Challenges, Opportunities, and Implications for Teacher Education in District Rahim Yar Khan

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Abstract

This informative study aims to explore the challenges, opportunities, and implications for teacher education in District Rahim Yar Khan. The primary purpose of the study was to: identify the main challenges of teacher education programs, including gender-related issues, discover opportunities, examine the effects on the quality of education, and suggest implications for betterment. The objectives of the research were met by using a descriptive, quantitative design. A structured questionnaire comprising 50 items was used to collect the data, and SPSS was used for analysis. A sample of 250 secondary school teachers from Rahim Yar Khan participated in the study. The findings revealed significant impediments like inadequate resources, traditional methods of instruction, and a gender imbalance in teacher training. Based on the analysis and discussion, the study offers several implications such as creating paths to professional development, providing practical training, updating the curriculum, upgrading the resources and facilities, promoting gender equality, making advanced policies and their quick execution for supportive institutional services, quality of education, and effective teacher education in the district. To conclude, 80.8% of the respondents considered digital tools to be a major opportunity for improving training at all levels, and 87.6% called for collaboration with experienced teachers.

Keywords: *Teacher Education, Challenges, Opportunities, Implications, District Rahim Yar Khan*

Introduction

Teacher education has arrived at a pivotal crossroads that presents unique challenges and opportunities. With the limitations of teacher training programs to meet the needs of the 21st century and the ever-changing technological, socio-economic, and pedagogical landscape, there is an urgent need for global education institutions to make the necessary adjustments. With its emphasis on the challenges, opportunities, and broader stakes, this paper endeavors to offer a comprehensive picture that can serve to shape/ inform the researchers/, policy maker(s)', and practitioner(s)' perspective(s) and agenda of research as well as practice.

Teacher training in Rahim Yar Khan is especially important in view of the district's rural profile. The rural/urban gap is a known issue in terms of educational access and quality (Hussain, Rasool, & Ali, 2024). To address these disparities, the Government of Pakistan has implemented several reforms, such as the Single National Curriculum (SNC), to equalize education nationwide and ensure greater equity in the system (Government of Pakistan, 2020). But, translating these reforms in rural outback like Rahim Yar Khan is a Herculean task because of issues of resource constraints, teachers' training, and infrastructure.

The situation is dire in the United States. K.L. Allen, vice president at Western Governors University, notes that the production of new teachers has plummeted by half over the last half-century, resulting in a chronic crisis, especially in Math, Science, Special Education, and in rural schools. The increasing pay gap, now 23.5% with other college-educated professions, intensifies the challenge, causing many to leave for higher-paying employment and leaving staff overwhelmed (CT Insider, 2025).

Workload, poor CPD (Continuing Professional Development) opportunities, and an unclear career pathway are some of the main drivers behind the teacher recruitment and retention crisis. Teachers are already overwhelmed and overworked, both by administrative busy-work, and having huge class sizes for more than a couple of months causes burnout and high teacher turnover (Emerald Insight, 2024). These are not only bad for teachers, but they are also bad for student learning.

An overview of seasoning teacher training in relation to the needs of the day (Hussain & Maqbool, 2024). "Preparing Teachers" is one of the cornerstones of building a good educational system. It affects teaching quality, reform efforts, and what students teach (Darling-Hammond, 2017). The Teacher Education System in Pakistan, in general, and at underdeveloped districts like Rahim Yar Khan in particular, is troubled with numerous problems. Among them are inadequate infrastructure, scarce professional development, and a growing divide between policy and practice (UNESCO, 2022).

This research will inform an understanding of the particular needs of rural districts in Pakistan and suggest the ways in which teacher preparation can be adapted to more directly meet these needs. The results of this study will also guide education planners and administrators in Rahim Yar Khan to make an analysis of the breakup of teacher-education programs and to devise

student-flow policies to enhance not only teacher education but also the educational quality of the district.

