

The Impact of Accreditation by National Accreditation Council for Teacher Education (NACTE) on the Development of Teacher Education Institutions, in Pakistan

Uzma Shakoor¹, Dr. Irshad Ahmad Farrukh²

¹Research Officer National Accreditation Council for Teacher Education (NACTE) Pakistan
IER, Punjab University, Lahore

²Secretary National Accreditation Council for Teacher Education (NACTE) Pakistan
IER, Punjab University, Lahore

Received: January 7, 2016

Accepted: March 2, 2016

ABSTRACT

Quality of Teacher has always been a public and policy concern. However, the concept of accreditation of teacher education programs as the most effective mechanism to ensure the quality of teacher education institution is quite recent. Accreditation in teacher education is a system for ensuring the quality of academic programs offered and graduates produced by teacher education institutions. Under the powers given in the Ordinance 2002 the HEC has constituted various councils to ensure the quality of education in their respective disciplines. It established the National Accreditation Council for Teacher Education (NACTE) as an autonomous body through a Federal Government notification in the gazette of Pakistan, Extra August 30, 2007 for ensuring the quality of teacher education programs in public and private institutions in Pakistan. NACTE has developed a Conceptual Frame Work and seven National Accreditation Standards, Accreditation Procedures and Tools for evaluation of the teacher education programs to ensure their quality through accreditation. The study was designed to see the impact of accreditation on the quality improvement of teacher education institutions. The data were gathered from 34 B.Ed. & M.Ed. programs offered by public and private colleges and universities. Analysis of the data was made and percentages of qualified indicators of all standards were calculated and compared accordingly to see the impact of accreditation on the development of teacher education institutions. The tabular and graphic presentation of the analyze data was made. The results shows that program accreditation by NACTE had positive impact on program improvement as the percentage of qualified indicators increased for each accreditation standard. The Teacher Education Institutions must get all their programs accredited for quality assurance and quality enhancement.

KEY WORDS: Accreditation, impact, institutions, teacher education, NACTE

INTRODUCTION

Quality of Teacher has always been a public and policy concern. But, the concept of accreditation of teacher education programs as the most effective mechanism to ensure the quality of teacher education institution is quite recent. Accreditation in teacher education is a system for ensuring the quality of academic programs offered and graduates produced by teacher education institutions.

A quality higher education system is essential for the smooth and successful functioning and development of an open and democratic society. Higher education is expected to set and provide the social norms of communication and interaction in a society. A quality providing institution of higher education is a model for creating a modern civil society. The ideal state of academic quality is not commonly realized but it is, nevertheless, a yardstick by which to measure the effectiveness of higher education systems operating in the country. Quality Assurance improvement is a continuous process and therefore, continuity of strategies, actions and efforts is a prerequisite for quality in higher education.

The number of Higher education institutions in Pakistan has increased dramatically since its independence in 1947. By 2014 there were 165 universities, as compared to two and forty nine that existed in 1948 and 2006. Furthermore, the public sector was traditionally the major provider of higher education for the first half of the twentieth century, but this scenario also changed drastically. By 2006 around 44 percent of the Universities and Degree Awarding Institutions belong to the private sector. The growth of the higher education level institutions, compounded with an increase of the private sector, sets the stage for a wide range of types of education that is offered. The student population enrolled to these institutions is also probably more heterogeneity than in the past.

* **Corresponding Author:** Uzma Shakoor, Research Officer National Accreditation Council for Teacher Education (NACTE) Pakistan. IER, Punjab University, Lahore uzma.shakoor@nacte.org.pk Ph: +92-42-99232492

Since primary and secondary education in Pakistan still have to address multiple quality-related issues, it is likely that the heterogeneousness in the higher education institutions relates closely with the differences between students in terms of their knowledge and skills. If higher education institutions do not respond by establishing mechanisms that ensure that their student population attains minimum standards of knowledge and skills, the dispersion of quality among graduates will increase. This leads to an overall loss in educational quality and an increase of individuals inadequately prepared to face the dynamic and ever-changing demands of today's professions.

