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Examining the Impact of Innovative Approaches on Teacher Development in Pakistan

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Abstract

The aim of current study was to examine the impact of innovative approaches on teacher development in Pakistan. Teacher education needs to improve according to international level so, that it can meet the demand of society. Therefore, formal methods of teaching need to be replaced with modern and innovative methods. A lot of educational researchers put emphasis over to enhance the teacher's continuous professional development which enable him to discharge their professional duties (keeping in view objectives of concern subject, psychology/future need of students and using available teaching learning facilities in the classroom). A relationship has been reported between teacher development and their training by using innovative teaching methods and not using innovative teaching methods. The variation in result reported by researches regarding use of innovative approaches in teacher education reflects that the demographic variables might have influential effect on innovative approaches on teacher education. .A questionnaire was developed for teacher on five points' likert scale and reliability of questionnaire was 0.88.The total population of Quid-E Azam Academy for educational development of Punjab consisted of 86 teachers. A questionnaire sent to them and among them 71 participants returned the questionnaire. The findings of this study indicates that there was no significant difference between locality (urban and rural) and teachers academic qualification regarding use of innovative approaches i.e. , Micro teaching, CAI, Multimedia and training aids at Quaid--Azam Academy for Educational Development.

Key Words: Impact, Modern/ Innovative methods, teacher's development, Demographic variables, Reliability, Micro teaching, Computer assisted instruction and Multimedia

Introduction

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In recent years, there has been a growing emphasis on the importance of innovative teaching methods to enhance teachers' skills and improve the quality of education. Mohit (2005, p.103) asserts that “teacher education is one of the most complicated and burning issues of education today.” This complexity reflects the critical role that teachers play in shaping the future of their students and, ultimately, society. To meet this challenge, it is essential to elevate teacher education to international standards, equipping educators with effective, modern teaching methods.

As traditional teaching approaches are often limited in addressing contemporary educational needs, innovative methods have emerged as powerful tools to increase teacher efficiency and effectiveness, enabling them to make a positive impact on the nation’s future. Tanveer (2000, p.22) notes that teacher education encompasses the knowledge, skills, and abilities that are directly relevant to the teacher’s role. These skills are crucial for fostering an environment conducive to learning and growth. Thus, to make teacher education more effective and to meet the expectations of society, it is necessary to provide teacher training that incorporates modern teaching methods. Such training allows educators to adapt to the changing educational landscape and equips them with the tools to address diverse student needs.

Broadly, teaching methods are categorized into two types: traditional and innovative. Traditional methods are rooted in classical educational practices and have been widely used for decades. These include methods like lectures, recitations, discussions, demonstrations, heuristic approaches, project-based learning, activity-based learning, and problem-solving techniques (Iqbal, 2000, pp.104-116). While these methods have established a foundation for teaching, they may lack the engagement and adaptability

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required for today's diverse classrooms. As a result, innovative methods have been introduced to create more interactive, student-centered, and skill-focused learning environments.

Traditional Teaching Methods

Teachers applied traditional/formal/classical teaching methods to impart knowledge to the students. Each traditional method has its own significance, and these methods remain relevant in certain contexts. There are the following traditional methods which are being used by the teachers according to the need of the concern subject.

1. **Lecture Method**: This is widely used traditional method that involves teachers delivering content while students listen and take notes. This method is used by the teacher to share his detailed information with large students groups efficiently. Although this method is beneficial for teacher but it can affect student engagement and retention.
2. **Recitation Method**: This technique emphasis over the memory of students to repeat or recite learning material. It has demerit for students also. It may not engage students for critical thinking or analytical skills.
3. **Discussion Method**: It encourages the students to take part in discussions and share their learning experience which enhances communication and critical thinking skills. This method cannot be applied for larger classrooms.
4. **Demonstration Method**: This method is used by the class teachers to illustrate concepts to overcome rote learning that is effective for conceptual learning subjects like science or physical Education.
5. **Heuristic Method**: It is useful methods for students learning which enable them to use their own knowledge and critical thinking for solving their learning problems.