Statement of the Problem

It is, perhaps, fair to say that education is the cornerstone of both social and economic development, and teachers are the key drivers of educational development. Teacher education continues to be a major problem for Pakistan, especially in rural areas like Rahim Yar Khan, where access to education, lack of facilities, quality in schools, and infrastructure are all major problems. Notwithstanding several national reforms and policy agendas to reform teacher education, there are enormous challenges that impede teacher education in District Rahim Yar Khan from flourishing and, correspondingly, derive desired learning outcomes.

Significance of the Study

The study will be important in exploring the particular issues and opportunities of teacher education in rural areas of District Rahim Yar Khan, which faces its own dynamics of educational constraints. With a focus on the local level, it will assist policymakers, educators, and others in understanding the key factors that are influencing teacher preparation and professional development, as well as infrastructure. The results could be useful in devising focused interventions for improvement in teacher training programs, especially in the context of academic reforms being introduced at the national level, like the Single National Curriculum (SNC). In addition, the focus of the study on gender-related aspects in teacher training is expected to change gender balance in the teaching profession by presenting the obstacles that prohibit women's presence in the teaching force, and by recommending female-friendly alternatives for teachers and students across the district.

Objectives of the Study

- To identify the key challenges faced by teacher education programs in District Rahim Yar Khan.
- To examine the opportunities available for improving teacher education in Rahim Yar Khan.
- To assess the implications of the current teacher education system on the quality of education in the district.
- To investigate gender-specific issues in teacher education and their implications for female teachers and students.
- To provide recommendations for policy and practical interventions to improve teacher education in Rahim Yar Khan.

Literature Review

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits through various methods. It is essential for personal development and socialization, but also to prepare people for their future roles in life. Education takes place in

formal settings (schools and universities) as well as informal settings, such as within the family & community environment (Smith, 2022).

In numerous localities, prospective teachers typically experience a shortage of hands-on experiences crucial to the learning of teaching. Insufficient exposure to classroom instructions, teaching practicum, and mentorship programs limits the experiential learning, which is vital in making theoretical knowledge applicable to real contexts of instruction (Mizanur, 2024). This dissonance between theory and practice damages the training of prospective teachers and the quality of teaching they will deliver.

Recent studies have further emphasized the importance of reflective practices in teacher development. For instance, a study highlighted the role of justice-centered reflective practice, viewing pedagogy as a process of imaginative and hopeful invention, which encourages educators to critically examine their practices through a lens of social justice and equity (Rosen et al., 2024). Additionally, research by Mohamed et al. (2022) proposed a model integrating four components—reflecting, planning for future action, acting, and evaluating outcomes—with three key aspects of reflection: problem-solving, action orientation, and criticality. This model aims to guide educators in engaging in meaningful reflection, enhancing their professional development.

The integration of Generative AI in teacher education is emerging as a transformative approach, particularly in developing countries. A study on the role of Generative AI in teacher education in Ghana highlighted its potential to support content knowledge acquisition, allowing teacher educators to focus on other critical areas such as pedagogical modeling and authentic assessments. However, the study also cautioned against misuse, which could undermine critical thinking and creativity (Nyaaba, 2024). Despite progress, access to education remains uneven, with significant disparities based on gender, socio-economic status, and geographic location. Rural areas, in particular, face challenges related to school infrastructure, teacher availability, and educational resources.

The research includes both perspectives, i.e., pre-service and in-service teacher training. Pre-service teacher training refers to the educational programs designed for individuals who are preparing to enter the teaching profession. These programs typically include a combination of academic coursework and supervised classroom practice, culminating in a teaching certification or degree (OECD, 2020). In-service teacher training involves professional development activities that are designed to enhance the skills and competencies of teachers who are already in the workforce. These training opportunities help teachers stay current with the latest teaching methods, curriculum changes, and educational technologies (Guskey, 2002).

Teacher Education and its Significance

It is generally recognized that education plays a fundamental role in the development of the individual and the society, and the teacher is at the center of every successful education system. The significance of effective and reflective teachers is considerable, and these qualities in teacher education are built up and developed. Teacher education encompasses the policies,

plans, and programs that teachers need to have in order to have the capacity to carry out their work effectively in the classroom and the school. The domain of teacher education, as an area of enquiry and practice, includes pedagogy, psychology, curriculum studies, sociology, and philosophy, in trying to develop an evidence-based theory, as well as capability, for effective teaching.