The heterogeneous student's population, particularly in higher education has made it obligatory, to establish systems to ensure the quality of their education and programs. The education and its quality are directly related to the quality of instruction by the teacher in the class. Teacher plays most crucial and significant role in educating a society. It is rightly said that "no system of education can be better than its teacher". Ensuring the quality of teacher education is therefore imperative for an effective and efficient education system. Serious and consistent efforts are needed to improve the quality of teacher education in our country on priority bases. "Because the qualitative dimension of teacher education programs have received only marginal attention resulting in mass production of teachers with shallow understanding of both the content and methodology of education". (National Education Policy 1998-2010, p47)

The international context indicates that many countries have initiated specific measures to improve the quality of teacher education, like program accreditation, licensing and certification. Pakistan has also initiated certain specific actions & mechanisms to ensure the quality of teacher education.

Higher Education Commission (HEC) being responsible for the quality assurance has established National Accreditation Council for Teacher Education (NACTE) as an autonomous body, through a Federal Government notification in the gazette of Pakistan, Extra August 30, 2007 Part (111) vide No. 10-25/HEC/A&C/2004/2517 dated December 6, 2006, to ensure the quality of teacher education.

Accreditation of teacher education is a process of quality assurance whereby an institution or program evaluates itself, is evaluated by a third party and develops a plan to improve in relation to predetermined standards. As a result of this process an institution is awarded a certificate that states its current status and testifies to its commitment for continuous improvement in relation to the predetermined standards.

Quality assurance is a continuous process of accountability and improvement that commonly involves evaluation, assessment, and monitoring to guarantee improvement and ensures quality management, quality enhancement and quality assessment. The means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced.

NACTE's mission is to ensure the conduct of high quality teacher education programs as an integral part of higher education through a sustained professional internal and external academic evaluation for accreditation and also extend quality support to facilitate teacher education institutions in their capacity building efforts on self-improvement basis.

NACTE is authorized to evaluate the quality of the teacher education programs offered by all public and private sector colleges and universities, including the institutions offering the programs under affiliation/collaboration with foreign Universities with the approval of HEC. The accreditation of all the graduate and post graduate teacher education programs is mandatory under rules.

NACTE has developed a Conceptual Frame Work and seven National Accreditation Standards for Teacher Education Programs as under

1. Curriculum and Instruction
2. Assessment and Evaluation System
3. Physical Infrastructure and Learning Resources
4. Human Resources
5. Finance and Management
6. Research and Scholarship
7. Community Links and Outreach

The Conceptual Frame Work is a minimal requirement of accreditation. All the seven standards are stated as ideal proposals that need to be met through long-term improvement planning. The standards reflect different elements and each element is further divided into indicators which are stated in measureable terms. The indicators express what the program evaluation intends to measure. The National Accreditation Council for Teacher Education NACTE has also developed and validated instruments for evaluation along with transparent Accreditation process and procedures to ensure the quality of the teacher education programs through accreditation.

The data was collected through the use if NACTE tools from 34 programs. The data was analyzed to decide

the benchmarks for different levels of accreditation, but it also provided the than existing status of the programs against the National Accreditation Standards and Conceptual Framework. Present study was designed to compare the status of these programs against the national accreditation standards to see the impact of accreditation on program improvement.

Objectives:

- To see the impact of accreditation on the development of teacher education programs improvement.
- To identify the most improved standards of accreditation.
- To compare the standard wise percentage of qualified indicators between B.Ed. and M.Ed. accredited Teacher Education Programs.
- To compare the improvement made by teacher education programs offered by the Universities and affiliated colleges against National Accreditation Standards.
- To compare the improvement made by teacher education programs offered by the Public and Private Institutions against National Accreditation Standards.

METHODOLOGY

The study was designed to see the impact of accreditation on the development of teacher education institutions. The data was gathered from 34 B.Ed. & M.Ed. programs offered by public and private colleges and universities, which was collected during the NACTE visit of accreditation to see the difference of results in accordance with the National Accreditation Standard for Teacher Education Programs. Analysis of the data was made and percentages of qualified indicators of all standards were calculated and compared accordingly to see the difference between the B.Ed. & M.Ed. programs. The tabular and graphic presentation of the analyze data follows.

