

## **Analysis of teacher training education program: A comparative study of Indonesia, Malaysia and Pakistan**

**Farah Khan**

PhD. Education, School of Education and Modern Languages, CAS, University Utara Malaysia.

[farahazam75@yahoo.com](mailto:farahazam75@yahoo.com)

**Muhammad Haseeb**

School of Economics, Finance & Banking, College of Business, University Utara Malaysia

[scholar\\_economist@yahoo.co.uk](mailto:scholar_economist@yahoo.co.uk)

### **ABSTRACT**

Education plays a decisive role in the economic development as well as social development of a country. Every state is well aware about the fruit of education and makes an effort to enhance its further. Achievement of Education for All (EFA) is also one of the Millennium Development Goal; therefore, the present article aims to explore the teacher training education in the context of Indonesia, Malaysia and Pakistan. The data reveals that literacy rate of Indonesia is 90 %, which is the highest among three countries, while in case of Malaysia it is estimated 89 % and in case of Pakistan it is still 54.9 %. However, public sector spending on education in case of Malaysia recorded 5.9 % of the GDP during 2011, and it is 3.6 % of GDP in case of Indonesia during 2012, while in case of Pakistan very low that recoded 2.1 % of GDP during 2012. Pupil-teacher ratios in both primary and secondary school are low in case of Indonesia with 12.7 % and 13.7 % pupil per teacher, followed by Malaysia and Pakistan. Overall education indicators of Pakistan are meager and it indicates that the government of Pakistan needs to give proper attention on education sector where teacher training program should not be ignored.

**Keywords:** Education, teacher training, and Pakistan

### **INTRODUCTION**

Education is one of the most profitable and lucrative investments of a country which can make in its people and its future and also is critical to reducing inequality and Poverty. Education is necessary for everyone, where the prominence of education is unquestionable for every single individual and society as well. Education helps people to earn respect and appreciation. Education has a very positive effect on human life. In any society education plays such a basic role and without education we cannot imagine a life. Education is a strong-minded element for the development of human society. Education not only provides vigorous environments but it also produces us a modern and civilized community. The role of education cannot be overlooked in the development ethical and social as well economic values of any populace and has a very robust effect on beliefs ideas and arrangement of future plans of any nation. Education is the utmost important issue which theaters a leading role in human resource development.

Education helps people work better and can make chances for maintainable and feasible economic growth currently and into the future.

The study of Campbell (2006) reveals that education plays an important role to a productive good life. Education increases the worth and fineness one's life as well. Sound and quality education eradicates largely poverty and if you receiving a college degree, you get satisfying job and earn good salary and then through good salary you will be capable to manage a good home, clothing, food, and other requirements of life. Education motivates self-assurance and offered us with the things which we need to participate in today's world. Education also makes us more sovereign and conscious of what is going on in today's world along with the consciousness of opportunities and privileges.

Similarly, Darling-Hammond, (2006) discussed in detail that education has progressively become very important to success of both persons and countries. Further the study strongly projected that teacher education is a worldwide profession so it is necessary to grip a worldwide perspective of the profession. Professionally, influential teaching is very crucial and growing in our existing society. If there is new and modern technologies, developments and evolution in education sectors standards of learning would be advanced in the 21st century than it has been in the 20th century. So teachers would require to get the overall and exact extra skill, talent and knowledge and able to carry on and be efficacious in the 21st century school environment. Teacher Education is an influential catalyst for transporting positive change in the prospective teachers' teaching practices and promotes effective learning among the students. According to Ali and Reshma (2013) teachers' professional education is as one of the most significant factor in improving students' learning. Many developed and less developed countries pay major attention to improve the performance of teacher education and in order to improve talented teachers those countries make attentive efforts to establish and uphold quality teacher education institutions.

