level II	Level III	Total
Science	30 (85.7%)	26 (100%)	26 (92.9%)	82 (92.1%)
Maths.	32 (81.4%)	22 (84.6%)	22 (78.6%)	76 (85.4%)
Pakistan Studies.	1 (2.9%)	1 (3.8%)	1 (3.6%)	3 (3.4%)
Languages	5 (14.3%)	5 (19.2%)	4 (14.3%)	14 (15.7%)
Agro-Tec.	12 (34.3%)	12 (46.2%)	11 (39.3%)	35 (39.3%)
Total	35 (100%)	26 (100%)	26 (100%)	89 (100%)

According to table 60 acute shortage of teachers was reported by school supervisors in the subjects/areas of Science, Mathematics, and Agro-Technical Education. Shortage of teachers in Science and Mathematics was reported by 92.1% and 85.4% supervisors respectively which invites serious attention of the educational planners and teacher training institutions.

### Part III

To have a discussion on problems and prospects of teacher education in Pakistan the Researcher visited following institutions/organizations in the country:

1. Govt. College of Education for Elementary Teachers (Female) Dera Ismail Khan.
2. Govt. College of Education for Elementary Teachers (Male) Dera Ismail Khan.
3. Govt. College of Education for Elementary Teachers, Kot Adu, Distt. Mozaffar Garh.
4. Govt. College of Education for Elementary Teachers, Mozaffar Abad (AJK).
5. Govt. College of Education for Elementary Teachers, Quetta.
6. Govt. College of Education, F.B.Area, Karachi.

7. Govt. Jamia Millia College of Education, Malir City, Karachi.
8. Govt. College of Education for Women, Lahore.
9. Govt. College of Education for Science, Twonship, Lahore.
10. Department of Education, University of Baluchistan, Quetta.
11. Institute of Education and Research, Gomal University, Dera Ismail Khan.
12. Bureau of Curriculum Development and Education Extension Services, Abbotabad.
13. Bureau of Curriculum Development and Education Extension Centre, Quetta.
14. Education Extension Centre, Lahore.
15. Regional Education Extension Centre, Faisal Colony, Karachi.

During the interviews the discussion was focused on different aspects of teacher education such as, curriculum, textbooks, duration of training, duration of practice-teaching, evaluation, admission criteria, research in teacher education, need assessment for in-service training, faculty of the training institutions, follow-up of training courses/programmes etc. Summary of discussions with the teacher educators is being presented categorically in the following pages.

#### 1. Curriculum

Majority of the teacher educators was of the opinion that teacher education curriculum needed to be revised. For this purpose research activities should be encouraged. The first draft of teacher education curriculum for elementary teachers and secondary teachers was developed in 1973 and 1975 respectively. Some of the Colleges of Education and university departments deviated from the original draft and they developed some courses at their own. National Curriculum for B.Ed programme was not being followed as such in all the teacher training institutions.

#### 2. Textbooks

Some of the teacher educators of Elementary Colleges pointed out lack of sequence and difficulty of language in different



textbooks. They gave the examples of the textbooks on (1) Principles of Education and Methods of Teaching (P.T.C) (2) Child Development and Counselling(P.T.C); (3) School Organization and Classroom Management(P.T.C); (4) Teaching of Urdu(C.T); and (5) Teaching of Science(C.T). They also reported that most of the courses were found detached from practical utility. Material of few textbooks such as Teaching of Urdu and General Science was found to be lengthy. Contents of Mathematics course for C.T. were reported to be very tough. Majority of the teacher educators of elementary level demanded that course should be revised accordingly.

Teacher educators of secondary level also demanded that curriculum should be evaluated and textbooks should be developed in the light of the curriculum. They reported non-availability of textbooks, especially for the teacher educators.

### 3. Duration of Training

Majority of the teacher educators interviewed was found of the opinion that duration of training at all levels was too short. During this short period the prospective teachers could not develop insight and have mastery on content as well as methods of teaching. Two years' duration was recommended by majority of teacher educators of both elementary and secondary levels. Few of them stressed upon the extension of duration up to 3 years.

### 4. Duration of Practice-Teaching

When asked about the quality of practice teaching majority of the teacher educators claimed that they were trying their best to make this activity useful and purposeful within this shortest time available. They expressed that if the duration of training was extended they could make this activity more useful. They also confessed that due to this short period the practice teaching had proved to be just a formality. Atleast 33% weightage of practice teaching was demanded by majority of them.

### 5. Evaluation

Training in evaluation and evaluation of students also came under discussion. Majority of the teacher educators, especially of elementary level were found of the opinion that teacher educators themselves needed some in-service training in measurement and evaluation. Evaluation of students was not found uniform. Some of the institutions had internal system of evaluation whereas other were following external system. Internal alongwith external system was being followed in few institutions.

## 6. Admission Criteria

Majority of the teacher educators was of the opinion that admissions to teacher education institutions were not being made in accordance with the needs of the teachers in different subjects. A written test was not being given at the time of admission. Aptitude test was considered to be essential by majority of teacher educators. Regional quota system in admission was also opposed and open merit based upon test and interview was regarded the most suitable criteria for admission.