Data Analysis

The data was analyzed using descriptive statistics which included comparison of the frequencies of qualified indicators and comparison of the percentages of different 34 teacher education institutions and evaluation of 152 indicators of seven accreditation standards. The data were presented in tabular form and shown in the bar graphs for conceptual frame work and all seven standards. The findings were drawn on the basis of statistical procedure using SPSS 15.0 version.

Table: 1 STANDARD WISE COMPARISON OF QUALIFIED INDICATORS PERCENTAGES OF B.ED. &M.ED. PROGRAMS

Standards	B.Ed. %	M.Ed. %	Difference
CFW	99.2	100	0.8%
Curri. & Inst.	48.3	49.4	1.1%
Ass. &Evl.	40.3	45.3	5%
Infra. &Resur.	67.3	71.3	10%
HR	51.5	54.3	3.2%
Fin.&Mang.	56.3	59.7	3.4%
Res.	14.4	20.2	5.8%
Comu. OutRch	30.2	33.3	3.1%

Table 1 shows significant difference between the B.Ed. and M.Ed. programs. Improvement was observed in all the standards and conceptual framework. The improvement in CFW was highest in both B.Ed. and M.Ed. programs. Much improvement was observed in standards relating to Infrastructure, HR and Assessment & Evaluation and Finance & management and curriculum & Instruction respectively. Comparatively less improvement was seen in standards about Research & Community outreach which ranged from 30.2%to 33.3%.

