Comparative Study of the Factors Affecting Initial Teacher Education in Pakistan and Zimbabwe

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**Abstract**

It was an exploratory study which identifies to focus on those cross-cutting factors that tended to influence initial teacher education and the emerging issues in both Pakistan and Zimbabwe as epitomized by the trajectory of this paper. Chief among them was the fundamental need to come up with a unique Philosophy of Education let alone a teacher education system as a continuum that reflects the unique character of the people within the newly independent nation-state of Pakistan and Zimbabwe. In this breath, that explains why Pakistan which is 97% Muslims, put in place an educational policy of wanting to harmonize the education system with the basic rubrics of Islam and National Ideology. Not only was this seen as fostering unity and stability of the nation but more so as contributory in providing a conducive environment for development to take place. On the local level both countries were seized with the desire to promote teacher education as a way of recruiting and increasing the number of teacher candidates so as to cope with the corresponding demand of education by their peoples who have just attained independence.

**Keywords:** Comparative study, Pakistan, Zimbabwe, Teacher education, Post-independent reforms, Recommendations

1.1. **Introduction**

**Pakistan**

On 14 August 1947, Pakistan became a sovereign state, carved out of the two Muslim majority wings in the eastern and north-western regions of British India. The West Wing was comprised of 4 provinces namely Punjab, Khyber Pakhtunkhwa (previously known as the North West Frontier Province), Baluchistan and Sind and East Wing comprising East Bengal. Its West and East Wings were separated with more than 1000 miles which created the political disturbances in the country especially in East Pakistan. Modern day Pakistan (West Wing) came into existence in 1971 after a civil war in the distant East Pakistan and emergence of an independent Bangladesh.
Delores et al., 1996, the role of teacher as an agent of change and development has never been credited much today. Whilst teacher education and training in Pakistan is primarily a provincial responsibility, Pakistan’s federal government also plays a role through its Curriculum Wing, which is responsible for teacher education institutions. Each province has a distinct centralized organizational structure to prepare teachers for primary, middle and secondary school levels. Levin and Lockheed (1993) suggest that developing countries, such as Pakistan, face problems in providing quality education to their younger generations and lack the most basic resources including qualified teachers. Currently, in Pakistan, 300 teacher education/training institutes exist in public and private sectors and offer a variety of ITE programmed ranging from primary school certificate courses to PhD in education (MOE, 2009; USAID & UNESCO, 2009). These teacher training institutes are under the administrative and curricular control of the provincial Departments of Education. Primary school teachers seeking employment in government schools are trained in Government Colleges for Education (GCEs); Government Colleges for Elementary Teachers (GCETs) and Regional Institutes for Teacher Education (RITEs). These institutions are supervised by the provincial Bureaus of Curriculum in Baluchistan and Sind. In the province of Khyber Pakhtunkhwa the Directorate of Curriculum and Teacher Education (DCET) is responsible to provide pre-service teacher education through RITEs. In Punjab, since 2004 Directorate of Staff Development (DSD) is accountable to design and implement both pre-service education and continuous professional development (CPD) programmed for primary school teachers in all 35 Government Colleges of Teacher Education (GCTEs). However, common provincial features include the pre-service curriculum and a provincially centralized structure with most of the institutions, functioning under Education Departments rather than the provincial governments. A full program of pre-service teacher education includes common courses, disciplinary courses, education specialization courses, and one and a half month or more teaching practicum. Those who meet the programmed requirements and pass the examination for teacher qualification obtain a diploma/degree. These courses prepare student teachers to teach common subjects in primary (classes 1-5) and middle (classes 6-8) schools, and this kind of training is not subject-specific.

Zimbabwe

Zimbabwe officially the Republic of Zimbabwe, is a landlocked country located in southern Africa, between the Zambezi and Limpopo rivers. It borders South Africa to the south, Botswana to the southwest, Zambia to the northwest and Mozambique to the east. The capital and largest city is Harare. Present-day Zimbabwe was historically the site of many prominent kingdoms and empires, as well as a major route for migration and trade. Cecil Rhodes’ British South Africa Company first demarcated the present territory during the 1890s; the area became the self-governing colony of Southern Rhodesia in 1923. In 1965 the conservative white minority government unilaterally declared independence as Rhodesia. The unrecognized state endured international isolation and a 15-year guerrilla war with black nationalist forces; this culminated in a peace agreement that established universal enfranchisement and de jure sovereignty in April 1980.

