

# **The Contribution of Regional Institutes for In-service Teachers Training: A Study from Khyber PakhtoonKhwa**

Khismo Kaleem Raza\*, Arbab Khan Afridi\*\* & Arshad Ali\*\*\*

## **Abstract**

*The study is related to the role of the teachers' training in the field of education. A single course of teacher training, however long it lasts and however excellent it may be, no longer suffices in view of the radical changes, which may intervene. Even the most highly qualified teachers therefore have to be helped to adapt to these changes, either through refresher courses to bring knowledge up to date to fit in new circumstances, or by actual further training. It must be understood that it is essential to give in-service teachers possibilities of continuous training and adopt measures to this end. Like other countries in the world Pakistan also has taken certain steps in this regard and has introduced Provincial Institute for Teachers' Education (PITE) at national level one in each province and Regional Institute for Teachers' Education (RITE) at regional level throughout the Country. The aim of the study was to highlight the role of the Regional Institute for Teacher Education, including Certificate of Teaching (CT), Senior English Teacher (SET) and Subject Specialist (SS) in Khyber Pakhtunkhwa (KPK). The study was designed to analyze the role of RITEs by considering their in-service teacher training programs for five years, i.e. from 2002 to 2006. Also the overall annual expenditure over the teacher training programs was considered. The data was collected through personal visits and interviewing different personnel at the RITEs. After careful analysis conclusions were drawn that the Regional institutions are performing their role in their own way satisfactorily, but still they are needed to be expanded in their volumes as well as the public is needed to be educated about these institutions.*

**Keywords:** In-service Teacher Training, RITE, Teacher Education

## **Introduction**

In all countries throughout the world, whatever the system of education in existence, teachers must be given continuing opportunities for learning. A better understanding of child psychology and of the learning

---

\* Khismo Kaleem Raza, Ph.D. Scholar, I.E.R. University of Peshawar.  
Email: kkrazaeducationist@yahoo.com

\*\* Dr. Arbab Khan Afridi, Former Director, I.E.R, University of Peshawar

\*\*\* Dr. Arshad Ali Associate Professor, I.E.R. University of Peshawar

process has led to innovations in regard to the way the curriculum is presented.

In Pakistan pre-service teacher training is very short as compared to global trends in the duration of training programs. Presently Primary Teaching Certificate (PTC) teacher undergoes nine months training after passing Secondary School Certificate Examination. Similarly the CT Teacher avails nine months training after passing Higher Secondary School Certificate (HSSC) Examination.<sup>1</sup>

Teacher Training or Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.<sup>2</sup>

Although ideally it should be conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages:

- Initial teacher training/education (a pre-service course before entering the classroom as a fully responsible teacher);
- Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- Teacher development or Continuing Professional Development (CPD) (an in-service process for practicing teachers).<sup>3</sup>

There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, to teacher education.<sup>4</sup> Teacher training is that knowledge, ability and skill which is relevant to the life of teacher as "a teacher". Teacher's training seeks to reshape the attitudes, to reform the habits and to reconstitute the personality of a teacher. That teacher is responsible for the transmission of learning experiences, skills and knowledge to the learners in an organized way under the guidance of institution to bring better behavioral change in learners, and he has been officially recognized by the award of an appropriate teaching certificate after getting professional training.<sup>5</sup>

Skills related to the profession of teaching open the doors towards research while a study found that students give high-ratings to preceptors who "allow students to assume increasing levels of responsibility, and provide opportunities to practice both technical and problem solving skills."<sup>6</sup>

When distinguished clinical teachers in medicine listen to case presentations during teaching rounds, they first diagnose the patient's problem, then assess the learner's needs, and finally provide targeted instruction to the learner's point of need.<sup>7</sup>

A recent study found that this sequence of questioning and instruction was highly efficient and saved the preceptor's time.<sup>8</sup>

RITE is the abbreviation of Regional Institute for Teachers' Education. It has been established in 2002 at different location throughout the province. There are separate RITEs for male and female. In the beginning they were considered only the In-service teachers' training institutes but now a days they are also serving as the pre-service teachers' training institutes for female students only. There are 20 RITEs in the whole province while serving their duties.<sup>9</sup>

The provincial cabinet on 21-08-2002 has approved that all the 10 GECTs working for teachers' trainings will be converted into "Regional Institutes for Teachers' Education".