The importance of education and teacher training cannot be ignored due to their importance in the society development. It has been observed and tested that good and capable teachers in term of highly skill can contribute much in the society development. Therefore, in this study an attempt has been made

to explore the teacher training program in three countries namely Indonesia, Malaysia and Pakistan. Though, we covered teacher training, literacy rate and spending on education in order to understand performance of education in general and teacher training program in particular in the sample countries. To the best of the author's knowledge this is the first comparative study covering all these countries. Thus, this study will contribute to the literature on the comparative study teacher training education.

### LITERATURE REVIEW

Literature review part is necessary for any research work which empowers the investigator/researcher to go into the depth of research problem and it will also help to identify the gap as well. As this is a comparative teacher education study and covers three countries namely Indonesia, Malaysia and Pakistan but the available literature shows that studies on the topics under the study are scanty. According to Ahmed (2009) the quality of teacher training program has a disproportion as the shortage unity with the school system and also need to convalesce the quality and by revising and reviewing the syllabus fitting to the demands and wants of switching culture and modern world. Imran Ibrahim, (1999-2000) suggested that teacher education should provide to the quick developing wants of the country and it is also recommended that the curriculum, methods, evaluation of teaching, contents, and other teacher related resources must be improved frequently. There is not only economic and financial problem in teachers training institutions but there is also an imbalance course of content academic of school syllabus, curricular manners, teaching exercises, and teaching methods. Teacher education textbooks are in very poor condition and there is no teacher's guide and nor additional material is accessible for teachers during teacher's training. Examination system is extremely faulty and there is serious scarcity of facilities (National Education Policy, 1998-2010).

In a study by Saeed et al. (2013) discusses that teacher's role is very important in teaching and learning process but due to many problems, interruptions in their professional skills and so many other difficulties which they faced in teaching and learning process they cannot perform their duties well and successfully in the education procedure. The study found that there are less professional development opportunities for teachers. Teachers are overworked with additional periods due to lack of school's teachers, whereas, in the school, teachers does not have teaching resources. Hoque et al. (2013) conducted a comparative study between Bangladesh and Malaysia and compare primary education system of both countries and also compares government initiatives to desegregate special needs children into main brook primary education. Secondary data were used for this study. The percentage of boys' enrolment is higher than girls' in Malaysia but girl's enrolment is a petite higher in Bangladesh. Malaysian government has taken different procedures such as inducements for special needs children and teacher's allocation of special

budgets, accommodation and approachable infrastructure. The government of Bangladesh made a strategy and taught to the school management to be reassuring to special needs children. However the government exertion can be considered as projection stage rather than implementation. Finding of the study shows that student enrolment rate is virtually same; however there are noteworthy differences in the government-budget, drop-out rate and infrastructure in both countries.

The study of Akram, (2014) opines that teachers flop to improve the buoyancy of the students and also not familiar with schoolroom practise because there is no proper teacher training units and no use of contemporary teaching strategies. The study highly endorses that the teacher's role should be clear and strong-minded in order to have an excellence learning teaching environment. Avnaki and Sadeghi (2014) concisely compare teacher education between UK system and Iran's system. The study detected the main differences such as, essentially of practice and policy that teacher education has forever centralized in Iran, while it had once been more or less decentralized in the UK. Though, teacher education is currently being centralized in the UK, in spite of all the disappointment and discrepancies among the teachers and teacher trainers. Study concludes with this comparison that it will elucidate the necessary different issues regarding teacher education in the two systems which are followed by some empirical proposals and conclusions. The studies of Abu et al. (2014), Azam et al. (2014) and Debgupta (2015) empirically observed that human capital measure schooling and expenditures on education has a positive statistically significant effect on the economic growth and development.