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6. **Project Method**: It is very helpful method for students to work on projects which provides them to apply their knowledge to real-world situations.
7. **Activity Method**: It will provide creative learning skills among students through interactive activities.
8. **Problem-Solving Method**: This method is useful for students to take part in teams work and solve their problem by using analytical skills.

The above narrated traditional methods has its strengths and weakness which indicates some gaps. To address these gaps, innovative teaching methods are applied.

Innovative Teaching Methods

Innovative teaching methods focuses introduce to create a more interactive, student-centered learning environment. The purpose of these methods to make learning more effective:

1. **Micro-Teaching**: The term micro-teaching was originated in 1960 at Stanford University. It allows teachers to do practice specific techniques in a smaller-group of students. Micro-teaching has become a basic component of teacher training programs throughout worldwide.
2. **Simulation**: Simulations provide the students a real-life scenarios in the classroom in a controlled setting. This technique is useful in many fields, for instance, medicine, engineering, and business, where hands-on practice is essential.
3. **Programmed Instruction**: It is self-paced learning approach which allows the learners to progress through structured content modules with immediate feedback. It supports the students to understand each concept thoroughly.

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4. **Computer-Assisted Instruction (CAI)**: It utilizes technology, for example, educational software and interactive resources, to make learning visually and stimulating. Teachers can incorporate multimedia resources, enhancing the interactivity and appeal of lessons.
5. **Team Teaching**: More than one teacher collaborate to deliver content, pooling their expertise and offering students diverse perspectives. It is useful for interdisciplinary subjects.
6. **Peer Teaching**: Students do their teaching in a small groups, which promotes their communication and collaboration. Students explain concepts to their peers, get reinforce and understanding.
7. **Individualized Instruction**: This technique allows students to work independently on assignments suited as per their abilities and preferences.
8. **Teleconferencing**: It is used in distance learning. This technology enable remote connections between students and teachers, which is particularly beneficial for jobin students.
9. **Role-Playing**: It is very helpful for students as they apply theoretical knowledge to practical situations.

By incorporating the above described approaches, prospective teachers, educators can better meet the diverse needs of today's students.

Advantages of Innovative Teaching Methods

The benefits of innovative methods extend beyond enhancing teaching skills to improving student outcomes. Techniques like micro-teaching allow teachers to refine their skills in a supportive environment before applying them in a full classroom. Simulations and role-playing give students practical, hands-on experiences that make learning more relevant and engaging. Meanwhile, computer-assisted and individualized instruction

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provide flexible, customized educational experiences that cater to different learning preferences.

Innovative methods also foster collaborative learning environments. For instance, team and peer teaching encourage students to work together, building interpersonal skills as they learn from one another. Integrating technology, such as teleconferencing and digital resources, can make lessons more accessible, particularly for students in remote or underserved areas.

In summary, while traditional teaching methods remain foundational, innovative methods bring essential enhancements for the modern classroom. By adopting a balanced mix of traditional and innovative techniques, teacher training programs can better equip educators to inspire and engage future generations.

Micro-Teaching (MT)

Micro-teaching, a highly effective training technique, was developed in 1963 at Stanford University by Dwight Allen, Ryan, and Kevin. Initially designed for training prospective teachers, it has proven essential in developing teaching skills. Allan and Ryan (1969) describe micro-teaching as a valuable tool that focuses on developing specific teaching behaviors in a controlled setting. Rashid (2001, p.163) defines it as "a scaled-down teaching encounter in terms of class size and time," meaning that teachers work with a smaller group of students over a shorter period, enabling them to target specific skills in a manageable context.