## 7. Research in Teacher Education

Status of research in teacher education, especially in the training institutions for elementary teachers was found to be discouraging one. Teacher training institutions of secondary level had some potential in terms of well trained faculty but lack of resources resulted in absence of proper research activities in the institutions. Training in research of the faculty of elementary level teacher training institutions and provision of funds were demanded by majority of the teacher educators which would ultimately help in improving the quality of teacher education programmes.

## 8. Need Assessment for In-Service Training

In-service training programmes in Education Extension Centres were being organized in isolation. Teacher educators especially of the in-service training institutions expressed their opinion that school supervisors should be consulted to identify the areas/disciplines needing in-service training. Allocation of sufficient funds for need assessment studies were also demanded. Some of the teacher educators of pre-service teacher training institutions suggested that facilities could be provided to pre-service training institutions for organizing in-service training courses.

## 9. Faculty of Training Institutions

During the visit to teacher training institutions it was observed that teacher educators, especially in the institutions of elementary education, were not being appointed according to their needs in different subjects. It was also observed that most experienced but least interested people were found on the faculty of Colleges of Education for Elementary Teachers.

## 10. Follow-up of Training Courses

Teacher educators of in-service training institutions pointed out that in-service courses were being designed at their own. Need assessment studies were never conducted and no follow-up of the courses was arranged. The need for follow-up studies was felt to provide a feedback to the in-service training courses as well as pre-service teacher education programmes. For this purpose reasonable fund allocation was demanded by teacher educators.

## 5. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Findings

The analysis of data revealed the following findings:

1. Majority of the teacher-educators (70.8%) was found with Master's degree in content area (Table 2). Most of them had M.A. degrees in the subjects of Urdu and Islamiyat; and M.Sc. in Chemistry (Table 2a).
2. A significant number of teacher educators of secondary level (85.9%) was equipped with Master's degree in Education. The overall percentage of teacher educators with Master's degree was found to be 34.4 (Table 3)
3. Majority of the teacher educators ((70.7%) was found with 15 or more than 15 years of service at their credit (Table 4).
4. The teacher educators as a whole with published work and research were found to be 31.1% and 21.7% respectively (Tables 5 and 6).
5. Majority of the teacher educators (87.9%) was found having no opportunity of going abroad (Table 7).
6. A significant number of teacher educators (75.5%) showed their satisfaction on the course content they were teaching (Table 8).
7. 48.1% teacher educators had attended some kind of in-service training. The teacher educators of in-service training institutions were found with a lion's share of 68% (Table 9).
8. Majority of the teacher educators (73.6%) was found in need of in-service training (Table 10).
9. The difficulties usually faced by teacher educators were found to be shortage of instructional material and low standard of students' achievement reported by 58.5% and 50.9% respondents respectively (Table 11).
10. Easy availability of collateral material was reported by 42.5% respondents but a significant number of teacher educators of in-service training institutions (64%) reported that collateral material was easily available to them (Table 12).
11. 72.6% teacher educators were found with frequent use of a.v.aids (Table 13).

12. Majority of the teacher educators (86.8%) claimed the frequent use of modern methods in their teaching (T-14)
13. Lecture method, demonstration method and discussion method were found to be frequently used by teacher educators (Table 15).
14. Majority of the teacher educators of elementary and in-service training institutions was found to be satisfied with present duration of training. Most of the teacher educators of secondary level (75.6%) reported to be dissatisfied with present duration of training (T-16).
15. Majority of the teacher educators of secondary level (61%) was found in favour of 2 years duration of training (Table 17).
16. Majority of the teacher educators (64.1%) was found in favour of 12+3 programme of secondary school teacher training (Table 18).
17. Sandwich programme of teacher training was found to be acceptable to 57.5% teacher educators (Table 19).
18. Delivery of model lessons was claimed by 87.7% teacher educators (Table 20).
19. Majority of the teacher educators of secondary level (75.6%) was found to be dissatisfied with existing duration of practice teaching whereas 77.5% teacher educators of elementary level showed their satisfaction (Table 21).
20. Out of 40% respondents, 21.7% and 19.8% proposed 50% and 33% weightage of practice teaching respectively (Table 22).
21. Level I, Level II and Level III supervisors were mostly found responsible for the direct or indirect supervision of 501-1000, 201-500, and 101-200 institutions respectively (Table 24).
22. Majority of the level I supervisors was found to have a maximum number of 15 supervisors to assist them in the supervisory task (Table 25).
23. Level I, Level II and Level III supervisors were found to be responsible for the supervision of secondary and below; middle and below; and primary level institutions respectively (Table 26).