The existing RITEs with their location at KPK include Peshawar at Gulbahar (Male), Mardan at Taus Babonai (Male), Thana at Thana (Male), Dir at Timrgara (Male), Chitral at Drosh (Male), Haripur at Haripur (Male), Kohat near Cadet College (Male), Bannu at Ghoriwala (Male), D.I.Khan at D.I.Khan (Male), Peshawar at Dabgari garden (Female), Charsadda at Rajar (Female), Swabi at Ambar (Female), Dargai at Dargai Malakand (Female), Barikot at Barikot Sawat (Female), Dir at Rehan Pur (Female), Mansehra at Ghazikot (Female), Abbottabad at Mandian (Female), Kohat at Kohat (Female), Bannu at Bannu (Female) and D.I.Khan at D.I.Khan (Female).<sup>10</sup>

### **Method and Procedure**

The nature of the study is descriptive, which involved the field work. The field work in this case was the visits to the RITEs in order to collect and gather the relevant information on the problem selected for the study. Some of the authorities working in the Institutes as well as in the directorates were interviewed. For this purpose proper appointments and permissions were taken from the authorities. Brief and to the point questions were asked during the interviews and requests were made to provide the relevant materials as proof.

The collected data was tabulated and analyzed for the teacher trainings by RITEs at KPK.

### **Results and Discussion**

Table-1: (Detail of Teachers Trained in various cadres from 2002 to 2006)

| Session | CT   | SET  | SS | Total |
|---------|------|------|----|-------|
| 2002-03 | 2673 | 1453 | 56 | 4182  |

**The Contribution of Regional Institutes for In-service Teachers Training:  
A Study from Khyber PakhtoonKhwa**

Khisro, Arbab & Arshad

|              |             |             |            |              |
|--------------|-------------|-------------|------------|--------------|
| 2003-04      | 2382        | 905         | 102        | 3389         |
| 2004-05      | 1423        | 588         | 34         | 2045         |
| 2005-06      | 705         | 597         | 20         | 1322         |
| <b>Total</b> | <b>7183</b> | <b>3543</b> | <b>212</b> | <b>10938</b> |

The table.1 shows that in 2002-03, two thousands six hundred and seventy three CT, Fourteen hundred and fifty three SET and fifty six SS were trained. A total of four thousands one hundred and eighty two teachers were trained.

According to the given table, for the session 2003-04, Thirty three hundred and eighty nine teachers were trained including twenty three hundred and eighty two CT, nine hundred and five SET and one hundred and two SS.

Data shown for the session 2004-05 indicates that fourteen hundred and twenty three CT, five hundred and eighty eight SET and thirty four SS were trained while the total trainees were two thousands and forty five.

For the session 2005-06 there were thirteen hundred and twenty two teachers trained including seven hundred and five CT, five hundred and ninety seven SET and twenty seven SS.

A grand total of ten thousands nine hundred and thirty eight teachers were trained out of which seventy one hundred and eighty three were CT, thirty five hundred and forty three were SET and two hundred and twelve were SS. The detail is summarized in the following Graph 1.

Graph-1: (Teachers Trained in various cadres from 2002 to 2006)

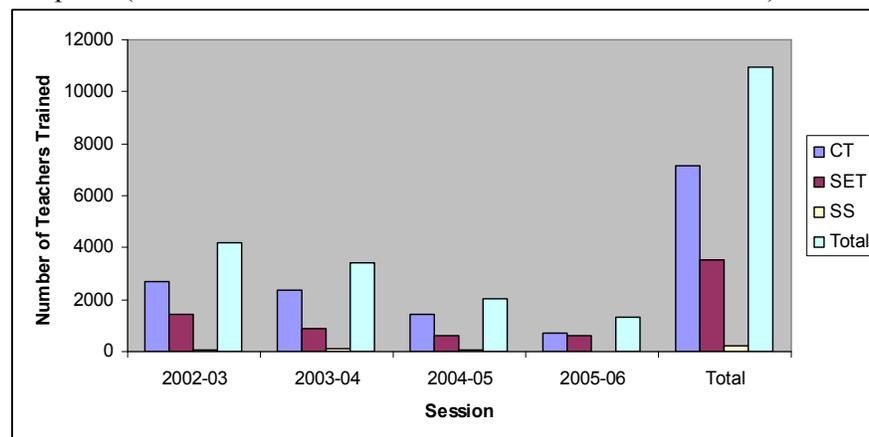
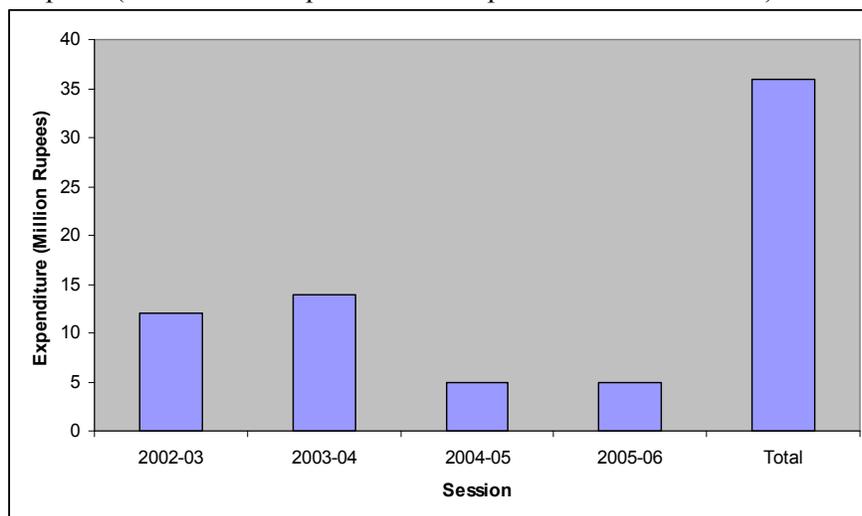


