A COMPARATIVE STUDY OF TEACHER EDUCATION IN JAPAN, GERMANY AND PAKISTAN: Discussion of Issue and Literature Review.

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ABSTRACT
Comparative analysis of teacher education program in Germany and Japan and its feasibility for adoption in Pakistan. The issues of lack of accountability, lack of incentives, little hope of a career track, and motivation are all highlighted as problems confronting teachers, moreover these issues appear to be widespread resulting from the failure of the system.

INTRODUCTION
In Japan there are boards to establish and maintain Schools and Educational facilities but here we don’t have such boards to look after schools and Educational facilities and government looks after these Schools in Pakistan. All the educational policies of Germany and Japan depend on economic stability of their countries although political situation or atmosphere plays vital role in making such beneficial educational policies for the commoners. But as far as Pakistan is concerned, it is totally different regarding political situation and economic condition. The political system of Pakistan is totally/completely different from Germany and Japan and financially Pakistan is a poor country while Germany and Japan are world leaders in economy.

PAKISTAN:
Standard based development of teachers and other educators is part of a larger international movement of quality assurance in many fields of human endeavor. Quality assurance in education analyzes with a critical perspective the factors that contribute to educational quality, monitors their presence in the system, and evaluates the impact they have on students’ learning outcomes.

- States clearly and succinctly what teacher must know;
- States clearly and succinctly what teachers must be to do;
- Reflects what research tells us about good teaching and successful learning;
- Reflects the knowledge gained by teachers during their in-classroom experience;
- Reflects reasonable expectations that are congruent with the educational context;
- Sets levels of a acceptable performance for teachers in general, that can also be brought to the local level to monitor and reinforce the work of a specific individual (performance benchmarks)
The development and implementation of National Professional Standards for beginning teachers, accomplished teachers, subject specialists, educational leaders and teachers educators is a priority to qualitatively reform the system of teacher preparation in Pakistan. This document provides detailed information about the National Professional Standards can be further refined and periodically revised by education.

The diversity of standards is needed to develop for teachers and other educators. Role specific standards for head teachers and educational leaders should guide their in-service development programs at the post-graduate level. Similarly, standards for teacher educators are needed to develop faculties that are to staff colleges of Education, Institutes of Education and Research (IER), University Departments of Education and other teacher training institutions. (National Professional Standards for Teachers in Pakistan, Policy and Planning Wing, Ministry of Education, Government of Pakistan Islamabad, February 2009, pp-08).

GERMANY:

The objective study of Germany’s universities and science system shows that much importance is being given to educational sciences, which can easily be estimated by the variety of the courses and programs offered by the universities of Germany. Students have wide range of disciplines and dynamic spectrum of courses to opt for in all the public universities and teacher training colleges. The revolutionary educationist reformer Hartmut von Hentig having blended the practical and theoretical aspects of education, yearned to come up with innovative mode of teaching, learning coupled with the novel idea of all-day school, which invigorated and revolutionized the education system of Germany (Bromme, 1997).

In modern day Germany some social developments like increase in the number of senior citizens, high proportion of unemployment and increase in recreational free-time have also raised some inevitable challenges for the educators; moreover, these challenges can deteriorate the rate and proportion of integration and orientation if they are not addressed properly and duly. Therefore, the modern educational sciences give prime place and due importance to recreation research, ramifications of unemployment and education for seniors. These new programs designed with the above prospect and proposition offer, indeed, equal and due opportunity to the foreigner students to understand and develop their skill and expertise in the teacher education programs and can implement the same with some changes matching to the ground realities of their countries, they also can produce highly qualified educator for national and international community (Anonymous, 2005).

JAPAN:

The in-service training system for beginning teachers is composed of two parts: apprenticeship training in a school (about Seventy days a year) and lecture courses in teacher training centers (about thirty five days a year). Both use traditional training styles. In apprenticeship training, the first -year teachers are mentored by a retired teacher or a veteran in the school in order to master teaching skills. At the teacher training centers, lecture courses are offered in subject matter fields, teaching techniques, and educational goals (Tajima, 2002).

