# Problem Faced by Under Training Teachers and Their Solutions in Govt. Universities of Karachi

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## ABSTRACT

The current problems faced by under training teachers in government universities of Karachi has been investigated in this study. The study lies under the category of quantitative method as the quantitative data has been presented in a form of figures leading to some facts which has assisted the research to get precise results. The pattern of the article follows four major divisions. These divisions can be classified in a way that first division comprises of first two parts, i.e. introduction and significance of the study. Second division also comprises of two parts, i.e. the Hypothesizes and objectives of the study. Third division is the definition of some terms with respect to the study. Fourth division comprises of the methodology that has been applied through out the research. Then the fifth and final division is about the discussion and the last part comprises of conclusion from this study.

Questionnaire has been used as the data collecting instrument. Considered population was the student teachers enrolled in different courses in government universities of Karachi. For statistical analysis of the data SPSS has been used to get more accurate findings.

With respect to the findings, the conclusion has been made that teachers' education department in government universities of Karachi are in a strong need of rapid changes, which can help to enhance the quality of training quality by overcoming the current issues.

**Keywords**: Training Teachers, Pakistan, Govt. Universities

## 1. INTRODUCTION:

Teaching is a very vital profession in the betterment of a society and humanity. It is the profession which can be denoted as the foundation of a better and literate society. Only providing a teacher to a society is not sufficient but also quality education is a necessary requirement for achieving the target of a literate society, especially for training teachers now for tomorrow is getting very delicate issue. As this era is an era of continuous rapid changing, thus this is unobscured to predict that future classrooms will be there as a new and different challenge for the teachers and for that there will be need of fine grip of a teacher on updated teaching skills. Being a teacher is not an easy task, obviously it takes a lot of skills to meet the required standard of a good teacher. As a good teacher requires to have a complete understanding of demographical values, teacher's own responsibilities, conveying the lesson in an appropriate manner, handling student's issues. Now for this whole process of producing productive and effective teaching staff, government has taken some measures initiatives among which the most significant area is training the teachers. Large number of training programs are running in this regard in

Karachi at university level. But despite of the currently active different training programs the scale of producing good teachers stands very low on the scale. Now it becomes the first priority to focus and find out the causes of the resistance in producing good teachers. Teacher preparation must be focused on teacher concerns arising out of practice and in three areas of professional education: undergraduate, graduate, and in-service or continuing education. (Donald R. Cruickshank 1980, Harris, B. C. 1987). The three areas defined by Donald R. Cruickshank are universal. The center of research on learning and teaching was developed by the University of Michigan in 1961. The former director of the center and an American psychologist Mr. Wilbert James "Bill" McKeachie have attended numerous workshops and conferences all over the world in several universities. He stated in one of his work, "I believe that the critical elements in training are probably much the same in all countries. I have given talks and workshops on teaching and learning in every continent, and I am continually impressed with the commonalities in our problems." (McKeachie, W. J. 1997)

Hence, in order to get proper productive teaching units initially its better to maintain these three sectors. To train the teachers in order to get good results professional development is required. As we can see that with the long list of programs offered by the government still the working units are very far from the achievement of the required goal. Innovation may be the hurdle breaker for this process. As we can see that the universities internationally working in this regard are almost over this part of development and now are able to produce good results.

The call to reflective practice in universities and colleges is fast becoming an integral part of the process of tenure and promotion.  As a result, professors are now routinely expected to reflect on their role and mission as teachers (Palloff, R. M., & Pratt, K. 2002, Hubball, H., Collins, J., & Pratt, D. 2005). In response to this, many universities in Australia, the UK and Europe have instituted faculty development programs with the explicit mission of helping faculty members reflect on their teaching practice (Keesen, Wubbels, Van Tartwijk, & Bouhuijs, 1996, Hubball, H., Collins, J., & Pratt, D. 2005). Yet, very little has been published about whether and how programs that are intended for diverse groups of university teachers actually engage faculty in such reflections) (Hubball, H., Collins, J., & Pratt, D. 2005)

Although it has been said that very little about whether and how has been published but by observing the whole structure of the on going teachers' trainings we can extract the major flaws which can lead to enlightening the innovations required in the area.