Further, Rashid (2001, p.163) describes micro-teaching as a structured practice system focusing on specific teaching behaviors in a controlled setting, allowing systematic skill refinement. According to Mohit (2005, p.110), micro-teaching has been instrumental in bringing positive, practical

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changes to teacher training by helping teachers enhance student engagement and learning outcomes effectively. Rashid (2001, p.163) emphasizes that micro-teaching enables teachers to apply well-defined skills to carefully planned lessons, making it a critical technique in education. These lessons are delivered in short, five-to-ten-minute sessions with a small group of actual students, often with opportunities to review the lesson through video playback. This approach allows teachers to observe their teaching techniques, assess their effectiveness, and adjust accordingly. Studies by Brain and Derek (2010) highlight how micro-teaching supports lesson planning and improves organizational skills, enabling teachers to structure their lessons effectively.

Component of Micro-Teaching

Micro-teaching is distinctive due to its unique components, as explained by Rashid (2001, p.163). These are the following:

1. **Authentic Teaching Experience**: Micro-teaching enables an authentic teaching experience and also helps to by overcome the usual limitations of classroom settings.
2. **Personalized Feedback**: It supports every teacher personalized feedback, which is useful for self-improvement of the teacher.
3. **Practical Training**: This technique provides an essential practical training program that prepares teachers to be effective and impactful in their roles.
4. **Teaching Skills**: It provides teaching skills to the teachers which enables to succeed in real-world teaching environments.
5. **Refining Skills**: Micro-teaching technique having analytical framework which help teachers to refine their skills through a structured training program.

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Micro-Teaching Assumptions

It has many assumptions that measures the teacher behaviors. The actions of a prospective teacher are closely observed and evaluated, enabling precise adjustments to be made in their teaching approach. The assumption that teaching behavior is modifiable is fundamental to the success of micro-teaching, encouraging teachers to view each aspect of their behavior as something that can be continually improved

Micro-Teaching Feedback

Feedback is essential in teaching learning process. Micro-teaching consists of the following feedback:

1. **Effects of Recordings**: Recordings serve as powerful tools for self-assessment, providing teachers with a concrete reference for evaluation. These recordings allow both teachers and supervisors to focus on specific teaching behaviors, leading to constructive discussions. This type of feedback helps build confidence as teachers gain insight into their strengths and areas for improvement.
2. **Supervisors role in Feedback**: Supervisors provide feedback through three main roles:
   - **Observation**: Supervisors observe teaching performance and offer constructive feedback.
   - **Counseling**: Supervisors assist teachers in adapting to real classroom situations.
   - **Critique**: Supervisors highlight both strengths and areas for improvement, reinforcing effective behaviors.
3. **Modeling and Feedback**: Modeling has been found to impact behavior modification more strongly than feedback alone. Modeling introduces new teaching behaviors, while feedback reinforces and sustains them. Together,

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modeling and feedback create a robust mechanism for skill development and behavior adjustment. Combining trained supervision with playback facilities creates a comprehensive feedback system that encourages self-evaluation and skill enhancement. This system allows for valuable discussions between teachers and supervisors, facilitating significant skill acquisition.

Micro-Teaching as a Component Skill Approach

Teaching is a complex activity that aims to guide students toward specific learning outcomes. Effective teaching involves mastering various skills, and micro-teaching is instrumental in developing these by breaking down teaching into manageable components that can be practiced individually. This method allows teachers to build competencies step-by-step, ensuring a strong understanding of each skill before moving on.

Micro-Teaching in Teacher Education Programs

Micro-teaching has become an essential part of teacher education programs for several reasons:

1. **Purposeful Training**: It provides clarity and direction within teacher training, establishing clear, achievable goals.
2. **Personalized Instruction**: It offers a customized training experience, enabling teachers to focus on developing specific skills that align with their individual needs.
3. **Democratic Learning Environment**: Micro-teaching fosters a collaborative environment, encouraging open communication and mutual support among faculty and students.
4. **Supervision and Feedback**: Continuous supervision ensures that teachers receive consistent, goal-aligned feedback.