Japan consists of nearly 4000 large and small islands. The total area is 378000 square kilometers. In 1984 the population was 120 million the population growth rate is slow it is estimated that Japans population will be 130 million in the year 2008. These changing patterns have caused several problems in education finding new locations for schools and increased funding for the high cost of schools, hiring school teachers in urban areas and the over supply of teachers and of isolated education programs in rural areas. An ageing population has stimulated interest is life long educational opportunities and slow population growth rate has increased parents concern for their children’s education. The
medium of instruction is Japanese from preschool to higher education. The establishment and maintenance of public schools and other educational facilities are the responsibilities of boards of education in each local government area with members of the boards appointed by the head of the local municipality with the consent of the local assembly. According to the political system of Germany the federal Govt. does not interfere in primary and Secondary Education directly but it has limited involvement on other hand the federal government's role is very important in spreading higher Education in the country where as the primary and secondary education's authority has been given to the eleven states of the country and these eleven states are responsible for the expansion of that Shimazu et al. 2003).

Barrette (1990) discussee a number of issues related to the efficacy of teacher preparation programmes in physical education. The problem of using information acquired through research on teaching effectiveness is regarded as being central to the improvement of contemporary teacher preparation programmes. The importance of helping teachers learn to make enlightened teaching decisions based on a dynamic interpretative process is emphasized. A multi-dimensional model expressing the relationship between teaching action, student learning outcomes, and student state is presented with implications for the nature and design of teacher preparation programmes.

Pare et al. (1990) developed an undergraduate teacher programme which takes into account both the general education objectives as well as the objectives tied to professional practice is a difficult task. The paper deals with: issues relating to physical education teacher training programmes; preparing for induction into the profession; and using the Universite du Quebec at Montreal by means of illustration, in an attempt to integrate knowledge. Using knowledge integration as the main focus in curriculum building, the form and structure of the programme change. The role of the student in this integration is discussed.

Tinning (1992) mentioned that pedagogy is a major concern of teacher education. Within this paper three pedagogies are discussed: performance pedagogy, critical pedagogy, and post-modern pedagogy. The case is made that in order to understand which particular pedagogies are privileged within physical education teacher education, it is useful to analyse the discourses on which they are based and the process of problem-setting which acts to define or set certain problems which require certain solutions. The problems which dominate the physical education profession tend to be those which address technical or instrumental issues which in turn privilege performance pedagogy as the appropriate solution.

Byra (1996) described the effect of two post lesson conferencing strategies on US preserve teachers’ reflective practices. Fourteen Physical Education Teaching Education (PETE) majors each taught three 30-minute lessons to classes of 9 to 13 learners. After each lesson, the preserve teachers conferences with a trained supervisor under either a directive approach (teacher tell-student listen) or a collaborative approach (student tell-teacher listen/question). The participants then completed two written tasks, a significant event task, and a video-commentary task. In the collaborative approach, the preserve teachers expanded the scope of their reflections to encompass the technical skills of teaching and critical issues related to teaching and schooling. For the video-commentary assignment, the main focus of both groups’ responses was on technical aspects of teaching, and for the significant event assignment, the focus of the responses was on technical, situational, and sensitizing issues of teaching.

Glover and Macdonald (1997) introduced the concept of key learning areas rather than subject specialisms into the physical education curriculum is examined. This is followed by a description of the experiences of 2 universities (University of Queensland and Deakin University in Australia) which attempted to integrate the statement and profile into current teaching and learning in undergraduate health and physical education courses. Both universities took a task-based, student-centered approach with the aim
that students would plan and implement a unit of work during their school-based practice, drawing on the philosophy and outcomes of the statement and profile or the Education Curriculum and Standards Framework. These case studies provide a base for discussion of some key issues for sites of teacher education and the implications for teacher education. The question of whether universities’ organizational arrangements meet the needs of students in teacher training is raised.

