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Teacher Training in Pakistan: Overview of Challenges and their Suggested Solutions

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ABSTRACT

Education is a key component of progress in the present-day world. But this progress cannot be made without efforts of teachers. Therefore, teacher education, in particular teacher training becomes extremely important. In this regard, several trainings programs are initiated and executed across Pakistan but the desired outcomes have not been achieved so far. Hence, this study was conducted to explore the challenges in teacher training in Pakistan and the ways through which these issues can be resolved. The sources for the data of the study were the published studies in the field in the context of Pakistan, national education policy, and other relevant literature. Based on secondary data, the study concludes that the issues with teacher training in Pakistan are administrative as well as faculty related. The findings reveal that the challenges related to policy and planning, poor induction of teachers, lack of resources in teacher training institutions, demotivation among teachers, and unequal distribution of skilled and productive teachers, dual training system and infrequent trainings. These issues can be fixed by fostering encouraging environment, ensuring accountability and merit, providing necessary resources, systematizing professional training programs and their continuation. The findings of this study will, therefore, positively guide policymakers to develop the right and effective policy to improve the standard of teacher education in the country.

INTRODUCTION

Education is indispensable to make progress in the knowledge-economy driven world. Education plays a critical role in developing intellectual resources. It increases people's productivity and skills and thus generates skilled labor that leads the economy towards sustainable economic development (Farah, Fauzee & Daud, 2014). Along with that, Education has the potential to open new horizons for the learners to grow boundlessly. It has a great influence on all the fields of life. So, education is of great importance not only for the growth of an individual but also for the entire society socially, economically and morally (Hussein and Vostanis, 2013). The key factor in this mass development of individuals and the society is the teacher who enables the learners to explore the world around them, investigate the phenomena of nature, and contribute to the stock of knowledge (Bauner and Prenzel, 2012). Hence, teacher education is extremely essential, particularly in the present-day globalized world.

Teacher education means knowledge of the subject matter as well as the skills to impart that knowledge to students, and develop skills in them (Darling-Hammond, 2012). In order to make teachers proficient in their content knowledge and equip them with necessary skills or polish their content and/or pedagogic potential, various teacher training programs are developed and implemented across the world (Uusiautti and

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