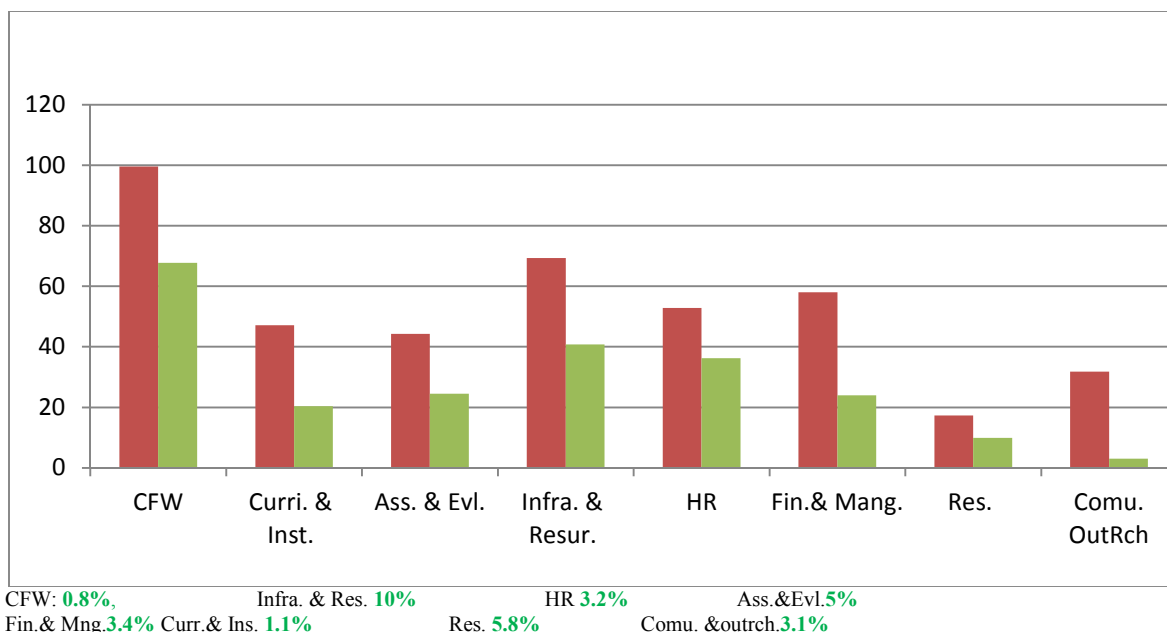


Table: 2 STANDARD WISE PERCENTAGE COMPARISON OF QUALIFIED INDICATORS BY COLLEGES AND UNIVERSITIES PROGRAMS

Standard	B.Ed.%			M.Ed.%		
	Colleges	Universities	Diff.	Colleges	Universities	Diff.
CFW	100	100	0	100	100	0
Curri. & Inst.	50.8	46.6	4.2	42.4	46.3	3.9
Ass. &Evl.	43.3	46.9	3.6	27.6	44.8	17.2
Infra. &Resur.	67.2	67.4	0.2	42.1	74.2	32.1
HR	46	55.3	9.3	47.4	55	8.4
Fin.&Mang.	54.6	57.5	2.9	39.3	61	22.3
Res.	6.3	21.1	14.8	10.2	22.2	12
Comu. OutRch	35.7	35.6	0.1	50	31.7	19.7

Table 2 indicates significant difference between accreditation data of programs offered by colleges and universities. The heights percentage of improvement was again observed in CFW. The descending improvement percentage of the accreditation standards for the universities was Infrastructure, HR, Ass. &Evl., Fin. &Mang., Curr. & Inst. followed by Res. & Community development. Whereas, the standard wise descending improvement percentage of standards differed for the colleges. It was HR, Infr. & LR. and Ass. &Evl.,Curr. &Inst, followed by Fin. & Mang. Research & community outreach remained the weakest standard for colleges and universities respectively.

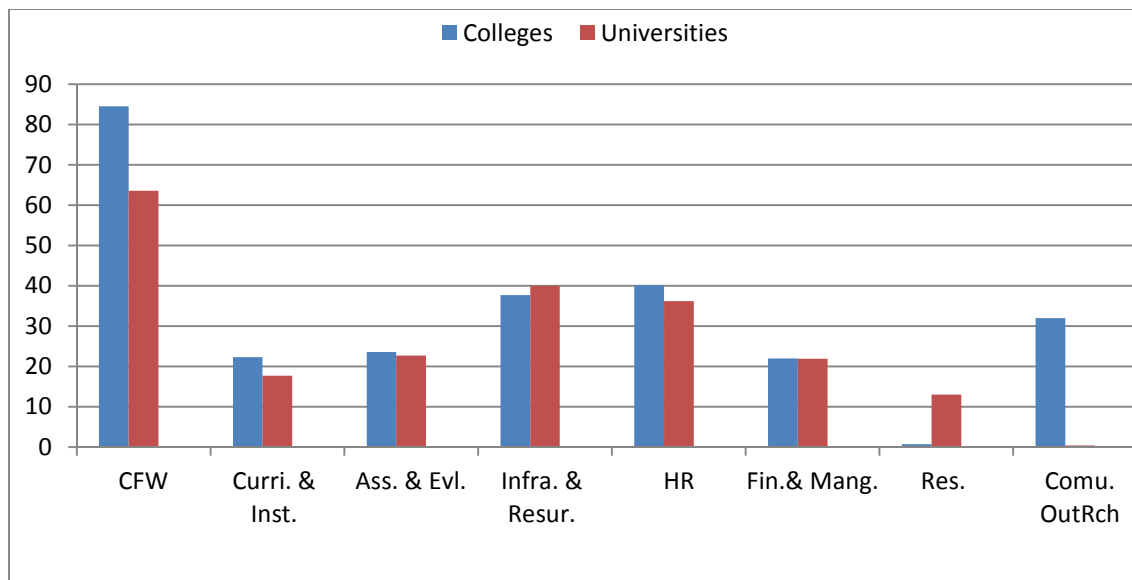
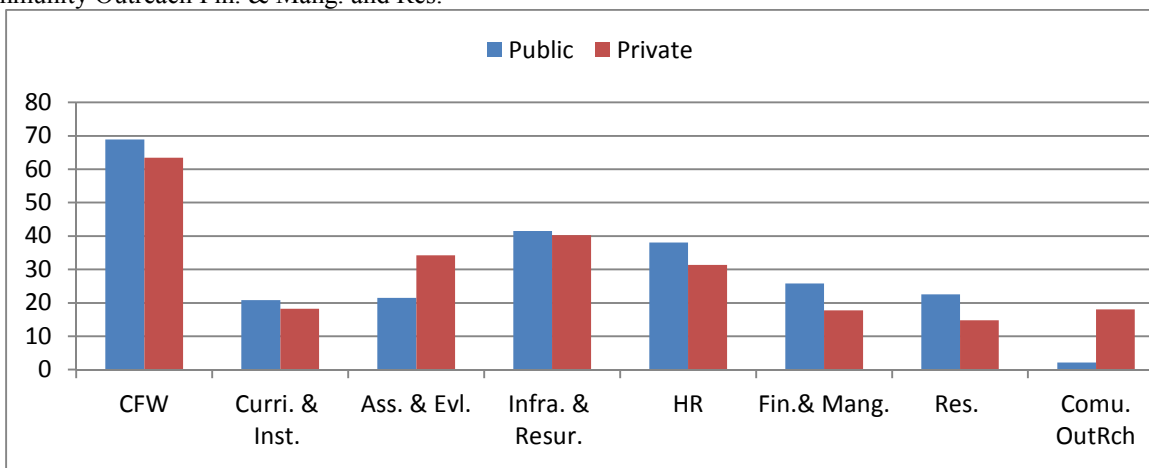