Ibrahim (1998) argued that a newly trained teacher posted to a remote rural school in Malaysia faces an environment totally different from that in the teachers’ training college and the teaching practice in urban schools. It reports part of the findings from a study carried out in a number of remote rural schools in Sarawak. The focus is on the teaching of English. It examines why rural students do not perform as well as their urban counterparts, considering a number of issues: parental attitude and pupil motivation; coping with daily routine - intermittent electricity supply, broken generators, lack of junior ancillary staff (meaning that teachers must do clerical, caretaking and gardening jobs); deferral of intake to a subsequent year when pupil numbers are low. It notes however that such schools have well qualified head teachers and adequate English language materials. Nevertheless, the influence of the mother tongue and the considered unimportance of English impede mastery of English, whilst social pressures label English-speaking children as conceited. It concludes with a number of questions: can Bahasa Melayu trained teachers teach another specialized subject like English; should initial training in primary education be specialized or general in nature; does rural pedagogy fit in with educational theories currently taught in the teachers’ training colleges when social science theories are not known to be universal in nature and application.

Whisson (1998) presented an examination of the development of the Khululeka Community Education Development Centre, South Africa and noted that the evolution of ‘The Queenstown Early Learning Centre’, into ‘Khululeka Community Education Development Centre’ reflects less a change in the focus than the recognition that the development of successful pre-schooling is possible only through the constructive participation of the school community, as well as the sympathetic support of donors and the provincial government. Issues discussed are: the end of Apartheid in 1992; transformation (state and party advances; the experienced reality; the commercial farming areas); Khululeka, and a glimpse of freedom (getting the basics right; pre-school teacher training; capacity building; the reception year; teacher’s educare course, level two; the Rhodes University Diploma in Education (Primary)); and dreams and visions (the plant - the vision of the school as a factory in need of maintenance and support to produce its goods, educated children; and the culture).

Hayes and Stidder (1999) investigated a sample of 55 undergraduate students (1994-1998) at a university in the south east of England, UK to ascertain the impact that trainees experiences can have on the following issues: teaching pupils of the opposite gender; teaching GCSE physical education, and of teaching across all 6 areas of the national curriculum (games, swimming, dancing, gymnastics, athletics and Outdoor activities and adventure) at key stages 3 and 4. The findings provide an insight into the future shape of the profession and it is suggested that trainee teachers should have as broad a work experience as is possible.

Frapwell et al. (2002) evaluated the assessment of education instruction this article introduces the basic philosophy in which the National curriculum for physical education in the UK has been based. It has two main purposes:

1. Sharing of issues that have been addressed as part of the UCW/Schools partnership training of Initial Teacher Trainees
2. To make teachers examine how issues surrounding assessment may be approached in schools.
Three (03) concepts in understanding assessment are discussed:

1. An understanding of physical education;
2. Understanding the basic philosophy on which the National Curriculum model learning is based.
3. Understanding the key function of assessment.

Peach and Bamforth (2002) presented the contextual framework and rationale that underpins an assessment management and pupil profiling system (AMPPS) and to discuss how this system is being used as a mechanism to improve the quality of physical education (PE) trainees’ ability to assess, record and report pupil progress and achievement at the College of St Mark and St John in Plymouth, UK. The first part of the paper identifies the current issues and problems associated with assessment, recording and reporting in PE and initial teacher training (ITT) and how this has been compounded and impacted upon by practice in schools. The second part of the paper discusses the underpinning assessment philosophy and rationale of the AMPPS to develop a conceptual understanding of the assessment process. Finally, the paper outlines an innovation which has been initiated by the College of St Mark and St John’s ITT partnership.

Senne and Rikard (2002) conducted a comparative analysis of two PETE portfolio models to determine the impact on intern perceptions of the value of the teaching portfolio, intern professional growth, and portfolio representation in single and dual internship site placements. The portfolio model served as the curricular intervention during the student teaching experience of 67 interns (33 from George Mason University and 34 from East Carolina University, USA) in two PETE programmes. A mixed method was used to discern the impact of each portfolio model. The Defining Issues Test, weekly reflection logs, and a culminating questionnaire served as data sources. One programme employed extensive reflective writings and single placement sites; the other programme used less extensive reflective practice and dual placement sites. Although interns showed no change in moral judgment reasoning, most valued the portfolio process as an indicator of professional growth. Differences in reflective practice and similarities in dual versus single-site placements were noted.