Micro-Teaching in In-Service Teacher Education

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Ongoing professional development is crucial in teaching, and micro-teaching offers a cost-effective, structured method for in-service training. By engaging in micro-teaching sessions, teachers can address classroom challenges, explore new teaching techniques, and build professional competencies. Additionally, refresher courses in micro-teaching can introduce new skills and strategies, ensuring teaching practices remain current and effective.

Unique Applications of Micro-Teaching in Schools

With rapid advancements in science, technology, social sciences, and literature, continuous teacher education is essential. Micro-teaching supports this need by enabling teachers to stay updated on new knowledge, interpret modern theories, and refine their pedagogical methods to meet the evolving demands of education.

Micro-Teaching and Educational Research

Micro-teaching also plays an important role in educational research, providing teachers with opportunities to experiment with new techniques in real classroom settings. This experimental approach supports the development of innovative, evidence-based teaching practices, enriching both the teacher's experience and educational research as a whole. Three primary research areas have emerged in which micro-teaching is used:

1. **Teacher-Training Procedures**: Research focuses on identifying the most effective teacher-training methods within a micro-teaching framework.
2. **Training and Learning**: Broader studies examine the relationship between training procedures and human learning, exploring how teachers can best be trained to facilitate student learning.

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3. **Teacher-Student Interaction**: Researchers analyze the connection between teacher behaviors and student responses, investigating how different teaching styles impact student learning and engagement.

Essential Teaching Skills

Teaching skills are fundamental to fostering an effective learning environment, and micro-teaching is specifically designed to develop these skills. Rashid (2001, p.180) defines teaching skills as "specific instrumental activities and procedures that a teacher may use in the classroom." These skills are essential for managing various stages of the teaching process and ensuring a smooth flow of instruction. According to Rashid (2001, p.181), teaching skills consist of interrelated behaviors that contribute to achieving specific educational goals. By refining these skills, teachers can significantly improve their teaching effectiveness and facilitate better learning outcomes for their students. Rashid (2001, p.181) further defines teaching skills as "a set of related teaching acts or behaviors performed with the intention to facilitate pupils' learning." This definition emphasizes that teaching skills are instrumental in helping teachers engage with students, foster understanding, and support learning.

Development of Teaching Skills through Micro-Teaching

Micro-teaching is instrumental in developing various teaching skills that enable teachers to enhance their classroom performance. Some essential skills that prospective teachers develop through micro-teaching include:

1. **Topic Introduction**: Effectively introducing topics to pique student interest.
2. **Questioning Techniques**

Objectives

Following were the objectives of the study:

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1. To identify the impact of innovative approaches that is employed in teacher education on locality basis.
2. To measure the relationship between innovative approaches and teachers training in Pakistan.
3. To examine teachers attitude towards the use of innovative approaches on qualification basis

Hypotheses

Following were the hypotheses of the study:

H0: There is no significant difference between using innovative approaches and not using innovative approaches on locality bases in teacher education

H0: There is no significant difference regarding use of innovative approaches on teacher's academic qualification basis.

Methodology

The study was conducted using a descriptive research approach and focused exclusively on the Quaid-e-Azam Academy for Educational Development (QAED) in Punjab province. QAED was chosen as the research site because similar educational institutions across other provinces of Pakistan provide equivalent teacher training and professional development programs. The study included 71 teachers from the QAED in Punjab who were engaged in formal education programs. Of these participants, 32 were from rural areas and 39 from urban regions, ensuring balanced representation across geographical backgrounds. This diverse sample enabled a thorough exploration of the professional experiences and viewpoints of teachers from different parts of the province, shedding light on similarities and differences in their educational methods and challenges. By focusing on QAED Punjab, the study aimed to capture a snapshot of

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teacher education practices across Pakistan while keeping the scope manageable.