Teacher education has currently been undergoing careful scrutiny. Proposals for major changes in preservice education programs, student teaching, and teacher certification abound. Long-term investigations of teacher problems may prove useful with respect to program evaluation. (Harris, B. C. (1987)

By considering innovation an inevitability new reforms can be seen by the working committee because problem faced by teachers cannot go away on its own, in fact the problems will grow, and more severe outcomes can be seen. According to Donald R. Cruickshank problems cannot go away with the growing experience of teachers. Thus, teacher training programs should consider impactful practice regarding the solutions of confronting issues, this is important as teachers' satisfaction is vital. Certainly, teacher's satisfaction has a huge impact on the out comes that can be seen after the completion of a training program.

According to Wright and O'Neil's (1995) international surveys of teaching improvement practices demonstrate great overlap in the approaches used in the countries surveyed. None the less, context is important. How the training is done, what specific skills and knowledge are needed at a particular time for a particular person - these vary, not only from country to country, but also from university to university and from department to department and from time to time. What is critical depends upon the individual teacher, and the stage of development of the teacher is a major factor in determining what is most critical. Moreover, appropriate methods of training may also vary for different teachers at different stages of development. Thus, I shall address two questions. First, what are critical elements in training university teachers? And second, when, what and how should training be done? (McKeachie, W. J. 1997)

This is a very important point to note that the requirements of the courses are same on some levels, but also completely different on some levels. While considering Karachi, we have to focus on the cultural factor so strongly as Pakistan is a country with rich and strong cultural values, and as being more specific about Karachi, it is city where one can variety of cultures. So, without this consideration the accomplishment of the goals will

be delayed or even absent. Also, the variation of required skills and techniques from person to person has its own room in this regard. As Karachi is the largest city by both means, i.e. area wise as well as population wise. The official website of KMC (Karcahi Metropolitan Corporation) defines 6 major districts in Karachi including district Malir, district Central, district South, district West, district East and district Korangi  and all the districts have different classes and types of people which creates some noticeable gaps among people at different stages; so, while getting trained student teachers also want to minimize the district gap by getting these trainings.

## 2.   SIGNIFICANCE:

Teachers' training practices are getting done by more and more members, and universities are offering different courses in this regard within the city Krachi. Now, while overviewing the presence of running courses the huge number of student teachers are evident. Thus, for better analyzation of the gap between the available course and achievement of goals the phenomenon of reflective teaching can be considered. Now it has been generally accepted that reflection have a positive impact on teaching, but what reflection actually means? Or whether it is other than just involving in workshops or training programs, and to what extent these programs can assist to improve teaching skills In the last decade there has been a proliferation of programs designed to prepare reflective practioners. Teacher education programs have attempted to develop reflection through direct instruction (Beyer, 1984, Korthagen, 1985, Cruckshank, 1987 (Educating tomorrow's teachers page 12) (Enhancing teachers p. 59-60)

Stephen Brookfield a very prominent name regarding reflective practice in teaching. He has a wide range of writings and speeches in this regard. His views reflect the general scenarios that can be applied internationally to some extent. In one of his books while presenting the image of reflective practice for the first time he stated**:** Reflective practice has its roots in the Enlightenment idea that we can stand outside of ourselves and come to a clearer understanding of what we do and who we are by freeing ourselves of distorted ways of reasoning and actin. Stephen Brookfield (1995).By this precise and profound statement, the importance of reflective practice can be observed by different aspects including that the practioners not only go through the process of how and what regarding their teachings but also go through the foundation of their teaching practices several times which assist them to always keep themselves updated with the ongoing required changes  which actually make the practioners to experience different models of effective teaching practices. But even after this multi angled statement still this statement by Brookfield has been considered obscure by some experts. In reviewing the concept of "reflection", it is clear that this term requires clarification and an analysis of theory-practice integration. The term 'reflection' should not become what Brookfield calls a 'premature ultimate', that is, a concept that once invoked, stops any critical debate dead in its tracks. Smyth (1992)

Hence, we can observe specially in Karachi that good number of student teachers are being enrolled but the good outcome is still absent. Therefore, even if phenomena of reflective teaching is applied, still there will be the need of being vigilant towards the continuous updating of the practices by undertraining teachers is extremely significant, which can be taught to them while their training courses.

## 3.   PROBLEM STATEMENT:
Under training teachers in government universities of Karachi are confronting various problems due to which gap between trained teachers and quality teaching is increasing time by time.

