

# An Investigative Study Of Transformative & Transitional Impact Of Accreditation Of Teacher Education Programs In Pakistan

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## Abstract

It is attributed by prominent researchers as well as educational experts that educators are performing wide-ranging duties for the nation by sustaining through educational undertaking to the most important stakeholders, the learners. Teaching is a source, to accomplish the educational objectives and lead programmed development in the learners, without discrimination of their caste and age. Educators build and increase a relation with the learners by interrelate and sustaining them for their better prospect. Pakistan is encouraged to enlarge the quantity of Higher Education Institutions. By commencement of 2017, there were 192 universities (114 public 78 private) as contrast to existed institutions in 1947. In accumulation, the public sector was traditionally the biggest contributor of higher education of the 20th century, but this circumstance has been changed completely. By the start of 2018, private sector has share 41% of the overall Universities.

In Pakistan, an accreditation system has been introduced to accredit teacher education programs and initiatives are being taken to begin the registration, licensing, and certification process of teachers. The Higher Education Commission (HEC) Pakistan has declared the accreditation of teacher education programs mandatory. All the institutions offering any graduate-level teacher education programs are required to get the accreditation of their programs. The National Accreditation Council for Teacher Education (NACTE) has accredited around 450 programs of more than 180 public and private sector teacher education institutions, which include colleges and universities, offering teacher education all over Pakistan. The current research is descriptive, which focused on providing an accurate description of the impact of teacher education programs, and the institutions equipped with the facility. This method was preferred as the study primarily sought to describe and understand the stakeholders' response to the impact of accreditation on the institution and program improvement, rather than ascertaining any cause-and-effect relationship. The criterion for sample selection was based on the participation of the faculty concerned, the head of department (HOD), and the external evaluators in the accreditation process of the programs, offered by the institutions. A five-point Likert scale was developed to collect data from the stakeholders (HOD, teacher educators, and external evaluators). The use of mean, SD, provided the basis for calculation, application, and interpretation of t-test and ANOVA. The results show that majority of participants were of the view that the accreditation process has a high impact on the improvement of teacher education programs.

**Keywords:** accreditation, higher education commission, impact, programs, quality assurance, teacher education

## Introduction:

It is attributed by prominent researchers as well as educational experts that educators are performing wide-ranging duties for the nation by sustaining through educational undertaking to the most important stakeholders, the learners. Teaching is a source, to accomplish the educational objectives and lead programmed development in the learners, without discrimination of their caste and age. Educators build and increase a relation with the learners by interrelate and sustaining them for their better prospect. The statement that it is not feasible to become an educator, but that the ability are native, has concluded in a series of shortcoming about the definite function they take part in look after and shape the learners to cultivate to be future leaders.

By acknowledging this great concept, the males and females adopt teaching profession by providing themselves a great amount of information collectively with different techniques and methods of transferring this kind of information and facts. In reality, teacher's qualification and professional education the education is important for stability and foundation of modern society. Further justification of this above state debate, the American Council of Education claimed the "Improving teacher education is to improve teaching, to improve teaching to improve schooling, to improve schooling to strengthen the next generation, which is a first-class community service." (Banji, 2010).

It is very important to note that most of the stakeholders in Pakistan claim that one of the major reason for lacking of cognitive skills is unprofessional and unsatisfactory quality of teachers in the educational institutions especially in school system. The low level of educators of the framework in large numbers is due to variations in management, an invalid structure in

preparation for early management and not at all satisfactory in the preparation program. The presence of powerlessness at a very high rate and acts of negligence pervading the vocation has weakened the once-promoted position enjoyed by teachers under the eastern social domain. (Anderson 2006).

The promise to provide quality education to all is acknowledged in Section 25A of the 1973 Constitution of Pakistan as assurance to attain sustainable growth goals (SDG) Vision 2025. The visualization 2025 promises to lay down the foundations of a flourishing, just and pleasant-sounding society till the year 2025. It has truly documented human reserve development as the stake for this rationale. The improved target of expending quality modern education to all is a massive task and can be rationalized only in efforts and well mannered. Same with the other zones of the economy and society, the education field also entails the critically required human resource for the recognition of the desired targets. That is why, thorough and painstaking planning is mandatory to build well-organized and efficient education system that has teachers and educators with adequate number who are capably qualified, effectively hired, empowered, aggravated and sustained for educating the children and youth to support them gain the desired learning results (Education Policy 2017-25).