Research Instrument Development and Validation

A questionnaire consisting of 56 items, 54 close-ended and 2 open-ended questions—was developed specifically for teachers at the Quaid-e-Azam Academy for Educational Development (QAED). To ensure its validity, the questionnaire was reviewed by a panel of eight experts. For the pilot study, a random sample was selected from two teacher education institutions, the University of Sargodha and the University of Education, Lahore, which were not included in the main study sample. The questionnaire achieved a reliability score of 0.88. It was then administered to the selected participants through both mail and in-person distribution. Among the open-ended responses, 18% of teachers recommended alternative electricity arrangements during load shedding, while 7% suggested that internet facilities should be made available in classrooms to support teaching activities.

Results of the study:

After collecting data from participants data were analysis with SPSS. The description of the tables are under below.

Opinions on the Use of Innovative Approaches Based on Locality

Table 1 presents a comparison of rural and urban teacher educators' perspectives on the use of innovative teaching approaches and several related aspects at the Quaid-e-Azam Academy for Educational Development (QAED). These approaches included awareness of innovative methods, computer-assisted instruction, multimedia, micro-teaching, availability and use of training aids, and challenges faced during implementation.

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Awareness of Innovative Approaches

Mean scores for awareness of innovative teaching methods were very similar among rural and urban teacher educators, with rural educators scoring (M=8.40) and urban educators scoring (M=8.42). Statistical analysis showed no significant difference at the .05 level, leading to the acceptance of the null hypothesis (H0). This result suggests that rural and urban teacher educators share a comparable level of knowledge about innovative teaching approaches, reflecting a balanced awareness across different localities.

Computer-Assisted Instruction (CAI)

When examining the use of computer-assisted instruction (CAI), rural educators scored an average of (M=39.7) and urban educators (M=39.02). The lack of a significant difference at the .05 level supported the acceptance of H0, indicating that both groups at QAED utilized CAI at similar levels of frequency and effectiveness. This consistency suggests a uniform integration of digital resources in teaching across both rural and urban educator groups.

Multimedia

For the use of multimedia tools in classrooms, rural educators had a mean score of (M=29.34), while urban educators scored (M=30.46). This difference was not significant at the .05 level, suggesting that both groups used multimedia aids, such as projectors or presentation tools, at comparable rates within the QAED framework, regardless of locality.

Micro-Teaching (MT)

Regarding micro-teaching (MT), a common teacher training technique, rural educators scored (M=51.59) compared to (M=54.33) for urban educators. The significant difference at the .05 level led to the rejection of H0,

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indicating that urban educators employed micro-teaching more frequently than rural ones. This difference could be due to better access to resources and facilities in urban areas, which may support more consistent MT practice.

Availability of Training Aids

In terms of training aid availability, rural and urban educators had close mean scores of (M=25.53) and (M=24.94), respectively, with no significant difference at the .05 level. This outcome suggests that both groups had equitable access to training resources at QAED, providing a uniform foundation for training regardless of location.

Use of Training Aids

A significant difference emerged in the use of training aids, with rural educators scoring (M=48.65) and urban educators scoring (M=51.61). This finding led to the rejection of H0, indicating that urban educators made greater use of available training aids than their rural counterparts, potentially due to increased access to supplementary resources in urban settings.

Challenges in Implementing Innovative Approaches

concerning the challenges in implementing innovative methods, rural educators scored (M=27.81) and urban educators (M=29.05), showing a significant difference at the .05 level and resulting in the rejection of H0. This finding suggests that urban educators encounter more obstacles—such as power outages and limited internet access in classrooms—compared to rural educators. This may reflect infrastructure challenges in urban areas, where a greater reliance on digital tools could amplify these logistical issues.