Table: 3 STANDARD WISE PERCENTAGES COMPARISON OF QUALIFIED INDICATORS BETWEEN PROGRAMS OFFERED BY PUBLIC AND PRIVE INSTITUTIONS

Standard	B.Ed.%			M.Ed.%		
	Private	Public	Diff.	Private	Public	Diff.
CFW	100	99.1	0.9	100	100	0
Curri. & Inst.	46.2	48.8	2.6	47.6	45	2.6
Ass. & Evl.	51.7	44.1	7.6	54	39.2	15
Infra. & Resur.	63.2	68.2	5.2	63.2	74.3	10.9
HR	57.6	50.2	7.5	59.3	52.5	6.2
Fin. & Mang.	59.5	55.6	4.9	61.9	58.9	3
Res.	18.4	12.7	5.7	20.3	13.9	7.6
Comu. OutRch	50	26.2	24.2	55.6	25	30.6

Table 3 indicates significant difference between the accreditation data of programs offered by public and private institutions. The CFW got heights percentage of improvement both for the programs offered by public and private institutions. The descending improvement percentage of the accreditation standards for the programs offered by public institutions was Infrastructure, HR, Fin. & Mang., Res., Ass. & Evl., followed by Curr. & Inst. & Community & outreach. Whereas, the standard wise descending improvement percentage for the programs offered by private institutions was different from public institutions. It was Inf. Ass. & Evl., HR, Curr. & Inst., followed by Community Outreach Fin. & Mang. and Res.



RESULTS

- The program accreditation by NACTE had positive impact on program improvement as the percentage of qualified indicators increased for each accreditation standard
- The most improved standard was Conceptual Framework, followed by Physical Infrastructure & Learning Resources, Human Resource & Management (St. # 3 & 4)
- Moderate improvement was made in Assessment & evaluation, Finance & Management and Curriculum & Instruction (St. # 2, 5 & 1). Research & Community Outreach standards were comparatively less improved (St. # 6 & 7)
- The accreditation standards i.e. CWF, HR, Infrastructure & Learning Resources, Assessment & evaluation, Curriculum & Instruction and Finance & Management (St. CWF, 4, 3, 2 1 & 5) improved almost equally for colleges and universities. There was negligible difference in improvement among these standards.
- The improvement percentage of accreditation standards on Research (St. # 6) was higher for universities as compared to colleges. Whereas on Community & Outreach standard (St. # 7) the universities did not show any improvement. The improvement percentage of colleges was much better than universities on this standard.
- There was negligible difference in improvement percentage of accreditation standards i.e. CFW, Infrastructure & Learning Resources, Curriculum & Instruction (St. # CFW, 3, 1) among programs offered by public and private institutions
- The improvement percentage of programs offered by public institutions was better than private institutions on HR, Finance & Management and Research standards (St. # 4, 5 & 6)
- The improvement percentage of programs offered by private institutions was better than public institutions on Ass. & evaluation, Community & Outreach (St.#2, 7)
- In standard 1 no improvement appeared in facilitating frequent classroom interaction during course delivery by teachers. The course outlines also did not improve, to provide websites and lists of recommended books of recent addition.
- In standard 2 it was observed that most of the programs did not improve on making and using the analysis of assessment data, for program, institutional improvement, quality assurance and enhancement.
- In standard 4 majority programs did not improve on implementation of incentive based strategies and having a performance based merit system and career path for teacher educators.
- In standard 5 most of the programs did not improve to implement an effective program of support services and co-curricular activities.
- In standard 6 the programs made comparatively low improvement on knowledge generation, publication and dissemination of research.
- In standard 7 the programs did not improve the interchange of professionals, services and resources with community for institutional and community development.