Ward and Barrett (2002) provided an overview of behaviour analysis, reviewing its history and the experimental research conducted in physical education settings. Articles were selected from 5 journals by looking through each issue to identify those that used a single-subject design to assess the effects of behavioural interventions in P-12 or teacher preparation settings. 34 studies met the inclusion criteria. Studies were categorized according to their focus:
(a) Preserve or inservice teacher behaviour;
(b) Student learning;
(c) Class management; or
(d) Student learning specifically focused on students with disabilities in adapted or inclusive settings.

The review describes the scope of the behavioural interventions and examines the research designs used. A methodological critique suggests that while findings have been robust and the designs used were typically rigorous, researchers have not assessed generality, maintenance, or social validity as well as they might. The article closes with recommendations for reviewers and authors.

Wilson and Flowers (2002) examined the effectiveness of teaching methods in response to inservice teacher training programmes and mentioned that the national leadership for high school agricultural education has encouraged the integration of biotechnology into high school agricultural education through the development of agricultural biotechnology technician skill standards, training, and curriculum. According to researchers, teacher confidence is one attribute that influences a teacher to adopt and teach new curriculum. This quasi-experimental study evaluated the confidence of
teachers in their ability to teach students to perform national skill standards, to lead discussions in controversial issues related to agricultural biotechnology, and to teach agricultural biotechnology curriculum after 7, 5, or 0 d of training. The 7-d experimental treatment group consisted of 2 d of basic biotechnology laboratories and the pedagogy of how to incorporate biotechnology into an existing programme plus a 5-d intensive biotechnology workshop that was applied specifically to agriculture. The 5-d experimental treatment group received the same 5-d workshop applied specifically to agriculture. There were no significant differences in teacher confidence in any of the areas between those that attended the 7- or 5-d training; however, there was a significant difference between the experimental treatment groups and the control group that did not attend training. Those teachers that attended 7- and 5-d training also showed significant gains in their pre- and post training confidence in teaching skill standards and curriculum. Future efforts for related training should address how to better prepare teachers to lead discussions related to teaching controversial agricultural biotechnology issues and provide hands-on applied agricultural biotechnology laboratories.

Clark (2003) recommended specific activities for the training and practice of observation skills in order to enhance the teaching effectiveness of educators. He also discussed a variety of observation strategies to use while teaching. These activities and strategies take into account the visual and auditory perceptual skills needed for observation, the teacher placement and mobility within the class in order to enhance observation, the various ways in which dance language is used for effective observation, and the issue of teacher bias in observation.

Silverman and Manson (2003) mentioned that as a part of their doctoral education, students complete a dissertation, examining these dissertations can provide one analysis of research in a field. The primary purpose of this study was to analyse all education dissertations with a teaching focus that were completed between 1985 and 1999. All possible dissertations were examined through the electronic version of ‘Dissertation Abstracts International’. For the teaching dissertations (n=201), each abstract was coded for: research type; research focus; student variable measured; observation used; interview used; other methods used; population; general methodology; and statistics reported/used. Most research on teaching dissertations addressed issues related to teacher effectiveness and focused on motor skill learning and attitude. There was an increase in qualitative methods from those reported in a previous study. While there were methodological advances, many dissertations still used methods that were not informed by the research methods literature.

Mahony et al. (2004) examined and discussed both the number of doctoral students being produced in North America and the adequacy of their preparation for faculty positions. The authors surveyed doctoral-programme faculty from 18 universities and reviewed advertised open positions to provide the basis for observations regarding current and future issues relative to this job market. Whereas the authors found that approximately 70 jobs are advertised each year in sport management, doctoral programmes produce only about 15 graduates annually, suggesting that the numbers produced are clearly insufficient. When examining the adequacy of the students’ preparation, the authors found that research preparation is considered to be most important. Doctoral programmes in sport management, however, also place high emphasis on teaching preparation. It is unclear whether these efforts are adequate to meet the needs of the students or the job market.