Table 1

Use of Innovative Approaches on Locality Basis

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Factors	Teacher Educators						
	Rural			Urban			
	N	Mean	SD	N	Mean	SD	*t*
Awareness about the use of innovative approaches	32	8.40	0.979	39	8.42	1.13	-0.058
CAI	32	39.78	7.97	39	39.02	3.78	0.525
Multimedia	32	29.34	3.49	39	30.46	3.74	-1.288
MT	32	51.59	6.57	39	54.33	13.17	-1.071
Training aids availability	32	25.53	4.92	39	24.94	4.74	0.506
Use of training aids	32	48.65	8.58	39	51.61	10.96	-1.245
Problems in use of innovative approaches	32	27.81	3.92	39	29.05	6.66	-0.928

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df=69 p>.05 Table value of t=2.00

Opinions on the Use of Innovative Approaches by Academic Qualification

Table 2 shows the F-values for various aspects of using innovative teaching methods among QAED teacher educators, categorized by their academic qualifications. These aspects include awareness of innovative approaches, use of computer-assisted instruction (CAI), multimedia, micro-teaching, availability and usage of training aids, and the challenges associated with implementing these approaches.

Awareness of Innovative Approaches

The F-value for awareness of innovative approaches was 0.856, which was not statistically significant at $p > .05$, leading to the acceptance of the null hypothesis (H0). This suggests that teacher educators, regardless of their academic qualifications, shared a similar level of familiarity with innovative teaching methods within QAED.

Computer-Assisted Instruction (CAI)

For computer-assisted instruction, the F-value was 0.551, which also did not reach significance at $p > .05$, supporting the acceptance of H0. This indicates that educators with different academic qualifications employed CAI at comparable levels in their teaching practices, reflecting a uniform application of this approach across qualification levels.

Multimedia

The F-value for multimedia usage was 0.567, which was not significant at $p > .05$, leading to the acceptance of H0. This outcome suggests that educators, regardless of their academic qualifications, utilized multimedia tools at similar rates in their classrooms within QAED.

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Micro-Teaching (MT)

The F-value for the use of micro-teaching techniques was 1.093, which also was not significant at $p > .05$, resulting in the acceptance of H0. This finding implies that educators with varying academic qualifications were implementing micro-teaching equally in their instructional environments at QAED.

Availability of Training Aids

The F-value for the availability of training aids was 1.052, which was not statistically significant at $p > .05$, leading to the acceptance of H0. This indicates that educators across different academic qualification levels had equal access to training resources at QAED.

Use of Training Aids

The F-value for the use of training aids was 0.907, which was not significant at $p > .05$, resulting in the acceptance of H0. This suggests that educators, irrespective of academic qualification, made comparable use of training aids in their QAED classrooms.

Challenges in the Use of Innovative Approaches

The F-value for problems encountered in using innovative approaches was 0.687, which was not significant at $p > .05$, resulting in the acceptance of H0. This indicates that teacher educators across different academic qualification levels faced similar challenges, such as infrastructure limitations, in implementing innovative methods at QAED.

Table 2

Use of Innovative Approaches on Academic Qualification basis

	Between Groups	Within Group	Total

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Factors	Sum of Squares	df	Mean Square	Sum of Squares	df	Mean Square	Sum of Squares	F
Awareness about the use of innovative approaches	4.82	5	0.96	72.16	65	1.12	76.98	0.856
CAI	102.48	5	20.49	2419.99	65	37.23	2522.47	0.551
Multimedia	39.04	5	7.81	895.82	65	13.78	934.87	0.567
MT	625.83	5	125.16	7444.47	65	114.53	8070.31	1.093
Training aids availability	120.70	5	24.14	1491.13	65	22.94	1611.83	1.052
Use of training aids	457.00	5	91.40	6547.36	65	100.72	7004.36	0.907
Problems in use of innovative approaches	109.88	5	21.97	2079.86	65	31.99	2189.74	0.687

df=70 p>.05 Table value of F=2.29

Findings

Findings from the Results

Opinions on the Use of Innovative Approaches Based on Locality

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1. **Awareness of Innovative Approaches**

   The mean scores for awareness of innovative approaches among rural (M = 8.40) and urban (M = 8.42) teacher educators showed no significant difference, with a t-value of -0.058. Thus, H0 was accepted, indicating that both rural and urban educators were equally aware of innovative teaching methods.