## 4.   HYPOTHESIZES:
 A hypothesis is an assumption or claim about some characteristics of a population, which we should be able to support or reject on the basis of empirical evidence. (Gaur, A. S., & Gaur, S. S. 2006).
For this study following hypothesis were made with the consideration of the study:

- $H_1$: Undertraining teachers don't have proper knowledge about the courses in government universities of Karachi.
- $H_2$: Under training teachers are experiencing problems in their training practices.
- $H_3$: Teachers' education departments in government universities in Karachi are facing absence of ICT facilities.
- $H_4$: Current applied solutions are not enough for overcoming the problems faced by undertraining teachers in government universities of Karachi

5. **OBJECTIVE:**

- To determine the problem and issues confronted by under training teachers in government universities of Karachi.
- To analyze the impact of current applied solutions to minimize the problems of the under-training teachers.

6. **DEFINITIONS OF TERM:**

Some major definitions that should be described here are given below:

6.1. PROBLEM: A problem is an expression of an unmet need or unfulfilled goal (Cruickshank et a l., 1974).

6.2. PROFESSIONAL DEVELOPMENT: "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." Peña-López, I. (2009)

6.3. TEACHERS' TRAINING/ EDUCATION: In the Pakistan education system, the term "education" and "training" is interchangeable. Mirza, S. B. (1996)

6.4. PRACTITIONERS: Student teachers engaged in different teaching practices.

6.5. DEMOGRAPHIC VARIABLES: The statistical attributes of human populations. For example, age, income etc. Social-demographic Variables These variables are characteristics of teachers such as age, gender, degrees earned, years of teaching experience, satisfaction with teaching, and satisfaction with the school.

6.6. CULTURAL IMPACT: The effect of culture on the population or productivity of population.

7. **METHODOLOGY:**

In above content the importance of teachers and under training programs has been discussed. The research has been done in regard of highlighting the problems under training teachers are going through in different government universities in Karachi

Research itself is a very profound process as described by Wise 1979 and his associates

"…a systematic inquiry for verified knowledge, …an organized deliberate efforts to collect information, to sift it, to analyze it, to put it together and to evaluate it." (Wise et al, 1979).

Now over here, detailed methodology of this study has been described in detail. For a proper and effective study various methods and strategies should be applied. But the basic steps that are must while doing a research are more or less same all around the world. As explained by Verma and Beard (1981)

(i) The selection of the problem
(ii) The development of the hypothesis
(iii) Collecting and analyzing data
(iv) Drawing appropriate conclusions
Verma, G. K., & Beard, R. M. (1981).

The present research is also based on these four basic steps. For getting precise results, quantitative research has been conducted in regard of collecting data. From different government universities of Karachi. Under training teachers in different courses in different universities are considered the population and from the population. Surveys has been done of government universities in order to get the response from desired samples. Social scientists use sampling in their research because typically they do not have the time and money to study all the cases in the population of interest to them. Through the use of samples, the researchers can gather information about a few cases and seek to make judgements about a much larger number of cases (Miller, 1993, Mirza, 1996)

Stratified random sampling technique has been used for collecting samples. stratified random sampling is a commonly used technique. Stratified random sampling is preferred to simple random sampling when the population units are heterogeneous so that the sample obtained by simple random sampling would not provide estimates as precise as those obtained in stratified random sampling. Morsy, M. A. F. (1989). As different characteristics of undertrained teachers can be seen, thus this technique has been applied for collecting data in this research.

The sample size is almost the 5% of the total population. In the study both of the genders have been considered. The graph below shows the gender difference in the samples.

After providing the gender difference among the samples in the graph, the more detailed description of the respondents has been given in Table 1

Questionnaire has been used as an instrument in this study. Questionnaires offer an objective means of collecting information about people's knowledge, beliefs, attitudes, and behavior. Boynton, P. M., & Greenhalgh, T. (2004). The questionnaire has been designed with close ended questions.  The significant issues regarding teacher's education programs considered in a questionnaire were:

- Reasons by student for choosing the course
- Curriculum development
- Examination system
- Quality of teacher training
- Use of ICT facilities in program
- Course books accessibility

### 8. DATA ANALYSES:

Questionnaire has been designed according to the objectives and hypothesizes of the research. The theme of the instrument has been given below in Table 2

In order to achieve accurate results, SPSS has been used in order to analyze data statistically. SPSS is a powerful and user-friendly program for statistical analyses. (Gaur, A. S., & Gaur, S. S. 2006). In SPSS one sample t-test has been applied to meet the requirements of the data collected for analyzing it accurately.