The pre-independence era was characterized by policies which were discriminatory in nature and which marginalized and disadvantaged the majority of the population. While education for the white children was made free and compulsory as far back as 1935, education for the black population remained a privilege. Between 1951 and 1955, for example, the expenditure for African education was £2 209 389 (42% of the total education budget) against the vote for European education of £3 096 175 (58% of the total education budget). The discrepancy become even more apparent when one considers that there were 56000 white and Asian pupils against 800,000 African pupils. The annual unit cost per European pupils was £126 compared to £6 per African pupil.

Participation rates for the majority of the population remained low at both primary and secondary school levels. There were bottlenecks throughout the system, the most serious of which was the transition rate from primary to secondary education, which was fixed at a rate of not more than
12.50%. Not more than 37.50% of primary school graduates were channeled to vocationally orient junior secondary schools while the 50% were expected to fund for themselves.

Pre-service training for teachers was mostly provided by missionaries, with government providing training facilities at a few institutions. At technical and vocational education and training level, segregation also existed, for example at Harare polytechnic, blacks were barred from enrolling into any programmed. Access to university education was limited due to inadequate capacity of the existing university. This was made worse by the segregation policies that prevailed throughout the education and training system. However ministries of education, Sport and Culture and Ministries of Higher and Tertiary Education are involved in the in-service of teachers.

1.2. Pre-Service Teaching Courses in Pakistan

There are two types of pre-service teacher qualification: these are the Primary teaching certificate (PTC) and the certificate of teaching (CT). The academic qualifications required to attained these training are secondary school certificate (SSC) and higher secondary school certificate (HSSC) respectively. Through teacher training programs, teachers gain insights learning in the perspectives of learners and try to transform these teaching skills to students (Darling-Hammond, 2000, 2005). In addition to the training institutions mentioned above departments of education in the universities (Public and Private) provide teacher education at graduate and postgraduate levels (B.ED, M.ED, PhD).

The curriculum wing of the ministry of education in collaboration with the provincial curriculum bureaus are responsible for developing the framework for teacher training in Pakistan. The PTC CT courses were last revised in 1995. The B.ED AND M.ED courses are designed by the curriculum wing but routed to the universities through the Higher Education Commission.

The technique and methods of training teachers is another issue that undermines the development of competent and confident teachers in Pakistan. The lecture method remains the most commonly used instructional approach in teachers training institutions. Although there are a few compulsory school attachments, these do not provide ample exposure that how teachers should relate and deal with real teaching challenges e.g. large class size, poor teaching and learning infrastructure, different curriculum in school that how teacher should be handle it in urban and rural school. Thus teacher training programmed provide little opportunity for teachers to develop the kind of skills that can make more successful in their practice and build their confidence and motivation in teaching.

1.3. Pakistan in-Service Training

Generally, primary teacher do not have sufficient opportunities for in-service training on a continuous and regular basis. Usually there is no recurrent budget allocation for this activity. Some provinces fund teacher training from their development budget, but none of the provinces have a sustainable and coherent model for continuous in-service teacher training. Only a few teachers from the public sector attained the limited number of in-service courses on offer because of favoritism in the selection process. The policy is that every teacher should have in-service teacher training after five years on the job. If this is to happen, then 20% of the stock of teachers will have to be trained every year.

In-service teacher training is funded mostly through donor support, with little or no coordination among the donors themselves. The result is duplication of effort and a lack of systematization of professional development and learning that has been identified after a careful analysis of teacher needs.

The management of in-service training programs is complex and difficult issue one challenge is identifying teacher who needs specific training. In most cases it has been observed that the same teachers are the ones attending in-service. Nomination to attend in-service training has been corrupted because of the financial incentives of attending in the form of per dimes and allowances. The lack of adequate facilities and other support measured for women teachers to participate in the residential
training programs has also been identified as a dis-incentive for attending in-service training. Generally, insensitivity towards the specific needs of young mothers are middle-aged women in the training programs discourages women teachers from participating.

Quality control is another problem issue. The short duration of courses, the lecture styles delivery, the absence of supervision, the lack of monitoring and performance appraisals of trainers are contributory factors to the low quality and committed certified teachers in public schools. Also teachers are usually close to retirement by the time they join training colleges and lack interest in the jobs. There is no system of performance appraisal of teacher educators to ensure that only competent and motivated ones are selected as facilitators for in-service training.