24. Majority of the supervisors reported that they were supposed to visit each and every school twice a year and they were found abiding by this principle (T-27&28)
25. All the supervisors were found to have claimed to provide the guidance to teachers in teaching methods whereas guidance being given to teachers in understanding children needs and maintenance of school record was claimed by majority of supervisors (T-29)
26. Majority of the supervisors of all levels was found to be of the opinion that teachers could deal with the disciplinary problems to some extent (Table 30).
27. Majority of the Supervisors reported that parents were satisfied to some extent with the performance of the teachers (Table 31).
28. A significant percentage of supervisors (96.6) reported that they had complaints against the teachers sometimes during their visit to schools (Table 32).
29. Majority of the supervisors reported the teachers to be efficient to some extent in organizing co-curricular activities (Table 33).
30. 69.9% supervisors were of the opinion that teachers had average capability of motivating the students for learning (Table 34).
31. Majority of supervisors was of the view that teachers were found to be aware of the developmental needs of the students to some extent (Table 35).
32. A significant number of school supervisors reported that the teachers could adjust their teaching to abilities of students to some extent (Table 36).
33. Majority of the supervisors was found to be of the opinion that teachers were not fully aware of the objectives of education (Table 37).
34. "Teachers were trying to achieve the objectives of education to some extent", was reported by majority of supervisors (Table 38).
35. Awareness of the teachers with the needs of the society at the highest level was reported by 46.1% supervisors (Table 39).
36. Rare use of modern methods by teachers was reported by majority of supervisors (Table 40).

37. "Teachers were capable of evaluating the students to some extent", was reported by majority of supervisors (Table 41).
38. Rare use of a.v.aids by teachers was reported by majority of supervisors (Table 42).
39. Non-availability of a.v.aids as a reason for not using them was reported by majority of supervisors (Table 43).
40. Majority of the supervisors expressed that teachers were assigning the home work regularly (Table 44).
41. "Teachers were checking the home work regularly", was found by majority of supervisors (Table 45).
42. Maintenance of teachers' diary on regular basis was reported by 51.7% supervisors (Table 46).
43. Practice of maintaining the diary on daily, weekly, fortnightly and monthly basis was reported by 10.1%, 21.3%, 4.5% and 23.6% supervisors respectively (T-47)
44. Reasons for not maintaining the diary were reported to be lack of training, lack of motivation and lack of supervision by 25.8%, 20.2% & 16.9% school supervisors respectively (Table 48).
45. In-service training was demanded to be made compulsory exclusively by all the school supervisors (Table 49).
46. Majority of the school supervisors expressed that every teacher should be given in-service training once in every three years (Table 50).
47. Majority of the school supervisors expressed their opinion that in-service training should be organized by Education Extension Centres (Table 51).
48. Existing in-service training facilities were considered to be insufficient by majority of school supervisors (Table 52).
49. Majority of the supervisors expressed their views that areas/disciplines needing in-service training should be identified by the supervisors concerned (Table 53).
50. Most of the supervisors expressed that prevalent duration of training was satisfying one to some extent which could be improved with some modifications (Table 54).

51. One-year, two-year and three-year duration of training was proposed only by 11.2%, 30.3% and 3.4% supervisors respectively (Table 55).
52. Five areas needing immediate in-service training such as Teaching Methods, Instructional Technology, Evaluation, Maintenance of School Record and Teaching of Subject Matter were identified by majority of the supervisors (Table 56).
53. Majority of the supervisors reported that test and interview together should be main criteria for admission to teacher training institutions (Table 57).
54. Aptitude test for the selection of teachers was considered to be necessary by a vast majority of supervisors (Table 58).
55. Majority of supervisors was found to be in favour of 50% weightage of Practice-Teaching in teacher training (Table 59).
56. Acute shortage of teachers was reported by majority of school supervisors in the subjects/disciplines of Science, Mathematics and Agro-Technical Education (Table 60).
57. A uniform research-based revision of teacher education curriculum was demanded by majority of teacher educators when interviewed. (III-1)
58. Lack of sequence, difficulty of language and non-availability of some textbooks were reported by many of the teacher educators. (III-2)
59. Two years duration of training for all categories of teachers was suggested by majority of teacher educators. (III-3)
60. At least 33% weightage to be given to practice teaching activity during training was demanded by majority of teacher trainers. (III-4)
61. Short courses on Measurement and Evaluation for teachers working in the Colleges of Education for Elementary Teachers were considered to be compulsory by majority of teacher educators, especially of elementary level. A uniform evaluation system was also demanded. (III-5)
62. Majority of teacher educators was of the opinion that admission to teacher training institutions should be



based on test and interview as well as their demand in the field in different subjects. (III-6)

63. Training in Research Methods of the faculty of elementary level teacher training institutions and provision of adequate funds were requested by majority of the interviewees. (III-7)
64. Allocation of sufficient funds for training-need-assessment studies were suggested by majority of the teacher educators, especially of in-service training institutions. (III-8)
65. During interviews it was observed that the most experienced but least interested teachers were on the faculty of Colleges of Education for Elementary Teachers. (III-9)
66. The need for follow-up studies to provide a feedback to the teacher training programmes was endorsed by all the interviewees. (III-10)

## 5.2. Conclusions

Responses from teacher educators and school supervisors were invited on two separate questionnaires simultaneously. Items on different aspects of teacher education were included in both the questionnaires. For the purpose of cross-checking some topics were discussed with the teacher educators during interviews. It was found very interesting that some of the teachers had different views during interview from those they had reported on questionnaires. Therefore it was decided that findings should be grouped into different categories and the conclusions be drawn accordingly. On the basis of analysis of data and findings revealed following category-wise conclusions were drawn.