The term of quality is comparatively novel one and it owes the foundation to the quickly increasing industrialization and formation of current models that have particular the training of the personnel in chronological production systems. In general sense, it is referred to the progress of a pre-determined level of quality of result, usually by center of attention at very useful delivery procedures.

Pakistan is encouraged to enlarge the quantity of Higher Education Institutions. By

commencement of 2017, there were 192 universities (114 public 78 private) as contrast to existed institutions in 1947. In accumulation, the public sector was traditionally the biggest contributor of higher education of the 20th century, but this circumstance has been changed completely. By the start of 2018, private sector has share 41% of the overall Universities.

The quantity of learners recorded in these educational institutions is surely more diverse as evaluate to in the history, with regard to their earlier knowledge, purpose, attention and skills. If the foundations of teacher education do not perform its reaction positively by induction system otherwise their registered learner’s population increases small levels of knowledge and various skills, the dispersion of graduate students will increase. This will demonstrate the method to by and large failure in educational significance and an accumulation of individuals incompetently equipped to look the driving force

and ever-changing demands of modern profession.

The HEC, Islamabad has established five Accreditation Councils under this ordinance, together with the National Accreditation Council for Teacher Education (NACTE). All the councils have their (QAS) quality assurance standards and set procedures, and the process to authorize and verify the quality of the related institutions/ programs presented by public and private partnership.

The basic idea of quality assurance is defined as academic accreditation which elaborates the process of quality assurance whereby program or an institution assesses itself, is calculated by the 3rd party and makes a plan to make progress in relation to pre-set principles. As a result of this process academic institutions and different programs are being awarded certificates that explain their present status and confirms to their promise for continuous development with regard to the pre-set standards.



Accreditation of (TE) Teacher Education promises in developing the current status of professions by:

1. Making it sure the consistency of standards throughout the profession and of the different programs/ institutions.

2. By guaranteeing the quality of professionals maintaining the teaching profession against the pre-determined standards of the profession i.e. the (NPST) National Professional Standards for Teachers in case of Pakistan.
3. By providing the data to the pronouncement makers in particular, and public in common for quality upgrading and self-evaluation that may be used for answerability.
4. Enhancing and building up passion, practical skills, professionalism and ability among the all stakeholders.
5. The feedback of self-assessment and the set process of authorization help the authorities in knowing about strengths and grey area of different programs/institutions that should be addressed for further development.

National Education Policy (2009), in Pakistan, has sketched a number of measures to enhance the quality of teacher education institutions and programs that refers.

1. By increasing the minimum mandatory educational qualifications in BA, B.Ed. elementary school and master's and B's degrees. Ed. for high school teachers.
2. To regulate and facilitate teacher training by strengthening accreditation and initiating various certification processes.
3. To regulate and institutionalize the teacher training conducting arrangements, authorization and conducting of quality teacher education programs by the institutions as an essential part of high quality teacher education different programs through a continued, self-evaluation and external assessment, against the pre-determined standards.

The extensive felt aspiration was to set up an autonomous body by making sure the quality of teacher education by the academics experts in Pakistan was now recognized and the 18<sup>th</sup> amendment to the Constitution of Pakistan has

approved to have national set procedures and standards in higher professional education and research. By acting upon the policy of the government, the Higher Education Commission (HEC) recognized the National Council for the Teaching of Teachers (NACTE) as the governing body for the State Government's announcement for the first time in the history of Pakistan, to approve teacher education programs / institutions to ensure quality education, official recognition a close term, that refers to the upholding and incessant development of the professionals and professions in relation with pre-determined standards and said norms of services and products.