1.4. Zimbabwe’s Tertiary Education
Tertiary education in Zimbabwe comprises a multiplicity of programs offered in different types of institutions that include technical and vocational training colleges, teacher colleges and universities. The duration of these programs varies from program to program and course to course.

1.5. Technical and Vocational Education and Training
In technical and vocational education and training the duration of the programs varies from short to long term courses. On completion of program, students are awarded either certificates or diplomas with the higher national diploma being the highest qualification awarded by the polytechnics.

2.1. Teacher Education
Teacher education colleges produce qualified teachers for primary, secondary, technical high schools and vocational training centres. The pre-service teacher education program is open to those who have successfully completed either their ‘O’-levels or ‘A’-levels. Entry into primary schools education colleges is ‘O’-level and duration of the course is three years. For secondary teacher education the entry requirement is ‘A’-level and the duration is generally two years. On completion the trainees are awarded the diploma in education. The largest sector of higher education is teacher education colleges, which are situated mostly in urban centres, much like technical colleges. The teacher education colleges offer instruction in numerous subjects, such as languages, arts, mathematics, social sciences, sciences, and commercial and other technical fields. While each college has a unique curriculum, there are certain areas where the curriculum is standardized such as science, mathematics, English, Shona /Ndebele, and professional foundations. Whereas some colleges train both primary and secondary school teachers, some specialize in training just one level. Because of the special relationship that exists between the University of Zimbabwe and teacher training colleges, the diplomas that are granted are university certificates.

2.2. Post-Independence Reforms in both Pakistan and Zimbabwe Rationale
In most of the developed and less developed countries teacher education refers to a process of education and development that prospective teachers have to go through as they prepare to enter the classroom for the first time in their role as teachers. It is usually assumed that initial teacher training satisfies both the theoretical and practical needs of the teaching environment; that a teacher who comes from training will know how to cope with the practical management and organization of instruction in the classroom, as well as the theoretical aspects of child development and learning. The philosophy of teacher education starts with the problem of trainee entrants initially but concerns itself with their expected roles, their educative process, expected professional standing, and with the processes of
activities encompassing the two major disciplines, pedagogy and psychology along with the development of the personalities of the prospective teachers (Yogesh and Nath, 2008). Pre-service or initial teacher education and training refers to all programs that aim to prepare and equip teachers to enter the profession, whether these programs concern subject-specific learning or teacher training curricula. In other words, the concept of pre-service training refers to the process in which student teachers grow up professionally, through involvement in practical training, knowledge construction and behavior acquisition (Mule, 2006) with a balanced blend of theory and practice (Brian, 2007).

Teacher education in both Pakistan and Zimbabwe is questioned here for doing too little to prepare teachers for seemingly ‘complex’ realities of public schools, arguing that teacher education programmes lack consistency with school curriculum, inadequate resources, low admission standards, and offer too little quality control. Henceforth, scores of primary school teachers have been graduated out of college with inadequate level of grasping the school content and methodologies. The quality of teacher training programmes in both countries suffers a disequilibrium as they lack harmony with the school system and need to improve by revising the curriculum according to the needs of ever changing, dynamic cultural trends and the demands of the modern world. There has been tremendous quantitative expansion in terms of numbers of training institutions established over a period of time, due to the substantial increase in population, and numbers of teachers being trained in these institutions and this quantitative expansion surpassed the qualitative aspect of ITE. To begin with, it is quite interesting that both Pakistan and Zimbabwe were both former colonies of colonial Britain. Unlike Zimbabwe which simply inherited the former British educational system, Pakistan upon attainment of its independence on 14 August 1947, started to develop its own unique philosophy of education especially in the 1950s, a philosophy of education that conforms very much with Pakistan’s national aspirations, culture and traditions that are eminently Islamic. The religious factor plays a key role as regards the lethargic implementation of the curriculum reforms which in the main was carried out in an ad hoc fashion owing to the lack of the acceptance by some ultra-conservative Islamic traditionalists by nature who were resistant to change.