Shaukat Hussain (2004) is of the opinion that changes in education are bound to bring positive reforms in society in general. He puts great emphasis on the qualification and training of a teacher who is instrumental to make theses changes practical. To him it is quite incumbent upon a teacher to be professionally equipped to shoulder the responsibility to educate and thereby to put the nation on the track of improvement and better future. In this regard the need of a well trained and fully skilled teacher is the hot demand of our nation today. Secondary education level takes the most important place in all the stages of
a student, therefore, this stage of schooling needs utmost care and it must be provided with the best possible lot of teachers to educate and train the students for a really better future. His study addresses some of the core issues especially related to secondary level education in Pakistan. He gives priority to develop and measure the professional attitude of teachers, developing effective training courses, and to compare them with those being practiced in Punjab and ultimately to suggest on a larger scale the reforms in education sector in Pakistan.

Wiegand *et al.* (2004) discussed observations on a number of critical issues that have emerged from a teacher education curricular review and covered the following traditional areas of professional preparation:

1. Foundational sub-disciplinary coursework;
2. Curriculum and instruction coursework;
3. Pedagogical content knowledge coursework;
4. Field placement experiences.

The above areas of professional preparation were also included in a physical education teacher training and observed more impact of the work in the field.

Stidder and Hayes (2006) highlighted issues relating to Initial Teacher Education (ITE) over the last ten years. The discussion is based upon data collected from three separate surveys of trainee teachers and their teaching experiences of teacher education during statutory periods of school-based training. The samples used in this, the most recent survey and in our previous surveys, were four-year undergraduate trainee PE teachers studying a Bachelor of Arts Qualified Teacher Status (QTS) degree course at a university in the south-east of England with a strong tradition of teacher training. The secondary schools used for school-based training by the university covered the south-east region of England and included state, independent and single-sex schools. The trainees had all completed the statutory thirty-two weeks of school-based experience. A questionnaire was formulated after discussions with trainees based on their continued professional development. The results of this latest survey (2000-4) have been analysed in the light of our previous two surveys (1994-8; 1997-2001). Hence, this article constitutes a longitudinal study covering the period 1994-2004. Key findings are identified in the areas of gender, examination experiences, and the use of information and communications technology (ICT) and national curriculum activity areas of study. This article identifies areas where there have been some changes to practice, as well as demonstrating aspects where little has changed in the last ten years of ITE.

Ward and O’Sullivan (2006) discussed need of trained teachers and impact of pre-service and in-service teacher education on the education development and skill development of the professional teachers. The focus points were professional development capacities of the education teachers, assessing changes in teaching practices, factors that influence the design and implementation of effective professional development programmes in teacher education, examine the influence of professional development initiatives on the thinking, beliefs, and practices of experienced teachers, assessed what teachers learn and use from professional development workshops, critical discourse framework to examine the nature of professional conversations that occurred in a professional development activity, to assess the effects of a year of professional development intervention focused on technology use and integration of technology into teaching by teachers.

Davis *et al.* (2007) described responsibilities and training needs of teachers in education. Para educators (n=138) employed in 34 Midwestern schools received a 27-item questionnaire. Of the 138 Para educators contacted, 76 responded, resulting in a 55.1% response rate. Only 16% of the total respondents (n=76) reported receiving specific training in physical education; however, 68 (90%) indicated a willingness to be trained. Less than half (n=29, 38%) indicated participating in physical education by escorting students, providing cues, and working individually with students. Fewer than eight (28%) of the physical education Para educators assisted with assessments, shared
IEP suggestions, or helped implement behaviour modification programs. The most desired training areas included activity modifications, attributes of students with attitudes, and knowledge of personal development.

Sloan (2007) argued that the future of education depends on the quality of emerging committed professionals and their ability to teach across the different activity areas contained within the National Curriculum for Physical Education. It is a role that requires extensive subject knowledge and perceived competence in the ability to use it effectively. Subject knowledge is identified as one of the professional standards to be met by students seeking the award of Qualified Teacher Status (QTS). It is, however, an area frequently highlighted by students as the main source of concern throughout the process of Initial Teacher Training (ITT). This in turn can affect students’ perceived confidence and competence to teach certain activities. One of the activity areas constantly highlighted as causing concern among pre-service PE teachers is gymnastics. This is often attributed to the fact that many trainees enter ITT with an impoverished background in this area. The purpose of the study was to examine the perceived level of personal subject knowledge and competence to teach gymnastics among trainees completing the School Based Experience (SBE) sections of a one-year secondary Post-Graduate Certificate in Education (PGCE) PE course.