Today, teacher education in Pakistan includes a structured pathway that supports both entry-level and continuing professional development:

- ADE (2-year): Serves as a foundation for early-grade teaching and leads into the B.Ed. (Hons.) program.
- B.Ed. (Hons. 4-year): Designed for prospective teachers at the elementary and secondary levels.
- M.Ed. and M.Phil. in Education: Focused on educational research, leadership, and advanced pedagogy.
- CPD Programs: Implemented at the provincial and federal levels to upskill in-service teachers (USAID, 2014).

These programs are implemented by teacher training institutions, universities, and regional colleges of education under regulatory oversight from HEC (2011) and NACTE (National Accreditation Council for Teacher Education).

In short, teacher education equips educators with both subject knowledge and pedagogical strategies essential for effective teaching. It promotes reflective practices, allowing teachers to critically evaluate and improve their instructional methods. According to Saeed and Aneesa (2023), structured teacher training programs significantly improve teachers' self-efficacy, motivation, and professional development, all of which contribute to better classroom performance and student outcomes.

Challenges in Teacher Education

Rahim Yar Khan, a district of Punjab situated in the southern part, is the third largest (approx. 5.5 million), with the lowest literacy rate. It consists of four tehsils, namely, Rahim Yar Khan, Sadiqabad, Liaqatpur, and Khanpur. Although highly populated, the area faces numerous socio-economic issues with a literacy rate as low as 47.94%. On top of that, the gap between men and women in education remains wide, with literacy for men at 55.14% and for women at only 40.15% (Wikipedia Contributors, 2023). This literacy deficit underscores the necessity of focused efforts, including in teacher-preparation, to improve educational outcomes for marginalized populations, particularly girls.

Teachers in rural districts face limited access to quality teacher education due to geographic isolation, lack of transport, and under-resourced institutions. Rural schools often struggle to recruit and retain qualified teachers, particularly women (Schoolvisor, 2024). As a result, there is a widening equity gap between rural and urban educational outcomes. Female teachers face greater obstacles in accessing training and advancement opportunities due to societal norms

and mobility restrictions. National literacy data reveal a stark gender gap: 73% literacy among males compared to only 51% for females, with rural women facing the greatest disadvantage (The News, 2024). These disparities directly impact the diversity and inclusivity of the teaching workforce.

The government has implemented several policies to improve teacher education. The National Education Policy outlines strategies for curriculum reform and teacher training. Additionally, the Public-Private Partnership Authority (P3A) facilitates collaborations between public and private sectors to improve educational infrastructure and management (Public-Private Partnership Authority, 2025). Public-Private Partnerships (PPPs) have been instrumental in expanding educational access and quality. The People's School Program in Sindh, for example, involves partnerships between the government and private entities to manage and operate schools, aiming to provide quality education to economically disadvantaged students (People's School Program, 2025).

Workload, poor opportunities, and an unclear career pathway are some of the main drivers behind the teacher recruitment and retention crisis. Teachers are already overwhelmed and overworked, both by administrative busy-work, and having huge class sizes for more than a couple of months causes burnout and high teacher turnover (Emerald Insight, 2024). These are not only bad for teachers, but they are also bad for student learning. Ensuring high-quality education is a major challenge due to issues such as inadequate teacher training, outdated curricula, and a lack of resources. Quality assurance mechanisms are being developed to address these concerns and improve educational standards (World Bank, 2021).

The heart of quality education is teachers' training; however, for RYK, there are many barriers to overcome. These difficulties can have impacts on teacher induction programs, teacher professional development, and their influence on student learning. Here, we shed light on a few chief concerns associated with teacher education in Pakistan, with a special focus on Rahim Yar Khan.