### 1. Faculty Position

Finding No.1 revealed that majority of the teacher educators had Master's degree in content area but most of them had M. A. degrees in the subjects like Urdu and Islamiyat; and M.Sc. degree in Chemistry. It is clear that during appointments/transfers subject-wise requirements are not kept in view which causes acute shortage of teacher educators in certain areas of vital importance. Finding No.2 disclosed that teacher educators of secondary level were found in majority with Master's degree in Education. Most of the teacher educators of elementary level were found with only B.Ed./B.T. degrees. The reason may be that mostly the instructors of Colleges of Education for Elementary Teachers

are being appointed by transfer from headmasters/headmistresses of secondary schools. They had detached themselves from teaching long ago. This is why they were found least motivated in spite of having an experience of more than 15 years at their credit. During interviews a significant number of teacher educators was found within the range of 45-60 years of age. Under the circumstances it is very difficult to expect from them to be well versed with the rapidly occurring changes in the field of education.

## 2. Training in Research and Evaluation

Finding No. 4 & 5 revealed that mostly the teachers did not have significant published work and research papers. Majority of them never went abroad. The reason may be that either they did not have proper training or the facilities were not provided accordingly. Teacher Educators, especially of elementary level needed training in Research Methods as well as in Measurement and Evaluation. If proper training to teacher educators is given they can help in conducting or designing follow-up studies for the improvement of quality of teacher training.

## 3. Curriculum and Textbooks

On the one hand the majority of the teacher educators showed their satisfaction with the course content (F-6) but on the other, lack of sequence, difficulty of language and unnecessary length of course content was reported by majority of teacher educators during the interviews with them (F-58). This leads to the conclusions that actually teachers are not satisfied with their present assignments. No doubt the curriculum and textbooks of teacher education need revision but the contradiction in written and oral views reveals some doubts about the interest the teacher educators, especially of elementary level are showing.

## 4. In-Service Training

### A. For Teacher Educators

Teacher educators of pre-service training institutions had very few chances of in-service training, therefore, majority of them demanded continuous in-service training with intervals so that they might be able to keep them abreast with ever expanding body of knowledge.

## B. For School Teachers

All the supervisors demanded the in-service training to be made compulsory, mostly once in every three years. Existing in-service training facilities were regarded to be insufficient and the Education Extension Centres were made responsible for organizing the in-service training courses. At present the Education Extension Centres design the courses at their own. Supervisors should be responsible to identify the areas where they consider the teachers in need of in-service training. For this purpose need-assessment studies were demanded. Five areas identified by the supervisors needing in-service training were Teaching Methods, Instructional Technology Evaluation, Maintenance of School Record and Teaching Subject Matter. Instructional Technology and Evaluation are not included as such in the curriculum of elementary level teacher training programmes.

### 5. Teaching Methods and A.V.Aids

Majority of teacher educators claimed the frequent use of modern methods and a.v.aids to supplement their teaching. The methods frequently used were reported to be lecture method, demonstration method and discussion method. Shortage of instructional material and low standard of student achievement were reported difficulties being faced by teacher educators. The teacher educators of in-service training institutions reported the easy availability of collateral material. But the competency of preparing a.v.aids with low-cost material was not being transferred to working teacher properly.

### 6. Duration of Training

Duration of training emerged as controversial and debatable issue. Majority of the teacher educators showed their satisfaction with existing duration of training when asked through questionnaire but during interview two-years duration of training for all categories of training was demanded. Most of the supervisors were of the view that prevalent duration of training was sufficient but needed some improvements. At least one-third demanded 2-years duration. It was found interesting that majority of teacher educators and school supervisors favoured the 12+3 programme and Sand-Witch programme of teacher training. These contradictory views lead to the conclusion that responses about duration of training were not based on scientific thinking.

## 7. Practice-Teaching

Existing weightage being given to practice teaching activity was considered to be insufficient by majority of teacher educators and school supervisors. Keeping in view the importance of this activity atleast 33% weightage was demanded by teacher educators whereas majority of supervisors was found in favour of 50% weightage. Philosophy behind the comparatively less weightage of practice teaching suggested by the teacher educators may be that they were not fully prepared to cope with the situation.

## 8. Quality of supervision

Responses of the school supervisors were found to be very ambitious and exaggerated to some extent. Take the example of Level III supervisors who claimed 100-200 schools under their supervision, and majority of them claimed 2 visits each year of each and every school. They have about 180 working days in an academic year. They have so many other tasks to perform such as office routine work, assisting the senior level supervisors in visiting the other institutions etc. under the circumstance how a supervisor can claim the effective supervision when he/she has also claimed that he/she also provides guidance to teachers in teaching methods, understanding the children needs and maintenance of school record. Guidance in teaching method alone requires a lot of time. It is only possible if a supervisor delivers a demonstration lesson in the presence of teachers. These findings lead to the conclusion that either the number of schools under their supervision is not too large (which is not true according to statistics available) or they can not visit the schools twice a year. And if they can manage two visits a year, these are only visits and the quality of supervision is not there.