Farah et al., (2014a) conducted a study on teacher training education program covering three countries includes Islam Republic of Afghanistan, Islamic Republic of Iran and Islamic Republic of Pakistan. The study finds that all the three countries are resources constraint countries particularly Afghanistan followed by Pakistan. The study suggests that the governments of each county required some attention to encourage education sector. In another study by Farah et al. (2014b) shed light on the significance of teacher education for Pakistan. To achieve millennium development the government of Pakistan needs to facilitate educational institutions, teachers, and focus on teacher training program, consequently students' performance will increase. Several studies, for example, Azam and Ahmed (2015) study reveals on the significance of school enrolment, spending on education because these are the shows human capital which is one of the factor play significant role in economics as well as social development of people

### DISCUSSIONS

#### Indonesia

Indonesia is a chain of islands in South East Asia consisting of 17,000 islands six thousand populated and spanning the equator. Java most populous and the largest islands are Sumatra. Its neighbor to the east is Papua New Guinea and to the north is Malaysia. Indonesia was home to a variety of

cultures and aboriginal beliefs when the islands came under the impact of Hindu ministers and dealers in the first and second centuries. Earthquakes are patronized. Indonesia in 1922 was made an intact part of the Dutch realm. During Second World War, Japan held the islands of Indonesia and Tokyo was chiefly interested in Indonesia's oil, which was essential to the war exertion, and tolerated fledgling nationalists such as Mohammed Hatta and Sukarno. After Japan's capitulation, Hatta and Sukarno announced Indonesian independence on August 17, 1945. If the government and universities is efficacious in preparing high quality teachers, it is highly imperative to enhance excellence of teacher education covering it quality as well. For students success good feature's teachers are the vital component. Student's effort to learn if they have qualified and well trained teachers and they will achieve better academically, but if they can do not appropriately equipped teachers they cannot accomplish better. Applicants of teachers education ought to have both subject understanding and a resilient foundation in education, alongside, teacher applicants should be given an extensive support. They should also be provided help with workshops and different projects.

Indonesian education system consists of Primary, Middle, Secondary, Vocational and Tertiary education the ministry of national education is controlled the Indonesian education system. Six years in primary school and three years in junior high school are obligatory. Primary stage follows on after discretionary pre-school or playgroups that may start in a child's third year. Junior high school offers a viaduct between the kinder stride of the elementary stage, and that may follow the contests of senior high school. There are two different kinds of Indonesian high or secondary schools providing two brooks of education for those who choose to optionally register. One aimed of those who plan to go on to university and the other is for those who intend to find jobs right away. Vocational education training is largely provided by private training colleges and initiatives by giver countries. In Indonesia there are four kinds of tertiary education institutions namely polytechnics, academies, institutes and universities. Some of these are government controlled, some are religiously affiliated and some are privately subsidized. For the establishment of a comprehensive system of teacher professional development it is important, to give more attention to teacher skill and enhancing the school studying environment and also.to strengthening the ability of educators, give more facilities and promote school enhancement at the regional level(UNESCO,2008). The report also reveals that there are 81 (national) Pre-Service teacher education institutions and 2,347 (private) institutions. Enrollment in Pre-Service is 279,605 on (national) level. In the country duration for the competition of before service training is a certificate of 12 months duration, diploma/associate degree course is of three years and bachelor degree duration is almost four years, whereas, during service training is certificate of 90 days duration.

### **Malaysia**

Malaysia got independence on August 31, 1957, whereas,

the Federation of Malaysia includes Peninsular Malaysia and the states of Sabah and Sarawak on the island of Borneo. To the north of Peninsula Malaysia is Thailand while its southern neighbour is Singapore. Total area 329,758 sq. km. population 22 million and Capital is Kuala Lumpur. Malaysia has a multiracial and multicultural population comprising of Malays, Chinese and Indians. Although the official religion is Islam but all other religions are adept freely so it is very common to see mosques, churches and temples within the same area. Malay is the official language of Malaysia. On 27 March 2004 from the establishment of Ministry of Higher Education (MOHE), teacher education and training in Malaysia was completely scheduled and prepared by the Ministry of Education (MOE) and also as of 2004, the primary and secondary school educator and working out were detached and assumed to higher education of Malaysia. MOE trains primary teachers and MOHE trains the secondary teachers. In the Malaysian Ministry of Education, Teacher Education Division (TED) is a unit which supervises teacher training in in the country. There are various units of the TED, e.g., the Planning and Policy, the Curriculum, the Assessment and the Student-selection Units (UNESCO, 2008).