Opportunities in Teacher Education

The rise of digital learning platforms and tools has reshaped education, making digital literacy a necessary component of teacher training. Effective teacher education programs now incorporate training in technology-enhanced learning, equipping teachers to integrate digital tools in meaningful and pedagogically sound ways. Taheri, Zandi, and Mousavi (2024) argue that digital competence among teachers is crucial for 21st-century classrooms and must be embedded in teacher education curricula.

The integration of technology in education presents significant opportunities to enhance teacher training in Pakistan. Initiatives such as the deployment of over 500,000 Google Chrome books aim to improve digital access and learning experiences for students and teachers alike (AP News, 2025). Additionally, platforms like Learn Smart Pakistan offer free, curriculum-aligned digital content to support teachers in rural and underserved areas.

Although the teacher-education in Pakistan, including Rahim Yar Khan, is confronted with a number of issues, it still has immense potential for betterment and growth. These can be used to upgrade the quality of education and to help teachers grow professionally and, ultimately, to improve student performance. This section will consider the important possibilities towards the advancement of teacher education in Rahim Yar Khan by indicating scholarly research and reports.

Rahim Yar Khan is home to several institutions that provide pre-service and in-service teacher education:

- Khawaja Fareed Government Postgraduate College offers B.Ed. and M.Ed. programs. Established in 1954, it serves as a leading public sector institution in southern Punjab (Wikipedia, 2024).
- The Allama Iqbal Open University (AIOU) Regional Campus, operational since 2007, provides distance education programs in teacher training, especially B.Ed. and ADE programs for working professionals and rural trainees (AIOU, n.d.).
- Quaid-e-Azam Academy for Educational Development (QAED), Punjab, operates a district training center in Khanpur. QAED is the provincial hub for professional development of teachers and school leaders (QAED, n.d.).
- Several private colleges, such as Brookfield Group of Colleges and NICAAS Institute, also offer teacher training diplomas, English language pedagogy, and short-term certifications.

"By moving from a more content-based curriculum to a competency-based curriculum", this will allow future educators to concentrate on the critical elements needed for successful teaching—critical thinking, communication, and emotional intelligence (Pakistan Lawyer, 2025). Linking with international teacher education institutions enables educators' access to 'best' practices globally to add to the treasure of resources to enhance the learning experience. These types of collaborations make it possible to share information, resources, and best teaching practices that can lead to improvements in teacher education programs.

Engaging communities and stakeholders are vital for the success of teacher education programs. Initiatives like the Progressive Education Network's adoption of public schools aim to improve educational outcomes by involving local communities in school management and decision-making processes (Progressive Education Network Pakistan, 2025).

International organizations play a crucial role in supporting teacher education in Pakistan. The World Bank's 10-year funding plan, amounting to $20 billion, includes investments in education to address challenges such as learning poverty and educational inequality (AP News, 2025). Additionally, collaborations with organizations like the Aga Khan Education Services contribute to the development of educational programs and teacher training initiatives (Aga Khan Education Services, 2025).

Another significant opportunity lies in the expansion of continuous professional development (CPD) programs for teachers. In recent years, there has been a growing recognition of the need for lifelong learning in teaching professions (Hussain & Maqbool, 2024). These CPD programs are designed to keep teachers up-to-date with the latest teaching methodologies, curriculum changes, and technological advancements.

To sum up, for teachers in Rahim Yar Khan, opportunities for professional development can help bridge the gap between outdated teaching practices and modern educational needs. By investing in regular in-service training, mentorship programs, and peer learning groups, teachers in the region can continuously improve their skills, which would lead to enhanced teaching quality. Furthermore, CPD programs also foster a culture of collaboration among teachers, which can lead to collective problem-solving and innovation in teaching practices.

Implications in Teacher Education

One is to understand the effects of teacher education, which is crucial to improving teaching quality and student outcomes in rural and less developed areas like Rahim Yar Khan. If well designed and well implemented, teacher education affects not only classroom teaching but the wider educational system: curriculum execution, student performance, school leadership, and community involvement.