Recommendations:

- CPD programs particularly on teaching methods and strategies should be organized for teacher educators on regular bases for better classroom management and development of creative, analytical and critical thinking and positive classroom interaction.
- The analysis of all the feedback and programs should analyze assessment data should be made mandatory for improvement of program, institution, students learning and revision of curriculum.
- The programs must develop incentive based policies for students and implement performance based merit system and career path for teacher educators.
- Guidance, counseling, remedial placement and follow up services should be initiated at teacher education institutions for students along with physical facilities and co-curricular activities.
- Special efforts should be made to create and improve research culture in the institutions and involvement of community in outreach programs and institutional development.
- The TEIs must get all their programs accredited for quality assurance and quality enhancement.

Annex. A

List of Sample Teacher Education Institutions

Sr. #	Name of Teacher Education Institution
1	Department of Education, University of Sargodha
2	Faculty of Education University of Sindh Hyderabad Campus
3	Hamdard University, Karachi
4	Hazara University, Dhodial, Mansehra
5	I.E.R Gomal University, D.I. Khan
6	International Islamic University, Islamabad
7	Karakorum International University, Gilgit
8	AJK, University, Muzaffarabad
9	University of Baluchistan, Department of Education, Quetta
10	University of Education, Lower Mall Campus, Lahore
11	University of Education, Johrabad Campus, Lahore
12	Elementary College Of Education for Women, Jutial Gilgit
13	RITE, Abbottabad
14	Govt. College of Education, Quetta
15	Community College of Education, Quetta
16	Govt. College of Education Mirpur (AJK)
17	Govt. College of Education, Sukkher
18	Notre Dame Institute of Education, Karachi
19	(PITE), Shaheed Benazir Abad, Nawabshah
20	Super Wing College, Gojar Khan
21	ANSI Mardan
22	FG Elementary College Skardu
23	GCET-Female Rawalakot

REFERENCES

- Batool, Z. & Qureshi, R. H. (2008) *Quality Assurance Manual for Higher Education in Pakistan*, Islamabad. Higher Education Commission. HEC. Available at www.hec.gov.pk
- Government of Pakistan, Ministry of education (August 2009). *National Education Policy*. Available at www.moe.gov.pk/nepr/NEP 2009. PDF.
- NAAC/ COL (June 2006). *Quality Assurance in Higher Education: An Introduction*. Available at www.naacindia.org
- NACTE (2009). *National Standards for Accreditation of Teacher Education Programs*. HEC, Islamabad. Available at www.nacte.org.pk
- NACTE (2009). *Accreditation Processes and Procedures*. HEC, Islamabad. Available at www.nacte.org.pk
- NACTE (2009). *Manual of Accreditation for Teacher Education Institutions*. HEC, Islamabad. Available at www.nacte.org.pk
- Teddlie, Ch. & Reynolds, D. (2000). *The International Handbook of School Effectiveness Research*. New York: Falmer Press.
- (National Education Policy 1998-2010, p47).