## 9. Classroom Management and School Organization

Majority of the school supervisors was not fully satisfied with the performance of teachers on dealing the disciplinary problems, organizing co-curricular activities, maintenance of school diary on regular basis. As far as the maintenance of diary is concerned they have also pointed out the reasons. This means that working teachers need a thorough training in classroom management and school organization which implies the revision of course outline of this particular subject.

## 10. Principles of Education and Methods of Teaching

"Teachers were not fully aware of objectives of education" was reported by majority of supervisors. In the absence of awareness the real achievement of the objectives can not be claimed. Rare use of modern methods and a.v.aids by teachers was also reported by majority of supervisors. Non-availability of a.v.aids was disclosed. It indicates lack of training of teachers in modern methods and techniques of teaching and training in proper and timely use of a.v.aids. In the absence of a.v.aids teaching can be supplemented with aids prepared by the teachers with low-cost/no-cost indigenous material.

## 11. Psychology of Education

Average ability of teachers was reported on the aspects of motivating the students to learning; being aware of the developmental needs of the students; adjusting their teaching to the abilities of the students; and evaluating the students properly. Above findings lead to the conclusion that content of course on Human Development and Counselling needs thorough revision based on scientific study. So that these weaknesses on the part of teacher can be replaced with strong points.

## 12. Education and Society

Teachers are always considered to be agent of change in the society. They are required to seek the cooperation of the community and be aware of the needs of the society. Their performance should satisfy the parents but majority of the supervisors were not found fully satisfied with the teachers on the above traits of the teachers. This leads to the conclusion that teachers need extensive training in "Education and its relationship with the society".

## 13. Shortage of Teachers

Acute shortage of teachers was reported in the subjects of Science, Mathematics and Agro-Technical Education which indicates that admissions to teacher training programmes are not usually based on their real demand in the world of work.

## 14. Admission Criteria

Teaching is a very noble profession. It requires qualities of head and heart alongwith lot of commitment and dedication. Merit based on the results of public

examinations was discarded by majority of school supervisors. Test and interview alongwith aptitude test were considered to be necessary for the prospective teachers. Demand and supply of teachers in different subjects was suggested to be considered at the time of admission.

### 5.3. Recommendations

On the basis of findings revealed and conclusions drawn the following recommendations are being made:

1. Keeping in view the importance of teacher training, especially for elementary level a separate teacher education cadre should be created in the provinces on the lines of school cadre and college cadre. Appointment of teacher educators should be made according to their demand in different subjects and it should be ensured that the teacher educator holds Master's degree in content areas as well as in Education. The practice of transfers of headmasters/headmistresses as instructor should no more continue.
2. Teacher educators should have extensive training in Research Methods and Measurement and Evaluation. Short courses in these areas should be arranged for the teacher educators who lack training in Research Methods and Evaluation Techniques.
3. Curriculum and textbooks be evaluated and necessary changes should be brought in keeping in view the needs of the working teachers.
4. Teacher educators are in need of keeping themselves aware of the changes and developments taking place in the field of education. For this purpose in-service training courses for teacher educators and supervisors should be arranged.
5. School supervisors are the best judge of the teachers. They should be consulted in identifying the areas/subjects where in-service training is needed. Education Extension Centres should be made responsible for it. These centres should have their regional centres at each divisional headquarter. Need assessment studies should be properly funded.
6. Teacher educators should themselves use modern methods and techniques and encourage their students for it. A.V.Aids should be made easily available.

7. Keeping in view the importance of practice-teaching activity its duration should be extended as much as possible. It should take place under the strict supervision of faculty supervisor and classroom teacher. During this activity prospective teachers should be encouraged and trained to prepare a.v.aids with their own hands.
8. Almost all the countries of Asian region have extended the duration of various teacher training programmes. This duration should be extended gradually according to the needs and resources.
9. To make the supervision effective and purposeful the number of supervisors should be increased considerably. For this purpose the experiment of "Learning coordinators" be implemented every where in the country.
10. The courses on Classroom Management and School Organization; Child Development and Counselling; Principles of Education and Methods of Teaching; and Education and Society should be revised/added so that the important aspects of teacher training may have proper consideration.
11. Admission to teacher training institutions be made in accordance with their demand in the field in each subject.
12. To examine the weaknesses or strengths of each teacher training programme, follow-up studies should be designed and properly funded.
13. Some aid-giving agencies should be approached for comparative studies of teacher education at International level especially in the Asian Region.
14. Future studies should be aimed at comparing the formal system of teacher training with that of Agha Khan Field-Based Teacher Training Programme and Teacher Training through Distance Education Programme of Allama Iqbal Open University, Islamabad
15. In future, studies should be designed and conducted on the evaluation of existing teacher education curriculum, especially the Core Courses; Elective Areas being offered; Balance between subject matter-centered and pedagogical courses; Relationship between and comparison of internal and external modes of examination.