Constructivist principles guide the design of curricula and teaching strategies that promote inquiry-based learning, problem-solving, and critical thinking. Educators are encouraged to create learning environments that allow students to explore, question, and construct knowledge actively (Jumaah, 2024).

In short, teacher recruitment in Pakistan has often been qualification-focused, neglecting the importance of pedagogical skills and classroom management. Policies need to shift toward competency-based recruitment, especially in under-resourced regions where teacher shortages are critical (Rizwan, 2021). Furthermore, recruitment should be tied to continuous professional development to ensure long-term teacher quality.

Research Methodology

The research is descriptive in nature, and it is quantitative in approach. A questionnaire was developed for school teachers to elicit opinions from a large group of people, and therefore was relatively fair and accurate. The researcher covered a number of schools in the district, and at these institutions, a sample of 250 teachers was selected. Simple random sampling was used to achieve equal representation and reduce selection bias.

The population for the study comprised male and female teachers of secondary schools having teacher training programs like ADE, B.Ed., and M.Ed. to make the study more comprehensive by collecting data about curriculum, pedagogical practices, as well as the problems of the institution. The information was collected through a structured questionnaire containing 50 items, which were administered on a 5-point Likert-type scale for consistency and precision,

and analyzed in SPSS 25 (Statistical Package for Social Sciences). The data was verified for accuracy and treated for missing data and misformatting.

Descriptive statistics, including frequency, percentage, mean, and standard deviation, and inferential statistics such as t-test and chi-square, were used in the data analysis, which contributed a broad perspective on the issues, opportunities, and consequences of teacher education across the district.

Data Analysis

This section presents the data analysis and resultant table findings. The first section describes the analyses regarding teachers' demographic information. The second portion presents the data gathered from teachers, by statement. The third portion examines the disparity between Pre-service teachers' opinions based on demographics. The fourth section provides the analysis of teachers' demographic information. The fifth portion analyzes teachers' data by statement, while the last part examines the variance in teachers' opinions based on demographics.

Demographic Information of Teachers

Table 1
Gender Wise Distribution of Teachers' Sample

Gender	Frequency	Percentage
Male	142	56.8
Female	108	43.2
Total	250	100

Table 1 shows that most of the teachers (56.8 %) were males and 43.2 % were females.

Table 2
Locality-Wise Distribution of Teachers' Sample

Locality	Frequency	Percentage
Rural	132	52.8
Urban	118	47.2
Total	250	100

Table 2 presents that 52.8% of the teachers are from urban areas and 47.2 % are from rural areas.

Findings

The findings of this research study are given below:

i. Key Challenges in Teacher Education

- The majority of the respondents (95.2%) responded that the teacher education program lacks sufficient hands-on teaching practice. The claim is supported by both the mean value (1.69) and the standard deviation (0.662).

- Most of the participants (91.6%) responded that training facilities and equipment are outdated or lacking. The claim is supported by both the mean value (1.77) and the standard deviation (0.654).
- 81.6% of the respondents agreed that teaching methods used by faculty are mostly theoretical. The claim is supported by both the mean value (1.91) and the standard deviation (0.784).
- The majority of the respondents (82.8%) responded that there is a lack of qualified and experienced teachers. The claim is supported by both the mean value (1.94) and the standard deviation (0.782).
- Most of the participants (84.0%) responded that there is insufficient feedback on their teaching performance. The claim is supported by both the mean value (1.85) and the standard deviation (0.790).
- 90.4% of the respondents agreed that classroom management skills are not adequately covered in training. The claim is supported by both the mean value (1.78) and the standard deviation (0.822).
- Most of the participants (86.0%) responded that the program does not consider the socio-economic realities of the district. The claim is supported by both the mean value (1.90) and the standard deviation (0.815).
- The majority of the respondents (83.6%) responded that limited exposure to diverse classroom environments weakens preparation. The claim is supported by both the mean value (1.98) and the standard deviation (0.714).
- Most of the participants (84.4%) responded that the curriculum content is not updated regularly. The claim is supported by both the mean value (1.88) and the standard deviation (0.813).
- 78.4% of the respondents agreed that they received little guidance on inclusive education and special needs teaching. The claim is supported by both the mean value (2.08) and the standard deviation (0.954).

ii. Opportunities for Improvement

- Most of the participants (80.8%) agreed that increased access to digital tools would improve teacher training. The claim is supported by both the mean value (1.98) and the standard deviation (0.953).
- The majority of the respondents (87.6%) responded that more collaboration with experienced schoolteachers would enhance my learning. The claim is supported by both the mean value (1.79) and the standard deviation (0.758).