NACTE was specified the sanction to evaluate the worth of different programs and institutions offered by public and private institutions. NACTE undertaking is to ensure special nature of sustain to the profession and assist the accomplish of high average quality teacher education programs by the institutions as an necessary component of higher education through a continuous, self-assessment and external evaluation, against the National Standards of Accreditation for Teacher Education programs. The seven different standards with (CF) Conceptual Framework are as under:

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

Accreditation is a continuous, rigorous and interesting evaluation process. An extensive process is whereby a team of evaluators visit the institution, and collect data by interviewing students, head, teachers and support staff through

interviews, questionnaires and document analysis. The whole institution is visited to assess the physical facilities available, like classrooms, library and learning resources. The data analysis is to identify strengths and weakness of the program/institution and recommendations for improving and strengthening the program.

### **Statement of the Problem:**

Teacher education accreditation is a formal process that ensures the effectiveness of an institution or self-assessment system, which is measured by a third party and forms a development plan the grey area with the attention that NACTE set standards and the institution is being awarded a certificate that shapes its present status and certifies to its commitments for development.

### **Objectives of the Study**

The objectives of the study were:

1. Assess the impact of accreditation on the teacher education programs and institutions in Pakistan.
2. Ascertain the nature and significance of the impact of accreditation on the teacher education programs and institutions.
3. Compare the magnitude of impact of accreditation between public and private sector teacher education institutions.

### **Research Questions of the Study**

Efforts have been made to answer the following basic research questions in this study:-

- 1) What is the Impact of accreditation on the improvement of teacher education programs and institutions?
- 2) What is the nature and magnitude of accreditation impact on private and public teacher education institutions?
- 3) How accreditation process of teacher

education can further be improved?

### **Significance of the Study**

- 1) The study may be useful for the management of teacher education institutions for taking appropriate decisions to improve the weakness and meet the deficiencies of the teacher education programs and institutions.
- 2) The study may provide valuable data and suggestions to help HEC and teacher education institutions for revision and updating of the teacher education courses and programs.
- 3) The study may provide feedback to the HEC, Federal and Provincial education departments for effective planning and implementation of accreditation policy.
- 4) The study may help in the implementation and articulation of Accreditation Standards with the universities QECs in raising the standard of teaching learning process in institution.
- 5) The study may become a source of orientation and awareness for the stakeholders to make them realize the need of developing new ways of quality enhancement of teacher education
- 6) The study may provide the bases for new research in the area of accreditation and quality teacher education

### **Accreditation in International situation**

The awarding of a teacher education certificate can be a way of quality assurance, where an institution or self-assessment system is evaluated by an outsider and develops a sense of improvement in terms of set standards. As a result of this approach, the institution is awarded a certificate stating its current status and confirming its commitment to continuous improvement in accordance with the set standards.

### The Role of Quality Assurance Agencies

The top quality assurance mechanism that each one the countries of the globe concentrate on is quality education, as a result of it's the essential want of survival of any country. To regulate the standard of education significantly skilled education the thought of certification emerged in 1900. To make sure the standard of skilled education in several areas, the certification councils are operating in most developed and developing countries for various professions to accredit the skilled establishments and programs.

In the US certification could be a voluntary non-governmental method of review. Elsewhere, round the world, the certification method is performed by government agencies and is usually mandated by law. The National Council for certification of Teacher Education (NCATE) is that the largest and oldest accreditor of teacher education within the US that is based in 1954. NCATE is recognized by the department of the federal government of Education as a national skilled accrediting agency for colleges, faculties and department of education that prepare academics, directors and alternative skilled faculty personnel. The Council for pedagogy certification could be a personal organization that oversees accrediting agencies and additionally acknowledges NCATE.

Quality assurance agencies are also established at the regional and international level such as the Council for pedagogy certification (CHEA) which may be a national private, non-commercial organization that combines certification work within the U.S. CHEA represents three skills with universities and sixty national, regional and special credit providers.