In Zimbabwe, it was a different scenario as most majority indigenous Zimbabweans had a buy in, into the curriculum reforms the government was instituting so as to democratise the education system which was racially biased against blacks and deliberately restricted opportunities of access to education to white children mostly in order to avoid fighting for competition for jobs at the labour market with educated black folks. That way, whites were able to brainwash blacks for the latter to desire to go to school in order to get educated so as to be able to get a white collar job. This colonial hangover of Africans and other people of colour desiring to get employed upon even completion of a degree programme and not thinking about creating employment through entrepreneurship is a sure sign of mental poverty. Part of the blame also goes to both countries’ structural failures to effectively and consistently coordinate and do co-debriefing between teacher education programmes with school curriculum. Granted thus, it becomes difficult to incorporate and implement critical learning-to-think skills and ways of doing the same things but now in a different manner among schools. Unfortunately, we are failing to see the bigger picture which has earned ourselves the title/ major or area of specialisation of producing theorists and not problem solvers who are much more needed now in today’s world which is characterised by everything being in a state of flux with only change being the only constant.

Both countries produced highly remarkable blueprints of teacher education right from initial teacher education and pre-service teacher training up to ongoing in-service training of teachers as an uninterrupted continuum. Pakistan and Zimbabwe share the same dreams and aspirations of wanting to incorporate technical and practical subjects into their respective teacher training and school programmes in a bid to launch teacher education to greater qualitative heights. However those blueprints remained only in documentary form and were almost not implemented owing to lack of local support since they are highly centralised in both Pakistan and Zimbabwe and teachers for example would feel side-lined and only there to implement an imposed curriculum they do not have
any input into whatsoever. It is therefore the humble suggestion of this paper that a revisit be made to the highly centralised process of curriculum planning and decision making for it to open up and be participative in its approach in order to take on board teachers’ participation at the instructional level. In the same breath, cognisance is taken of the fact that Pakistan enunciated The New Education Policy (1972-1980) whose main thrust was to equalise education opportunities, arresting the decline in educational standards and correcting the growing disparities between various levels of education. In order to achieve this, the Pakistan Government embarked on nationalising all the privately managed institutions. This promised to provide opportunity for education to every citizen regardless of race, religion or birth. For purposes of ease control and management, this move was indeed strategic in absorbing and bringing all the teachers from these now nationalised privately managed institutions under one umbrella, under the same national pay scale.

Furthermore, the policy also highlighted the need to improve teaching methods and provision of instructional materials and teaching aids to primary schools. For effective implementation of the Education policy of 1972-1980 required a fundamental and on-going reconsideration of teacher education programme at both the pre-service and in-service levels. It is precisely because of this that the PTC and CT curricula revised by the National Committee on Elementary Teacher Education Curriculum in 1974-75. In order to implement very effectively the new curricula, teacher guides were developed in various school subjects and provided to all the educational institutions in the country during 1975-80. In the same vein, various pedagogical groups were put in place and the recommendations of these groups were approved by the National Committee. The reports of these groups were compiled and implemented. However implementation of these reports by The Ministry Of Education(1972) was haphazard and uncoordinated in so far as carefully planned positive steps could not be taken to implement the recommendations of the various committees set up by the Government. To make matters worse, nationalisation heaped huge administrative stress and financial constraint on the Pakistan’s fescues. Zimbabwe unlike Pakistan did not nationalise all the schools in the country but opted for decentralisation or devolution of the running and management of all non-Government schools to Responsible Authorities like District Rural District Councils (an extension of the Ministry Of Local Government), Church Organisations, Trustee and Private ownership. Government of Zimbabwe like Pakistan also took over all teachers across the board as civil servants to be paid by the Government and also Government complementing all these efforts of education provision by non-Government players through the provision of capitation grants, grant per capita, grant-in-built for school infrastructural development assistance.

Also from the foregoing, Pakistani educational policy reforms essentially dove-tails with The Nziramasanga Commission Of Inquiry Into Education And Training(1999) in Zimbabwe whose recommendations essentially proposed the incorporation of more technical and practical skills oriented subjects into the national core-curriculum which seem to be more tilted to academics. In principle, that would help in preparing students through the acquisition of those practical skills which are also life/survival skills, be they in agriculture, building, metalwork, woodwork, computers, food and nutrition, fashion and fabrics etc. for the field of work when they graduate from high school. Unfortunately the findings of the commission were never fully implemented due to structural and financial constraints.