- Most of the participants (91.2%) agreed that participation in workshops and seminars boosts their confidence. The claim is supported by both the mean value (1.78) and the standard deviation (0.747).
- 86% of the respondents agreed that the potential for internships in local schools is underutilized. The claim is supported by both the mean value (1.83) and the standard deviation (0.794).
- Most of the participants (82.4%) responded that exposure to modern teaching tools (e.g., smart boards, e-learning) is beneficial. The claim is supported by both the mean value (1.92) and the standard deviation (0.900).
- The majority of the respondents (81.6%) agreed that their institution should establish partnerships with universities or NGOs. The claim is supported by both the mean value (2.01) and the standard deviation (0.767).
- Most of the participants (85.6%) responded that peer learning groups can help build better teaching strategies. The claim is supported by both the mean value (1.89) and the standard deviation (0.857).
- 79.2% of the respondents agreed that a mentorship system with senior educators would benefit trainees. The claim is supported by both the mean value (1.98) and the standard deviation (0.900).
- Most of the participants (88.4%) responded that field visits to model schools can enhance learning. The claim is supported by both the mean value (1.78) and the standard deviation (0.763).
- The majority of the respondents (83.4%) agreed that training in educational technology should be a major focus of the program. The claim is supported by both the mean value (1.86) and the standard deviation (0.838).

iii. Impact on Quality Education

- Most of the participants (80.4%) responded that they feel prepared to apply what they've learned in real classrooms. The claim is supported by both the mean value (2.04) and the standard deviation (0.999).
- 81.6% of the respondents agreed that students' learning outcomes are linked to teacher preparedness. The claim is supported by both the mean value (1.96) and the standard deviation (1.019).
- Most of the participants (84.4%) responded that their training has improved their confidence as future teachers. The claim is supported by both the mean value (1.99) and the standard deviation (0.779).

- The majority of the respondents (83.6%) responded that weak training leads to ineffective teaching in schools. The claim is supported by both the mean value (2.01) and the standard deviation (0.876).
- Most of the participants (84%) responded that student engagement improves when teachers are well-prepared. The claim is supported by both the mean value (1.87) and the standard deviation (0.803).
- Most of the participants (78.0%) responded that practical teaching enhances teaching effectiveness. The claim is supported by both the mean value (2.11) and the standard deviation (0.953)
- The majority of the respondents (80.4%) responded that teachers with insufficient training contribute to poor exam results. The claim is supported by both the mean value (1.96) and the standard deviation (0.818)
- Most of the participants (75.2%) responded that a stronger focus on pedagogy would improve student outcomes. The claim is supported by both the mean value (2.16) and the standard deviation (0.964)
- 74.4% of the respondents agreed that schools benefit from hiring teachers trained in modern methods. The claim is supported by both the mean value (2.11) and the standard deviation (0.970).
- Most of the participants (84.0%) responded that inadequate teacher education programs lead to high dropout rates in schools. The claim is supported by both the mean value (1.90) and the standard deviation (0.886).

iv. Gender-Specific Issues

- The majority of the respondents (87.2%) responded that female teacher trainees face more barriers than male trainees. The claim is supported by both the mean value (1.86) and the standard deviation (0.830).
- Most of the participants (73.2%) responded that there is limited encouragement for women to pursue educational careers. The claim is supported by both the mean value (2.11) and the standard deviation (0.910).
- 78% of the respondents agreed that social restrictions reduce female participation in training activities. The claim is supported by both the mean value (2.03) and the standard deviation (0.875).
- Most of the participants (77.6%) responded that female students are more likely to drop out due to family pressure. The claim is supported by both the mean value (2.09) and the standard deviation (0.970).