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ACADEMY OF EDUCATIONAL  
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ISLAMABAD

A SURVEY STUDY ON PROBLEMS AND PROSPECTS  
OF TEACHER EDUCATION IN PAKISTAN

QUESTIONNAIRE-A  
(Teacher Educators)

1. Name: \_\_\_\_\_

2. Sex : Male/Female

3. Marital Status: Married/Un-married

4. If married please mention:

i. No. of children un-married/dependent: \_\_\_\_\_

ii. No. of other dependents: \_\_\_\_\_

5. Name of the Institution: \_\_\_\_\_

6. Designation: \_\_\_\_\_

7. Academic Qualifications

Exams. passed	Board/ Univ.	Year	Division	Major Subjects
Matric	_____	_____	_____	_____
FA/FSc	_____	_____	_____	_____
BA/BSc	_____	_____	_____	_____
MA/MSc	_____	_____	_____	_____
Other	_____	_____	_____	_____

8. Professional qualifications:

Nature of Training	Name of Inst.	Session/ Year	Division/ Grade	Area of Specialization
i. _____	_____	_____	_____	_____

ii. \_\_\_\_\_

iii \_\_\_\_\_

iv. \_\_\_\_\_

9. Experience:

Post Held	Organiza- tion	Scale of pay	Period from to	Nature of Work
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i. \_\_\_\_\_

ii. \_\_\_\_\_

iii \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

10. Present Pay : Basic pay Rs \_\_\_\_\_ allowances Rs. \_\_\_\_\_

Total Rs. \_\_\_\_\_

11. Have you any other source of income? Yes/No

12. If answer to above is yes, please mention the source with monthly income:

Source: \_\_\_\_\_

Monthly income: Rs. \_\_\_\_\_

In case of having career wife give her total pay: Rs \_\_\_\_\_

13. Have you got the Government/official accommodation? Yes/No.

14. If answer to above is no, then what are the arrangements?

i. Own house.

ii. Rented house.

15. If you have rented house then what is:

Total rent Rs. \_\_\_\_\_ per month

House rent allowance Rs. \_\_\_\_\_ per month

Deficit (if any) Rs. \_\_\_\_\_ per month

16. Do you get medical facilities? Yes/No.

17. If answer to above is yes, what is the procedure:

- i. Hospitalization
- ii. Medical re-imburement
- iii. Medical allowance

18. Have you adopted teaching profession as your first choice? Yes/No.

19. If answer to above is no, what was your first choice?

20. Do you have some published work at your credit? Yes/No.

21. If answer to above is yes, please give details:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_  
(use separate sheet if necessary)

22. Have you conducted any research? Yes/No.

23. If answer to above is yes, please give the details:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

24. Have you visited any foreign country? Yes/No.

25. If answer to above is yes, please give the details:

	Country visited	Period from to	Purpose of visit	Sponsored by
i.	_____	_____	_____	_____
ii.	_____	_____	_____	_____
iii.	_____	_____	_____	_____

26. Give the details of your teaching load:

	Class	Subject	No. of students	Periods per week
I. Semester				
i.	_____	_____	_____	_____
ii.	_____	_____	_____	_____
iii.	_____	_____	_____	_____
II. Semester				
i.	_____	_____	_____	_____
ii.	_____	_____	_____	_____
iii.	_____	_____	_____	_____

27. Are you satisfied with the content/course outline of the subject/course you teach? Yes/No.

28. If answer to above is no, what kind of additions/changes would you suggest?:

i. Additions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

ii. Changes:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

29. Have you ever been assigned any responsibilities which affect your professional efficiency? Yes/No.

30. If answer to above is yes, please give the details:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

31. Does this additional responsibility affect your professional efficiency? Yes/No.

32. Have you ever attended any in-service/refresher course in the subject/s you teach? Yes/No.

33. If answer to above is yes, please give the details:

Subject	Duration	Sponsored by	Venue
i. _____	_____	_____	_____
ii. _____	_____	_____	_____
iii. _____	_____	_____	_____
iv. _____	_____	_____	_____

34. Do you feel that you need some in-service training/refresher course in any other subjects? Yes/No.

35. If answer to above is yes, mention the subject/s:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

36. Do you teach any subject/course you yourself have not studied up to maximum level of your academic/professional qualifications? Yes/No.