8.1: Hypothesis 1:

•       Undertraining teachers don't have proper knowledge about the courses in government universities of Karachi

Hence, in table 3 the significance value 0.000 indicates that considered research hypothesis has been accepted.

Therefore, we can conclude that undertraining teachers don't have proper knowledge about the courses in government universities of Karachi.

8.2: Hypothesis 2:

•       Under training teachers are experiencing problems in their training practices.

Hence, in table 4 the significance value 0.000 indicates that considered research hypothesis is accepted.

Therefore, we can conclude that under training teachers are experiencing problems in their training practices.

8.3: Hypothesis 3:

•       Teachers' education departments in government universities in Karachi are facing absence of ICT facilities.

Hence, in table 5 the significance value 0.000 indicates that considered research hypothesis is accepted.

Therefore, we can conclude that Teachers' education departments in government universities in Karachi are facing absence of ICT facilities.

8.4: Hypothesis 4:

•       Current applied solutions are not enough for overcoming the problems faced by undertraining teachers in government universities of Karachi.

Hence, in table 6 the significance value 0.000 indicates that considered research hypothesis has been accepted.

Therefore, we can conclude that current applied solutions are not enough for overcoming the problems faced by undertraining teachers in government universities of Karachi.

## 9. DISCUSSION:

With the consideration of significance of the role of a teacher; in the advancement of classrooms as well as society the importance of teachers' training programs has been raised. And with this study the issues come across the way of teachers and their training programs has been enlightened. Some of the major problems which are in a need of a haste overcoming in the government universities of Karachi can be stated as:

- Lack of rooms and furniture
- Absence of subject experts leading to difficulty in understanding the subjects
- Lack of teachers
- Limited available books
- Absence of aids for activities

Now if we want to achieve the aims with which these training programs were introduced at first place, then major steps should be taken in fulfilments of the requirements of the programs at both the ends whether to consider teachers' educators or talking about student teachers. This perspective has also been defined by Blosser in 1997 as:

"In order to prepare teachers to meet unknown challenges of

tomorrow's classrooms we must provide them with tools to support their own future

learning. Teacher educators must not only engage their students in the use of such

generative tools as research, they must also participate in explorations of their own

practice. In the preparation of teachers for tomorrow's diverse classrooms we must

continue to examine the programs, projects, and processes preservice teachers engage in

today. As teacher educators, teachers, and preservice teachers work together to create

and explore ways of knowing we may help each other meet the demands of tomorrow's

ever changing classrooms."

However, more research and studies should be done in this regard in order to get the teachers of the nation pin the progressive mode. Further research could lend an understanding to problem solving as a competency (Bainer, 1986/1987).  Specially in this age of technology and rapid advancement and changes, reconsiderations should be done repeatedly.

## 10. CONCLUSION:

With respect to the above discussion the requirement of the rapid change in the area of teachers' training sector has been highlighted. In case of the running situation of the sector the coming days will suffer from severe consequences of not having quality teachers leading to the absence of deficiency of quality education; as the process of education partially depends on the teachers. So, the need of improving the teachers' training standards in Karachi are getting stronger day by day. And in case of neglection towards this issue in future it will become almost impossible to cope up with the required standards of the education of students teachers which will collapse the whole education system.