- The majority of the respondents (88.0%) responded that their institution does not address gender equality in education adequately. The claim is supported by both the mean value (1.87) and the standard deviation (0.773).
- Most of the participants (82.0%) responded that more support is needed for female trainees with caregiving responsibilities. The claim is supported by both the mean value (1.92) and the standard deviation (0.856).
- 70.0% of the respondents agreed that female mentors are scarce in teacher education institutions. The claim is supported by both the mean value (2.22) and the standard deviation (0.989).
- Most of the participants (79.6%) agreed that transport and hostel issues disproportionately affect female students. The claim is supported by both the mean value (2.0) and the standard deviation (0.867).
- The majority of the respondents (66%) responded that gender issues are not incorporated into the curriculum. The claim is supported by both the mean value (2.30) and the standard deviation (1.002).
- Most of the participants (83.6%) responded that there is a lack of female representation in educational leadership. The claim is supported by both the mean value (1.98) and the standard deviation (0.916).

v. Findings of Teachers' data regarding Policy and Recommendations

- 80.4% of the respondents agreed that policies should address both academic and practical aspects of training. The claim is supported by both the mean value (1.99) and the standard deviation (1.070).
- Most of the participants (82.8%) responded that there should be regular policy reviews based on trainee feedback. The claim is supported by both the mean value (2.07) and the standard deviation (1.031).
- The majority of the respondents (78.8%) responded that the Government should invest more in infrastructure for teacher education. The claim is supported by both the mean value (2.90) and the standard deviation (0.942).
- Most of the participants (75.6%) responded that local education needs should guide curriculum development. The claim is supported by both the mean value (2.13) and the standard deviation (0.969).
- Most of the participants (80.4%) responded that public-private partnerships could improve teacher training quality. The claim is supported by both the mean value (1.99) and the standard deviation (0.829).

- The majority of the respondents (82.8%) responded that clear career pathways should be outlined during training. The claim is supported by both the mean value (1.92) and the standard deviation (0.810).
- Most of the participants (83.6%) responded that policies should focus on rural-urban equity in teacher education. The claim is supported by both the mean value (1.92) and the standard deviation (0.810).
- 75.2% of the respondents agreed that more scholarships should be offered to deserving trainees. The claim is supported by both the mean value (2.12) and the standard deviation (0.922).
- Most of the participants (73.2%) responded that regular monitoring of training programs would ensure quality. The claim is supported by both the mean value (2.20) and the standard deviation (0.961).
- The majority of the respondents (73.6%) responded that effective training requires both content knowledge and teaching skills. The claim is supported by both the mean value (2.19) and the standard deviation (1.043).

Analysis of Teachers' Opinions Regarding Challenges, Opportunities, and Implications for Teacher Education in District Rahim Yar Khan

Table 3
Gender-Wise Comparison of Respondents

Variables	Category	N	Percentage	Df	Pearson Chi-Square	Chi-Square p-values
Gender	Male	142	56.8	69	120.067	<.001
	Female	108	43.2			

P<=0.05

The above table presents a gender breakdown of the sample, with 56.8% male and 43.2% female. A chi-square test was conducted, resulting in a statistically significant p-value of 0.001 (less than the significance level of 0.05), indicating there is a statistically significant association between male and female pre-service teachers' opinions based on gender.

Table 4
Locality-Wise Comparison of Respondents

Variables	Category	N	Percentage	Df	Pearson Chi-Square	Chi-Square p-values
Locality	Rural	132	52.8	69	106.239	.003
	Urban	118	47.2			

P<=0.05

Table 4 reveals a significant difference in teachers' locality: 52.8% rural, 47.2% urban. A chi-square test was conducted, resulting in a statistically significant p-value of 0.003 (less than the significance level of 0.05), indicating there is a statistically significant association between rural and urban teachers' opinions based on residents.