The government of Malaysia's intends to promote education of Malaysia and enhanced it up to world top countries education standard. In order to achieve it, Malaysian government make struggle attain almost 100% of secondary schools teachers degree possessors by year 2010 and no less than 70 % of primary schools teachers possessing degree in the same year also. Moreover, many colleges for teacher training were promoted institutions and they are currently called as Institute of Teacher Educations (ITEs). The prime objective of founding ITEs is to further improve the skill, capability and proficiency of teacher education in the country. There are 4 main types of schools such as National Schools, where Malay language is followed, the Chinese Schools, where Chinese language is pursued, and the Tamil schools, where the medium of instruction is Tamil language as well as the confidentially coped Islamic religious schools (managed by the Ministry of Education of Malaysia), where both the Malay and Arabic languages are followed for teaching and for this ITE have to provide training in the own languages. Explicitly, it is necessary for all teachers serving in these 4 forms of schools needs to be capable in English language. For this purpose, the ITEs and Universities are required to offer English language courses time to time. In Malaysia, total 27 institutes of teacher educations are available in almost all Malaysia's states, where these ITEs constantly busy in the provision of both pre-service as well as in-service courses across the country. In past, teacher training institutes were raised to as teacher training colleges. But, with the promotion of the teacher training programs from possessing diplomas to degrees, the importance of the colleges has been elevated to higher education institutes, and from 2006 they have been stated to as teacher training institutes.

The data shows that student's enrollment in 27 Pre-Service institutions is around 800-1000 per institute and all the twenty

seven pre-service teacher training institutions also have four supportive units includes: the examination, co-curriculum, in-service and practicum units, which are controlled by corresponding units head and helped by academic and administrative employees and these twenty seven institutes is controlled by a director and a deputy director who supervise the overall management of the institutions. On fruitful end of the basis course which followed by the students to complete their degree program in the related disciplines, that consists 4 years duration study. After end of the degree program the successful teacher's trainee will obtain the Bachelor degree in the field of teaching and be appointed to any Malaysian schools in. In case of secondary school teacher education, where the candidates are likely to practice a 4 years teacher education program at indigenous universities. The qualified candidates would have mandatory to have a sound CGPA score in the 'Sijil Tinggi Pelajaran Malaysia (STPM-Malaysian Higher School Certificate Examination), equal to an A-level examination.

### Pakistan

Pakistan came into being on 1947. Pakistan is situated in the western part of the subcontinent of India. India is located at the east of Pakistan, Iran and Afghanistan is on the west, and the Arabian Sea is located at the south part of Pakistan. The western and northern uplands of Pakistan comprise the very tall Pamir and Karakoram mountain ranges, which comprise some of the world's highest mountains. The Mesa of Baluchistan lies to the west, and the Thar Desert and an area of sedimentary plains, the Sindh and Punjab, fib to the east. In Pakistan, the current and developing concerns related to educationalist program are include: (a). Training institutions are challenging financial and fiscal limitations and are not sufficiently armed to converge the needs of an active structure of excellence teacher education, (b). The teacher training institutes frontage serious scarcity of facilities, that is teaching aids apparatus, buildings, library, tables, chairs, texts and extra recital information, (c). Examination system is highly flawed, and (d). Teacher absence, faulty management, and deficiency of administration are more highlighted problems.

For pre-service PTC (Primary Teacher Certificate) and CT (Certificate of Teaching) Teacher Education Syllabi are decides by Curriculum wing and for B.Ed. (Bachelor of Education), M.Ed. (Master of Education) and M.A. (Master of Arts) Education decided by the Ministry of Education: HEC Islamabad. There is no contemporary scheme in the in-service training, so the planners of in service training decide the content, pedagogy and subject matter. Teacher education entrance requirements for PTC are: Matriculation, and matriculation plus two years education. For CT: elementary, for B.S.Ed.: elementary, for B.Ed. requirement is bachelor degree, and similarly for M.Ed. program requirement is bachelor degree in education in Pakistan.