Provincial Institute of Teacher Education (PITE) Sindh, Information collected 2008 (2009) the role of UNESCO Pakistan in the entire effort of improving teacher education in Pakistan is remarkable. The strengthen teacher education in Pakistan (STEP), with the financial support of US AID is one of such interventions, where the principle objective which is to get better the standard and professional development of working teachers and the institutes delivering teacher training/education, is worth acknowledging.

Provincial institute of teacher education (PITE) Sindh is one of the STEP partners to Implement the activities in this regard the development and publication of directory of teacher education institution in Sindh is one of the significant activities that PITE has successfully completed.

National Professional Standards for Teachers in Pakistan, Policy and Planning Wing, Ministry of Education, Government of Pakistan, Islamabad, (Feb 2009) The National Education Census (NEC) 2005 data and a number of studies indicates that professional preparation of teachers in Pakistan is neither standardized nor based on acceptable professional standards. The NEC data indicates that 26% of teachers in the workforce are untrained, 37% have only rudimentary training at the PTC and CT levels, 44% have not completed even two years undergraduate degree beyond 12 years of basic education. These constitute by any measure, least qualities teachers, reported even a more dismal picture of professional qualifications of teachers at the primary level, where only 21% have completed B.Ed. and M.Ed. degrees.

Teacher education has traditionally been considered a provincial subject. Each province has distinct centralized organizational structure to prepare teachers for primary, middle and secondary school levels. The existing 270 teacher education institutions in the country are under the administrative and curricular control of the provincial Department of Education. Primary school teachers are prepared at Government Colleges of Elementary Education (GCEEs), which are supervised by the provincial Bureaus of Curriculum in Balochistan and Sindh. In NWFP the Directorate of Curriculum and Teacher Education (DTCE) is responsible for managing 20 Regional Institutes of Teacher Education providing pre-service preparation of primary school teachers. The Provincial Institutes of Teacher Education (PITE) were created in all provinces to in-service continuous professional development of teachers and undertake Action-Research projects.

In the Punjab since 2004 Directorate of Staff Development (DSD) has been established as the apex body of teacher development to design and implements, with the active support of district departments of education, both pre-service and continuous professional
development (CPD) programs for primary school teachers. The DSD has been given administrative, financial and curricular authority over all 35 Government Colleges of Teacher Education (GCTEs) in the province. The revitalized DSD has successfully embarked upon a cluster based program of continuous professional development of the least qualified primary school teachers in the province. District training and Support Centers have been developed and staffed with full time trained teacher educators. Beside CPD activities, these centers will be preparing Teacher Development Plans for the district and be involved in their implementation. The DSD is yet to fully engage the GCTEs in developing standards based 4 year teacher education programs.

The Bachelor’s level programs and postgraduate programs in teacher education are the responsibility of University Colleges and Departments of Education, IERs and recently established Universities of Education. According to the NEC data in 2005 there were only 257,818 teachers with B.Ed degree and 67,143 teachers with M.Ed degree working as teacher educators. Most of the B.Ed and M.Ed degree holders had completed a Bachelor or Masters Degree also. The typical Bachelor degree in 2005 used to be a two year program after twelve year of education.

Each province has a centralized administrative system of Teacher Professional Development (TPD). There are 270 TPD institutions in the country. 227 are publicly controlled by the provincial departments of education and the rest are operated by the private sector. Neither these TPD institutions nor their program have been subjected to serious scrutiny based on overt, objective professional standards or accreditation criteria.

In each province the policy-making structure has been precluded the possibility of collaboration and communication among TPD institutions. Similarly the TPD institution has little linkage with the district education policy-makers and schools. National professional standards are needed to foster greater inter-provincial linkages and overall standardization of teacher education, teacher certification and accreditation of teacher education programs and providers.

REFERENCES