Discussion and Conclusion

Discussion

The paper entitled "Challenges, Opportunities, and Implications for Teacher Education in District Rahim Yar Khan" aims to determine the existing status of teacher education in the district and to identify the main challenges, enhance opportunities, in terms of quality level, and the gender related issues.

Major challenges for teacher education programs, expected improvements, the system's general effect, and gendered concerns on both teachers and students were of main interest. Preparation for teaching also includes completion of a teacher education program that is often separated into two levels: introductory training at the baccalaureate level and in-service professional training. The success of the students is inextricably tied to the quality of teacher preparation, and well-prepared teachers create dynamic and effective learning environments. First, as findings from the field survey showed, the experience of PTEs in receiving teaching practice (95.2%), outdated training facilities (91.6%), too much weight on theoretical training (81.6%), and insufficiently-qualified educators (82.8%), led to low preparedness for reality in practice. On the bright side, 80.8% of the respondents considered digital tools to be a major opportunity for improving training at all levels, and 87.6% called for collaboration with experienced teachers.

The suggestions also covered internships, exposure to smart technologies, and collaboration between universities and NGOs. In terms of educational impact, 80.4% agreed or strongly agreed that they felt prepared to apply all or most of what they learned, over 81% agreed or strongly agreed that effective teacher preparation impacts student learning, and 84.4% agreed or strongly agreed that they felt more confident as future teachers. Gender-specific issues were clearly present, with 87.2% indicating that women trainees face more obstacles because of societal limitations, less support, and familial pressures, and 88% believed that institutions are not adequately addressing gender equality.

Recommended policies included meeting academic and practical training requirements (80.4%), more government input and support for public-private partnerships, balancing rural-urban equity, and offering more scholarships. In addition, the findings revealed statistically significant discrepancies between gender and residency of students' perceptions, calling for gender- and context-specific teacher training.

Finally, the study underscores significant challenges such as inadequate practical training, outdated infrastructure, gender imbalances, and opportunities such as digital integration and

increased networking, with the ultimate goal of informing policy reform that improves teacher education and educational quality in Rahim Yar Khan.

Conclusion

The above discussion presents problems, opportunities, and implications for teacher education in District Rahim Yar Khan with possible and recommendable solutions to decision makers, planners, and educationists. The objective of this study was to analyze the hindrances, prospects, and consequences of teacher education in Rahim Yar Khan.

The analysis of teacher education in District Rahim Yar Khan provides a comprehensive overview of the educational landscape of the region, identifying the continuing struggles and future prospects of the region for the field of education. Though the progress itself is encouraging, the system still has several critical gaps, a lack of on-the-job practical training, outdated infrastructure, access to digital tools, mentoring opportunities, gender biases, a lack of content in the curriculum as per student needs, and a disconnect between teacher preparedness and actual need at the grassroots level in the classroom. Pre-service teachers have expressed that there is a lack of practical experience, which has consequently prepared them poorly to cope in a classroom environment, as well as training programs that tend not to be realistic as to the standards of rural socio-economic environments. To this must be added the case that outdated teaching instruments and remaining strictly traditional expose the students to education that does not provide the expected results.

Gender-related challenges, such as discrimination, the social roles framework, and the limited opportunities for women to hold leadership posts, also inhibit the professional growth of women teachers. However, the examination also uncovers areas for improvement, such as the role of technology in teacher education preparation, more internships and fieldwork, deeper mentorship, and continual in-service professional growth. Stressing digital literacy, coordinating practicum placements with mentor teachers, and supporting rural teachers seem promising means to address teacher preparedness.

The results suggest the need for policy changes to root teacher education in the local socio-economic context, address gender equity through inclusive curriculum material, leadership preparation, and supportive institutional services. These are the areas we need to address to build a better, more equitable, and future-ready teacher education system in the district.

Recommendations

Based on the analysis and the above discussion, the study suggests the following recommendations:

- Improve Practical Training
- Upgrade Resources and Facilities
- Promote Gender Equality
- Provide Ongoing Training
- Involve the Community

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