Asia Pacific Quality Network (APQN) is an organization working to raise the standard of

higher education in Asia and the Pacific region by strengthening the work of agencies to ensure quality and increase cooperation among them. The International Network for Quality Assurance Agencies in pedagogy (INQAAHE) can be a global organization of more than 200 organizations working within theory and oversee quality assurance in education. The majority of quality assurance agencies work in many different ways that, although the Network also accepts other organizations including members. World Health Organization have interest in quality assurance in pedagogy.

### RESEARCH METHODOLOGY

The prime purpose to develop this research work was to gauge the impact of accreditation with the intention of betterment of teacher education programme and their related educational institutions in Pakistan. The nature of study was descriptive, which emphasized upon dispensing an originated elaboration of the impact of accreditation on teacher education programs and institutions. The exceeding revealed method was preferably preferred in order to look for imminent and primarily depict the subjects' answer of the impact of accreditation on institution and program enhancement, In respect of formative any cause-and-effect relationship.

### Population of the Study

The survey population included all teachers from 184 accredited teacher training institutions in all four provinces of Pakistan including Federal, Gilgit Baltistan and AJK regions. All NACTE external inspectors and the Head of Departments of accredited teacher education programs and institutions were also part of the public.

**Table 3.1** Province Wise Details of the Accredited Teacher Education Institutions

| Sr.# | Province | Universities | Colleges | Total |
|------|----------|--------------|----------|-------|
| 1    | Punjab   | 23           | 11       | 34    |

|   |             |    |     |     |
|---|-------------|----|-----|-----|
| 2 | Sindh       | 25 | 41  | 66  |
| 3 | KPK         | 15 | 6   | 21  |
| 4 | Baluchistan | 8  | 20  | 28  |
| 5 | Federal     | 4  | 0   | 4   |
| 6 | GB          | 1  | 4   | 5   |
| 7 | AJK         | 7  | 19  | 26  |
| 8 | Total       | 83 | 101 | 184 |

### Sample of the study

In this study a multidisciplinary sampling method was used to select the sample. In the first phase, approximately 20% of known institutions were selected using appropriate samples. In the second category, three teachers and HODs from each association were selected. The selection of external auditors was cleverly finalized in the province or region using a targeted sampling

strategy as it applied the selection criteria to ensure that participants had the important information needed for the research study. Sample selection methods were the basis for the direct participation of shocking intelligence, HOD and external auditors in the process of accrediting programs received by institutions. The following table describes the details of sample:

**Table 3.2** Province Wise Distribution of the Sample

| Sr.#  | Provinces   | Accredited Institutions | HOD | Teacher Educator | Evaluator |
|-------|-------------|-------------------------|-----|------------------|-----------|
| 1     | Punjab      | 8                       | 8   | 24               | 10        |
| 2     | Sindh       | 8                       | 8   | 24               | 10        |
| 3     | KPK         | 6                       | 6   | 18               | 8         |
| 4     | Baluchistan | 4                       | 4   | 12               | 5         |
| 5     | Federal     | 3                       | 3   | 9                | 10        |
| 6     | GB          | 3                       | 3   | 9                | 3         |
| 7     | AJK         | 4                       | 4   | 12               | 4         |
| TOTAL | PAKISTAN    | Grand Total             | 36  | 108              | 50        |

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### Delimitations of the Study

Research is limited to the impact of accreditation on teacher education programs / institutions in the context of the “National Accreditation Standards for Teacher Education Programs” of NACTE.

### Instruments of the Study

Two different types of tools have been used in data collection. The questionnaire was compiled on a five-point Likert scale to retrieve data from participants (HOD, Teacher Teachers and External Examiners) The questionnaire consists

of 44 statements and comprises six to seven questions in each aspect for independent respondents. The focus group discussion meetings were arranged with different groups of sample. The focal group discussion schedule comprised to 08 questions covering all the six aspect that formed the rating scale. It also included a number of supporting and clarifying questions among the sample respondents focal group discussion.

### Data Collection

Data was collected in the following modes:

The researcher approached the HOD / Chairpersons of the teacher education department of a sample of institutions for a request to handle sample tools. Necessary guidelines were also provided in response tools.