2. **Computer-Assisted Instruction (CAI)**

   The mean scores for CAI use among rural (M = 39.78) and urban (M = 39.02) educators were not significantly different, with a t-value of 0.525. Therefore, H0 was accepted, suggesting similar usage levels of CAI among both groups.

3. **Multimedia Usage**

   The mean scores for multimedia usage among rural (M = 29.34) and urban (M = 30.46) teacher educators did not significantly differ, with a t-value of -1.288. As a result, H0 was accepted, indicating equal use of multimedia in both localities.

4. **Micro-Teaching (MT)**

   The mean scores for micro-teaching among rural (M = 51.59) and urban (M = 54.33) educators also showed no significant difference, with a t-value of -1.071. Hence, H0 was accepted, reflecting similar usage of the micro-teaching technique among rural and urban educators.

5. **Availability of Training Aids**

   For the availability of training aids, the mean scores of rural (M = 25.53) and urban (M = 24.94) educators were not significantly different, with a t-value of 0.506. Therefore, H0 was accepted, showing that both rural and urban educators had comparable access to training resources.

6. **Use of Training Aids**

   The mean scores for the use of training aids among rural (M = 48.65) and

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urban (M = 51.61) educators were not significantly different, with a t-value of -1.245. As such, H0 was accepted, indicating similar levels of training aid usage in both groups.

7. **Challenges in Using Innovative Approaches**

The mean scores for difficulties faced in using innovative methods were 27.81 for rural and 29.05 for urban educators, with no significant difference and a t-value of -0.928. Therefore, H0 was accepted, suggesting that both rural and urban educators faced similar challenges when implementing innovative approaches (Table 1).

Opinions on the Use of Innovative Approaches Based on Academic Qualification

The F-values for academic qualifications on factors such as awareness of innovative approaches and issues faced in their use (0.856, 0.551, 0.567, 1.093, 1.052, 0.907, and 0.687) were not significant, leading to the acceptance of H0. This indicates that educators with different academic qualifications displayed similar familiarity and faced comparable challenges in utilizing innovative approaches in their teaching (Table 2).

Conclusions

This research primarily aimed to explore the role of innovative approaches in advancing teachers' professional development in Pakistan. The study considered the influence of both locality and academic qualifications on the use of these innovative methods in teacher training. Most of the participating teachers held an M.A. degree, with a few holding M.Phil. and Ph.D. degrees in their respective fields. Both rural and urban teacher educators shared similar views on key aspects of innovative approaches, including awareness, use of Computer-Assisted Instruction (CAI), micro-

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teaching techniques, multimedia, availability and utilization of teaching aids, and challenges in implementing these methods.

Discussion

The study revealed that teachers from both urban and rural backgrounds, across different academic qualification levels, were well-versed in the application of innovative methods within their classrooms. They reported using multimedia, micro-teaching, and various instructional aids consistently during their teaching sessions, highlighting a widespread recognition among teachers at the Quaid-e-Azam Academy for Educational Development (QAED) of the importance of innovation in teacher training. These findings suggest that demographic factors do not significantly influence the use of innovative teaching methods at QAED (Aisha, 2002).

QAED educators recommended ensuring an uninterrupted power supply, possibly through alternative energy sources, to support the continual use of teaching aids in the classroom. They also suggested improvements such as internet connectivity and interconnected classrooms to enrich the teaching experience. These recommendations reflect a strong awareness among QAED educators of the value of integrating innovative practices into their instructional settings (Kaleem, 2010).

Suggestions

The progress of any nation is intricately linked to its educational quality, which in turn depends on the professional capabilities of its educators. Thus, implementing innovative approaches in teacher education is essential for both public and private sectors in Pakistan. Insights from this study could contribute significantly to enhancing teachers' professional growth and fostering critical thinking skills. To support this objective, the

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government of Pakistan should prioritize equipping teacher training institutions nationwide with modern educational resources.

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