37. If answer to above is yes, please mention the subjects:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

38. If answer to 36 is yes, please mention the reasons of teaching this/these subject/s:

- i. Personal interest
- ii. Shortage of Staff
- iii. Assigned by the Principal/Chairman/Director

39. In which subjects you are most interested:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

40. What kind of difficulties you come to face during your teaching:

- i. Shortage of Instructional material
- ii. Heavy work load
- iii. Inadequate working conditions
- iv. Low standard of students' achievement
- v. Any other \_\_\_\_\_  
(Please specify)

41. How do you remove the above mentioned difficulties:

- i. With the help of the head of the Institution
- ii. Consulting the colleagues
- iii. With own efforts i.e. taking extra classes.
- iv. Inviting resource persons
- v. Any other \_\_\_\_\_  
(Please specify)

42. Is the collateral material easily available to you? Yes/No.

43. Do you make frequent use of A.V.Aids during your teaching? Yes/No.

44. Do you make use of modern methods/techniques in your teaching? Yes/No.

45. If answer to above is yes, which of the following methods/techniques do you use?

- i. Lecture method
- ii. Textbook method
- iii. Unit method
- iv. Project method
- v. Problem-solving method
- vi. Team Teaching
- vii. Programmed Instruction
- viii. Modular approach
- ix. Demonstration method
- x. Discovery approach
- xi. Discussion method
- xii. Dictating notes
- xiii. Any other \_\_\_\_\_  
(Please specify)

46. Have you ever wished to improve your qualifications? Yes/No.

47. If answer to above is no, what are the reasons:

- i. Lost interest in the profession
- ii. Lack of resources.
- iii. Over-burdened with family problems
- iv. Discouraged by the authorities.
- v. Any other \_\_\_\_\_  
(Please specify)

48. If answer to 46 is yes, what were the causes, you could not improve your qualifications?

- i. Lack of resources
- ii. Due to family problems
- iii. Due to lack of incentives



48. Have you ever wished not to choose the teaching as profession? Yes/No.

50. If answer to above is yes, what are the reasons?

- i. Low income
- ii. Poor social status
- iii. No chance of upward mobility.
- iv. Heavy work load
- v. Inability of adjusting to the situation
- vi. Disciplinary problems
- vii. Any other (Please specify) \_\_\_\_\_

51. Are you satisfied with your present job/assignment as Teacher-educator? Yes/No.

52. If answer to above is no, please give the reasons:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

53. Do you hold the membership of any social/professional organizations? Yes/No.

54. If answer to above is yes, please mention the name of organization/s:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

55. Do you have your separate office? Yes/No.

56. Are you satisfied with the present duration of training period of the teacher education programme being offered by your institutions? Yes/No.

57. If answer to above is no, then what should be the duration:
- i. 2 years
  - ii. 3 years
58. Do you agree with 12+3 training programme of Secondary School Teachers? Yes/No.
59. In order to meet the shortage of trained primary school teachers, a training programme in installments of 5 months, 3 months and 2 months duration (total 10 months) has been proposed in Sixth Five Year Plan. Do you feel that this programme is feasible and up to standard in present circumstances? Yes/No.
60. Have you ever given the model lessons to your students before sending them for practice teaching? Yes/No.
61. Are you satisfied with the present duration of practice teaching? Yes/No
62. If answer to above is no, how much weightage should be given to practice teaching:
- i. 25%
  - ii. 33%
  - iii. 50%

Thank you for your cooperation.

ACADEMY OF EDUCATIONAL  
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A SURVEY STUDY ON PROBLEMS AND PROSPECTS  
OF TEACHER EDUCATION IN PAKISTAN

QUESTIONNAIRE-B  
(School Supervisors)

1. Name: \_\_\_\_\_
2. Designation: \_\_\_\_\_
3. Place of work: \_\_\_\_\_
4. Qualifications: \_\_\_\_\_
  - i. Academic: \_\_\_\_\_
  - ii. Professional: \_\_\_\_\_
5. Experience:
  - i. Teaching: \_\_\_\_\_
  - ii. Supervisory/Administrative: \_\_\_\_\_
  - iii. Any other (Please specify) \_\_\_\_\_
6. How many institutions are there under your supervision?  
\_\_\_\_\_
7. How many supervisors are there to assist you in the supervision of institutions?
8. To what level you are supposed to supervise the institutions?
  - i. Primary
  - ii. Middle
  - iii. Secondary
9. How many times a year you are supposed to visit each institution under your supervision?

- i. Once a year
  - ii. Twice a year
  - iii. Thrice a year
  - iv. Any other (please specify) \_\_\_\_\_
10. How many times a year you actually visit each institution under your supervision?
  - i. Once a year
  - ii. Twice a year
  - iii. Thrice a year
11. What kind of guidance you, usually, provide to the teachers during your visit?
  - i. Teaching techniques
  - ii. Understanding the children's needs
  - iii. Maintenance of school record.
  - iv. Any other (Please Specify) \_\_\_\_\_
12. Do you think that teachers under your supervision are efficient in dealing with the disciplinary problems?
  - i. Mostly
  - ii. To some extent
  - iii. Not at all
13. Are the parents of the children satisfied with the performance of the teachers?
  - i. Mostly
  - ii. To some extent
  - iii. Not at all
14. Have you ever come across the complaints against the teachers?
  - i. Every time during the visit to school
  - ii. Sometimes

iii. Never

15/ Do you feel that teachers are efficient in organizing co-curricular activities in the schools?

i. Mostly

ii. To some extent

iii. Not at all

16/ Do you think that teachers are capable of motivating the students for learning activities?