In 1979, another National Education Policy and its implementation was published. This Pakistani policy sought basically to harmonise the education in Pakistan with the tenets or principles of Islam and the ideology of Pakistan. This is quite understandable if going by the numerical advantage of the Islamic population of 97 % vis-a-vis the 3 % composition of Christians, Hindus and others proves that there is strength in numbers. Regarding Zimbabwe, inroads were made to adopt and customise African humanism(Unhuism / Ubuntuism which essentially means that a person is a person because of others) to suit local Zimbabwean conditions in the school’s curriculum, taught under the subject of guidance and counselling which is also a life/survival skills subject. Only this African humanism as an ideology or philosophy taken on board, otherwise the Zimbabwean Curriculum Development Unit (CDU) seem to be preferring a multicultural approach of not the dominant culture, ideology or religion
being a melting pot vaporising minority religions or ideologies but that of a salad bowl which tends to favour uniqueness in diversity.

Considerable emphasis was also placed on the improvement of teacher training including the enhancement of the role of the universities. Specifically, Primary Teacher Training Institutes and Normal Schools were to be upgraded to colleges of elementary teachers. All teachers were required to undergo at least one in-service training course every five years. Furthermore, The Ministry Of Education in Pakistan launched The National Education Policy in 1922 and encouraged the non-governmental organisations (NGOs) to set up resource centres for the in-service training of teachers. In 1998, the Pakistan’s National Education Policy (1998-2010) emphasised higher education, education in technology and science and teacher education and pointed out that there was an imbalance in teacher training programmes among the courses concerning academic knowledge of subject, content of school curriculum, teaching methods, teaching practices and curriculum activities. The policy also gave a comprehensive rundown of quality inputs such as merit based recruitment of teachers, pre-service and in-service training, provision of career structure and a system of awards and incentives.

From the foregoing, the policy also proposed to increase the educational qualification of primary teachers from matriculation to intermediate, revising the curricula of content and methodology and upgrading the quality of pre-service teacher training programmes by introducing parallel programmes of longer duration at post-secondary and post-degree levels (that is introduction of FA/ FSC (Fellow Of Arts/ science education and BA/ BSC education( MOE, 1998). In order to buttress the quality of teacher education, in 2001, Pakistan implemented a teacher education reform. Under this reform, admission into primary school teachers institutions would require 12 years of schooling. Students who have passed Grade XII would be required to study for one and a half years (18 months) for the Diploma Of Education. The Government also focused on curriculum reforms and improvement in teacher education and training. In trying to achieve this target, the Government has taken initiatives such as upgrading teacher qualifications linked to higher pay scales, in-service training of all teachers at all levels of the education system, continuous curriculum reviewing and updating in collaboration with provincial counterparts, though also public-private partnerships and promoting the multiple textbook option.

In connection with the foregoing, all primary schools in Zimbabwe reverted back starting January 2002 to the home-grown Zimbabwe Integrated National Teacher Education Course (ZINTEC) 2-5-2 model which was introduced in 1981 and is a four year on-the-job training course which has students ‘teaching’ for 10 out of the 12 terms of the course. Students only spent two terms at the college. At its zenith, ZINTEC had 5 regional training centres with a total capacity to produce up to 3000 teachers annually. This model with its emphasis on teaching practice component, is designed to produce high quality all round teachers. Consequently, it can be observed that in both Pakistan and Zimbabwe the most critical causes of failure are weak and defective implementation mechanisms, financial constraints, absence of public participation, lack of political commitment and national vision. This is corroborated by the very fact that a closer perusal also show glaring huge gaps between planning and implementation of education policies of the two countries.

The majority of both government’s policies have dismally failed to address the socio-economic and political dimensions of the problems facing the education system. On both side of the divide, regarding the improvement of teachers’ status and teacher professional development, hardly anything was achieved. As cover up of all these problems, a comprehensive monitoring and evaluation system would be constituted as a caveat to obfuscate the failures under the guise of supervising education from grassroots to the highest level. A review of Western literature may suggest that Pakistan and Zimbabwe are not the only countries where policies were not implemented as they were planned. It is common knowledge to find well thought out, coherent and crafted policy designs failing to take off or achieve the intended objects in developing nations – a very typical case of misalignment of intended objectives.
2.3. Core areas and Four Spheres of Interaction
The study found that teacher competence, motivation and opportunity are 3 very critical areas that affect the performance of teachers and must therefore be taken into consideration by all stakeholders right from the initial stages of teacher education or the so-called initial teacher education in both Pakistan and Zimbabwe.