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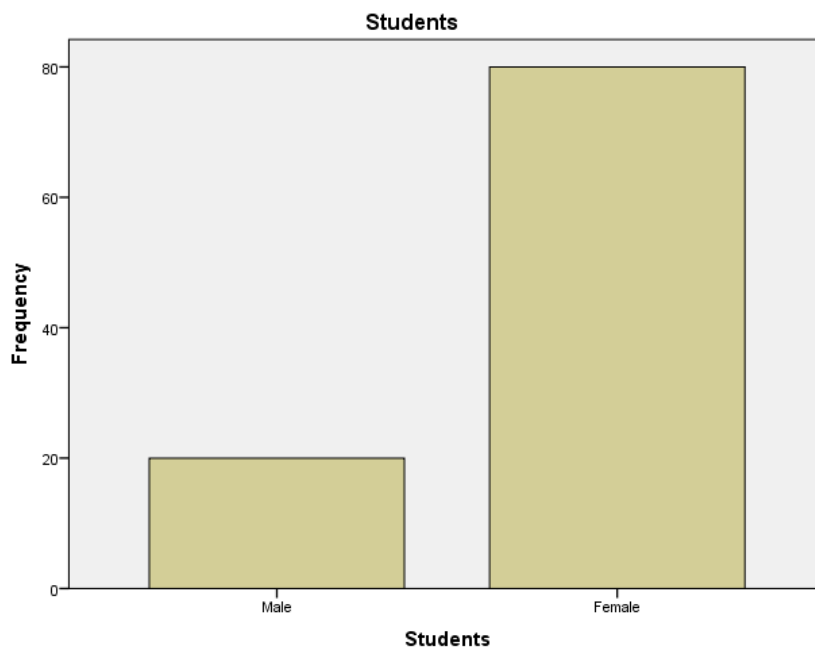20. Wise, J.E, Nordberg, R. B. and Reitz, D. J. (1979). Method of research in Education. Boston: D C Health

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Table 1:

| Teachers' Training Programs | Male | Female |
|---|---|---|
| B. Ed. (4 Year) | 4 | 25 |
| B. Ed. (2.5 Year) | 6 | 20 |
| B. Ed. (1.5 Year) | 2 | 15 |
| M. Ed. (1 Year) | 8 | 20 |

Table 2: Theme of the questionnaire.

| THEME | QUESTIONNAIRE | NUMBER OF QUESTIONS |
|---|---|---|
| Incomplete knowledge about the courses | 1,2 | 2 |
| Problem and issues confronted by under training teachers. | 3, 4, 5 | 3 |
| Absence of ICT facilities | 6,7 | 2 |
| The impact of current working solutions. | 8, 9, 10, 11 | 4 |

Table 3: One-Sample Test for $H_1$

| | Test Value = 0 | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|
| | T | df | Sig. (2-tailed) | Mean Difference | Lower | Upper |
| Students | 44.774 | 99 | .000 | 1.800 | 1.72 | 1.88 |
| Achievement of goals you set regarding the course. | 41.010 | 99 | .000 | 2.410 | 2.29 | 2.53 |
| Familiarization with the objectives defined by the institute | 39.547 | 99 | .000 | 2.540 | 2.41 | 2.67 |

Table 4: One-Sample Test for $H_2$

| | Test Value = 0 | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|
| | T | Df | Sig. (2-tailed) | Mean Difference | Lower | Upper |
| Students | 44.774 | 99 | .000 | 1.800 | 1.72 | 1.88 |
| Teachers are appropriately conversant with the curriculum | 46.014 | 99 | .000 | 2.490 | 2.38 | 2.60 |
| Course curriculum covers the related subject | 56.389 | 99 | .000 | 2.820 | 2.72 | 2.92 |
| Course books are easily accessible | 34.420 | 99 | .000 | 1.650 | 1.55 | 1.75 |

Table 5: One- Sample Test for $H_3$

| | Test Value = 0 | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|
| | T | Df | Sig. (2-tailed) | Mean Difference | Lower | Upper |
| Students | 44.774 | 99 | .000 | 1.800 | 1.72 | 1.88 |
| There is an appropriate usage of resources required | 24.808 | 99 | .000 | 2.010 | 1.85 | 2.17 |
| Students are being familiarize with the aids included in the programs | 40.905 | 99 | .000 | 2.220 | 2.11 | 2.33 |

Table 6: One- Sample test for $H_4$

| | Test Value = 0 | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|
| | T | Df | Sig. (2-tailed) | Mean Difference | Lower | Upper |
| Students | 44.774 | 99 | .000 | 1.800 | 1.72 | 1.88 |
| Course length is appropriate according to the time duration | 23.862 | 99 | .000 | 2.190 | 2.01 | 2.37 |
| Curriculum is updated | 35.964 | 99 | .000 | 2.250 | 2.13 | 2.37 |
| Teachers educators' recommendations will be helpful in enhancing curriculum | 34.198 | 99 | .000 | 2.350 | 2.21 | 2.49 |
| Examination system is satisfactory | 35.141 | 99 | .000 | 2.470 | 2.33 | 2.61 |