i. Mostly

ii. To some extent

iii. Not at all

17/ Are the teachers aware of the developmental needs of the students:

i. Mostly

ii. To some extent

iii. Not at all

18/ Do you consider the teachers capable of adjusting their teaching to the abilities of the students?

i. Mostly

ii. To some extent

iii. Not at all

19/ Are the teachers aware of the objectives of education?

i. Mostly

ii. To some extent

iii. Not at all

20/ Do you feel that teachers are trying to achieve the objectives of education?

i. Mostly

ii. To some extent

- iii. Not at all
21. Do you think that teachers are aware of needs/requirements of the society?
- Mostly
  - To some extent
  - Not at all
22. Do you usually find the teachers always busy in applying modern methods/techniques in their teaching?
- Mostly
  - To some extent
  - Not at all
23. Which of the methods they usually use in the teaching of:
- Urdu : \_\_\_\_\_
  - Pakistan/Social Studies: \_\_\_\_\_
  - Mathematics: \_\_\_\_\_
  - Science: \_\_\_\_\_
  - English: \_\_\_\_\_
24. If answer to 22 is iii(never) which of the following traditional methods they usually practice in their teaching?
- Lecture method
  - Textbook method
  - Any other (please specify) \_\_\_\_\_
25. Do you find the teachers capable of evaluating their students properly?
- Mostly
  - To some extent
  - Not at all
26. Do the teachers use a.v.aids in their teaching?

- i. Mostly
- ii. To some extent
- iii. Not at all
27. If a.v.aids are not mostly used by the teachers what are the reasons?
- i. Lack of training
- ii. Non availability of instructional material
- iii. Lack of motivation
28. Do the teachers regularly assign home work to their students? Yes/No.
29. If answer to above is yes, do they check it regularly? Yes/No.
30. Do the teachers maintain their diary regularly? Yes/No.
31. If answer to above is yes, what is the practice? They maintain it:
- i. Daily
- ii. Weekly
- iii. Fortnightly
- iv. Monthly
32. If answer to 30 is no, what are the reasons?
- i. Lack of training
- ii. Lack of motivation
- iii. Lack of supervision
33. Do you feel that in-service training should be made compulsory for the teachers? Yes/No.
34. If answer to above is yes, then how often?
- i. Once a year

- ii. Once in every three years
  - iii. Once in every five years
35. Who, in your opinion, should be responsible for organizing in-service courses?
- i. Teacher Training Institutions
  - ii. Education Extension Centres
  - iii. Education Offices/Supervisory Staff
36. Are you satisfied with the prevailing practices of in-service training courses? Yes/No.
37. If answer to above is no, what are the reasons?
- i. Courses are organized in isolation
  - ii. Supervisory staff is not consulted
  - iii. Teachers are not properly motivated
  - iv. Adequate funds are not provided
  - v. All the above.
38. Who, in your opinion, can properly identify the areas/disciplines needing in-service training?
- i. Working teachers
  - ii. Teacher-educators
  - iii. Supervisors
39. With which of the following categories of teachers you are mostly dissatisfied:
- i. Teachers with less than 2 years of service
  - ii. Teachers with 3 to 5 years of service
  - iii. Teachers with 6 to 9 years of service
  - iv. Teachers with 10 or more than 10 years of service
40. Do you think that existing duration of training period is sufficient for preparing efficient teachers?
- i. Yes/definitely



ii. To some extent with minor adjustments/  
improvements

iii. Not at all

41. If answer to above is (ii) what type of adjustments/  
improvements would you suggest?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

42. If answer to 40 is (iii) what in your opinion, should be the  
duration?

i. One year

ii. Two year

iii. Three year

43. Do you think that admissions should be made according to the  
demands of the teachers in the field?

Yes/No.

44. Which is the area/discipline/subject where you feel the  
need of immediate in-service training?

i. Teaching Methods

ii. Instructional Technology

iii. Evaluation

iv. Maintenance of School Record

v. Any other (please specify) \_\_\_\_\_

45. What kind of facilities/measures would you suggest to  
attract the teachers in the areas /disciplines/subjects you  
come to face the shortage of qualified teachers?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

46. What in your opinion should be the admission criteria for the selection of prospective teachers?

i. Open Merit

ii. Merit based upon test

iii. Merit based upon test and interview

47. Do you think that aptitude test is necessary for the selection of prospective teachers? Yes/No.

48. How much weightage in your opinion should be given to practice teaching in teacher training programmes?

i. 25%

ii. 33%

iii. 50%

49. In Sixth Five Year Plan it has been proposed that primary school teachers would be trained in three installments of five months, three months and two months as an in-service component. Do you feel that this proposed programme is feasible and justified to have efficient teachers in present circumstances? Yes/No.

50. If answer to above is yes, what is your opinion about this proposed programme.

i. Ideal for all the categories of teachers

ii. Only for primary school teachers

iii. Feasible for the time being

iv. Feasible for ever.

51. Have you ever wished to be a teacher educator?

Yes/No.

52. If answer to above is yes, what are the reasons.

i. \_\_\_\_\_