Teacher
Teacher’s performance is restricted because of various limitations. Teacher competence is affected by the quality of pre-service training and where teacher is lacking in subject knowledge proficiency, this hinders their teaching and undermines their confidence in teaching. Notwithstanding teacher training as important in producing teachers who are professionally capable of making a difference in student learning and achievement, other policies are required that support the teacher in delivering the quality of education expected. Hence, good promotional prospects and effective teacher management are two critical ones that are absent in the support structure for teachers in both Pakistan and Zimbabwe. We also observed that teachers have low self-esteem and feel they are not respected by communities and society at large and that teaching is a low status job as compared to other professions. The educated unemployed individuals become teachers as a last resort and leave immediately when better and more respected job opportunities come their way. The status of teacher cannot be enhance simply by legislation. A two way approach which a) gives teachers effective training, decent working conditions and remunerations and b) also demands total commitment and dedication from them.

The School
Naturally, poor working conditions discourage good candidates from contemplating a career in teaching and cause long term serving teachers to desire to the profession. Both teachers and students have to endure very deplorable school environment. Lack of transport, security and residential facilities especially in remote rural areas also discourage young prospective candidates to opt for teaching. Conversely, good environments offers a strong positive effect on teacher’s motivation to teach because of the equally positive environment it represents.

The Local Management
It is critical for the Federal/ Central Governments of Pakistan and Zimbabwe to walk the talk by backing statements of intention to the teaching profession with real action. Suffice to say also that Provincial Governments take on board teachers in developing teacher policies especially when such policies impact their professional and general welfare.

Policy
Admittedly, recruitment, postings and promotions are key motivational factors. The study discovered that promotions are based on seniority and not performance. Absence of a mechanism to recognise teacher’s achievement means there is less motivation among public school teachers for promoting effective schooling. Respondents indicated that non-transparent appointments and transfers are a prime cause of dissatisfaction.

There are less opportunities for career advancement in both Pakistan and Zimbabwe especially for primary teachers to transit into secondary school teaching. This however impacts negatively on primary school teaching as they lose a good crop of teachers.

Inadequate salaries and salary differentials between public and some elite private school teachers have been mentioned by respondents as the prime cause of teacher demotivation.

Most teachers in Pakistan and Zimbabwe are forced by prevailing economic circumstances to take up extra jobs to supplement their incomes and they are often absent from classroom. In this
connection, it is therefore essential that performance based incentives are introduced to motivate and reward teachers who display commitment and effectiveness in their teaching job. The present systems in both Pakistan and Zimbabwe almost do not provide incentives for school teachers to increase their output.

**Figure 1.1:** Diagram of four spares of interaction

2.4. **Recommendations**

- The following is a summation of recommendations that this paper especially respondents indicated as essential in promoting teacher motivation in both Pakistan and Zimbabwe.
- Federal/Central, Provincial and Districts governments should ensure that local policy infrastructure is in place for the devolution/decentralisation of the school curriculum.
- Inclusion of teachers in decision-making is important for bottom-up communication of teacher priority needs and priorities through also the establishment of an independent professional body of teachers.
- International Non-Governmental Organisation (INGOs) and local Non-Governmental Organisation (NGOs) should form linkages and strategic partnerships with the Government in developing their strategies and plans so that teacher’s welfare needs are also taken into consideration. They should encourage greater teacher involvement in policy making for schools they manage or support.
- Teacher recruitment should be based on meritocracy and politicisation of the teaching profession should be addressed so that teacher management policies are not unduly influenced by people with little interest in school development.
- Policies must be put in place for the advancement of female teacher’s through special capacity building programmes and incentives.
- The need and improve the working conditions and remuneration for teachers for qualified staff attraction and retention.
- Pre-service teacher education should focus more on practical aspects of teaching so that when new teachers inter in school the feel better prepared and motivated to handle the challenges that teaching process such as the teaching of large class size, teaching with little resources etc.
Conclusion
In this article, Chief among them was the fundamental need to come up with a unique Philosophy of Education, let alone a teacher education system as a continuum that reflects the unique character of the people within the newly independent nation-state of Pakistan and Zimbabwe. Both Pakistan and Zimbabwe government brought up new changes in teacher education. In this breath, that explains why Pakistan which is 97% Muslims, put in place an educational policy of wanting to harmonize the education system with the basic rubrics of Islam and National Ideology. Not only was this seen as fostering unity and stability of the nation but more so as contributory in providing a conducive environment for development to take place. On the local level both countries were seized with the desire to promote teacher education as a way of recruiting and increasing the number of teacher candidates so as to cope with the corresponding demand of education by their peoples who have just attained independence.

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