Selected main economic and education indicators are reported in Table1. It is evident from Table 1, that expenditures on education are very high in case of Malaysia that is 5.9 % of the GDP during 2011, and it is 3.6 % of GDP in case of

Indonesia during 2012, while in case of Pakistan very low that recoded 2.1 % of GDP during 2012. The available data show that literacy rate of Indonesia with 90 % is on the top among countries under the study. Similarly net enrolment in primary and secondary school in case of Malaysia is relatively high as compared to the other two countries. The data given Table demonstrate that pupil/student-teacher ratios in both primary and secondary school is low in case of Indonesia with 12.7 % and 13.7 % pupil per teacher, followed by Malaysia and Pakistan.

**Table 1**

*Some major economic and education indicators on Indonesia, Malaysia and Pakistan*

S.#	Country/Statistics	Spending on Education	GDP	Literacy rate	Population (million)	NEP <sup>b</sup>	NES <sup>c</sup>	Pupil-teacher ratio	
								PE <sup>d</sup>	SE <sup>e</sup>
								%	%
1	Malaysia	5.9 (2011)	1.24 tn	89 %	252	95.1	97.0	15.9	14.8
2	Indonesia	3.6 (2012)	507 bn	90 %	30.2	92.2	76.1	12.7	13.7
3	Pakistan	2.1 (2012)	524 bn	54.9 %	185	72.5	36.1	39.8	39.9

**Sources:** UN (2013, 2014). Statistical Yearbook for Asia and the Pacific-2014. ST/ESCAP/2704

- Public sector expenditures on education as percentage of Gross Domestic Product (GDP)
- Net enrollment in primary school (% of respective school age population)
- Net enrollment in secondary school (% of respective school age population)
- Pupil per teacher in primary education
- Net enrollment in secondary school (% of respective school age population)

### CONCLUSIONS

The main objective of the present study is to increase understanding on the importance of education, in particular on the significance of teacher education in a comparative study on Indonesia, Malaysia and Pakistan. Education is considerably considered as rout to economic and social prosperity. Indeed, education plays a momentous role in human capital development and crucial tools for overall improvement in social welfare. Education helps jobs, endorses sound foundation of social justice and equity, awareness, broad-mindedness and self-respect. Education is one of the most profitable and lucrative investments of a country which can make in its people and its future and also is critical to reducing inequality and Poverty. The significance of education is indubitable for every individual and entire society. Education has a very positive effect on human life. In any society education plays such a basic role and without education we cannot imagine a life. The study finds that not only there are differences in culture on Indonesia, Malaysia and Pakistan but resources endowments are also different as well total population.

The data reveals that literacy rate of Indonesia is 90 %,

which is the highest among three countries, while in case of Malaysia it is estimated 89 % and in case of Pakistan it is still 54.9 %. However, public sector spending on education in case of Malaysia recorded 5.9 % of the GDP during 2011, and it is 3.6 % of GDP in case of Indonesia during 2012, while in case of Pakistan very low that recoded 2.1 % of GDP during 2012. Pupil-teacher ratios in both primary and secondary school are low in case of Indonesia with 12.7 % and 13.7 % pupil per teacher, followed by Malaysia and Pakistan. The low education statistics of Pakistan demonstrates that education sector need government attention in order to improve it.

### RECOMMENDATIONS

The findings of this study recommend that the government of Pakistan should formulate effective policy for education promotion, where most importantly spending on education must be increased 2.1 % at least 3 %. For this purpose, some unproductive expenditure must be decreased. Hope it will further improve economic and social development in the country. Proper attention is required by the teacher training program in all countries under the study. The policy makers of Indonesia needs to spend more on education sector and Malaysian government should also proper attention to enhance their education sector and reap more fruit of this sector.

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