Table-2: (Detail of total annual expenditure in Rupees from 2002 to 2006)

| Session | Expenditure (Rs.)  |
|---------|--------------------|
| 2002-03 | 12.100154 Millions |
| 2003-04 | 13.947 Millions    |
| 2004-05 | 4.917891 Millions  |
| 2005-06 | 4.905865 Millions  |
| Total   | 35.870910 Millions |

The table.2 shows that in 2002-03, the expenditure was more than Twelve Million Rupees. For the session 2003-04, there was a total expenditure of about fourteen million Rupees, while for the session 2004-05, it is indicated that the expense was about five millions. Similarly, for the session 2005-06 the total expenditure remained about five millions and the commutative expenditure shown is nearly thirty six million Rupees. The detail is summarized the given Graph 2.

Graph-2: (Total annual expenditure in Rupees from 2002 to 2006)



### Conclusion

Teacher training is a very important aspect of the educative process. There can be a number of activities regarding the pre-service and in-service teacher training programs. The RITEs are playing key role in the in-service teacher training especially for CT, SET and SS.

Providing the essential skills to these teachers are a highly expensive process, however, there is availability of grants to these

institutions and the study indicated the exact expenditures over the skill development programs by RITEs.

Besides the stated levels of teaching, there are also untrained and miscellaneous teachers in our country which may also be taken under consideration. The teaching community may be united for getting such trainings and to avail the opportunities of sharing resources mutually.

### **Recommendations**

- Since teacher community is responsible for the well-being of a country, therefore their recruitment may be based on pure merit.
- Selection criteria of teachers may include the pre-service teaching courses.
- There may be a joint effort for in-service teacher training programs by combining the contributions and experiences of all the institutions like PITE, RITEs and others.
- There may be rewards and remunerations for the teachers who avail the in-service teacher trainings so as to make it more attractive and motivating.
- Refresher courses may be made mandatory for all the in-service teachers.

## Notes & References

---

- <sup>1</sup> A.K Afridi, and S.M. Shahid, *Educational Administration and School Organization* (Peshawar: Printman, 2000), 1-2
- <sup>2</sup> Government of NWFP, Education Department, Notification No. CPO/3-4/PITE/1997 (1997).
- <sup>3</sup> Government of NWFP, Education Department, Notification No. SOC(E&AD)27-153/2003 (2003)
- <sup>4</sup> Allen H. Cecil, "In-Service Training of Teachers" *Review of Educational Research*. no. 10: (1940): 210-215
- <sup>5</sup> S Sarfaraz, B. Tasleem and Asia Bibi, "Impact of PITE in The Innovation of Teachers Education" Masters Diss., University of Peshawar, 2000).
- <sup>6</sup> W.B.Biddle, L.A. Riesenberg, and P.A. Darcy, "Medical students' perceptions of desirable characteristics of primary care teaching sites", *Fam Med*, 28:9 (1996): 629-33.
- <sup>7</sup> David M. Irby, "How attending physicians make instructional decisions when conducting teaching rounds", *Academic Medicine*, 67, no. 10 (1992): 630-8.
- <sup>8</sup> G. Ferencick, D. Simpson, J. Blackmanm, D. DaRosa & G. Dunington, "Strategies for Efficient and Effective Teaching in the Ambulatory Setting". *Academic Medicine*. 72 no. 4 (1997): 277-280.
- <sup>9</sup> Government of NWFP, "Minutes of the meeting regarding Diploma in Education", Education Department Peshawar (1999).
- <sup>10</sup> UNESCO, "Practical guide to in-service teacher training in Africa. Imprimerie Polychrome" (1970): 24-26.