### Direct Mode

The researcher contacted and contacted the head of the department concerned under the supervision of the superintendent and headmaster to seek their cooperation in the data collection process, particularly at universities in other provinces.

### Indirect Mode

Approval was obtained from the relevant Principals, teachers and teachers and external

inspectors. Tools provided for 36 HoDs, 108 teachers and 50 external inspectors included in the samples. The return rate was 100% as the researcher himself approached the sample during COVID19. At each center, the tool was distributed, and a guide was provided to complete the questionnaire and background information was also provided. Lots of questions were sent to HoDs, teachers and external assessors, who found them, filled out and sent to the researcher.

### Data Analysis

The quantitative and qualitative data were organized and analyzed separately. The data of the survey and the focal group discussion were triangulated, crosschecked and then integrated. Main results are presented in the form of a table and a final discussion to determine the findings and conclusions about the objectives and questions of the study. Using Statistical Software for Social Science (SPSS) to calculate definition, SD, t-test and ANOVA were used to analyze the data. For rating, SD provided the basis for the calculation, use and interpretation of t and ANOVA tests. The T test was considered the most appropriate to determine the difference in significance between the two methods. ANOVA has helped to compare significant differences between more than two approaches.

**Table 4.1** Demographic Data Regarding Different Variables of the Study

| Variables                                | Frequency | Percentage |
|--|-----------|------------|
| <b>Province wise Sample Participants</b> |           |            |
| Punjab                                   | 42        | 22.1       |
| Sindh                                    | 50        | 25.6       |
| KPK                                      | 40        | 20.5       |
| Baluchistan                              | 25        | 12.8       |



| <b>Variables</b>                                | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Federal   | 16               | 8.2               |
| GB  | 13               | 6.7               |
| AJK   | 8                | 4.1               |
| <b>Number of Sample &amp; institution</b>       |                  |                   |
| College   | 13               | 36.1              |
| University                                      | 23               | 63.8              |
| <b>Gender</b>                                   |                  |                   |
| Male  | 113              | 58.5              |
| Female  | 81               | 41.5              |
| <b>Experience of Participants</b>               |                  |                   |
| Evaluator                                       | 50               | 25.6              |
| Teacher Educator                                | 108              | 55.4              |
| Dean/Director/HOD                               | 36               | 19.0              |
| <b>Designation of Participants</b>              |                  |                   |
| Lecturer  | 56               | 29.2              |
| Assistant Prof.                                 | 84               | 43.1              |
| Associate Prof.                                 | 33               | 16.9              |
| Professor                                       | 21               | 10.8              |
| <b>Accreditation Experience of Participants</b> |                  |                   |
| Evaluator                                       | 24               | 12.3              |
| Member of IAC                                   | 39               | 20.0              |
| Dean/Director/HOD                               | 15               | 7.7               |
| Both 1&2  | 68               | 35.4              |
| 1, 2 & 3  | 48               | 24.6              |
| <b>Type of Institutions</b>                     |                  |                   |
| Public  | 15               | 41.6              |
| Private   | 21               | 58.4              |
| <b>Accreditation Impact</b>                     |                  |                   |

| Variables                       | Frequency | Percentage |
|---------------------------------|-----------|------------|
| High Impact                     | 27        | 13.8       |
| Moderate Impact                 | 158       | 81.5       |
| No Impact                       | 09        | 4.6        |
| <b>Accreditation Perception</b> |           |            |
| Improvement                     | 126       | 65.1       |
| Accountability                  | 60        | 30.8       |
| Formality                       | 3         | 1.5        |
| Don't have an Idea              | 5         | 3.1        |

Table 4.1 indicates number and percentage of the different variables and aspects of the sample. It shows highest percentage from Sindh (25.6%) and least from AJK (4.1%). Most of the participants were male (58.5%) and a high percentage of participants belonged to the universities. Moreover, majority of participants

(55.4%) had experience as a teacher educators and a great percentage (43.1%) were assistant professor. In addition majority of the participants (35.4%) had experience both as evaluator and member of accreditation committee. Participants belonging to private and public sectors were (53.8%) and (46.2%) respectively.

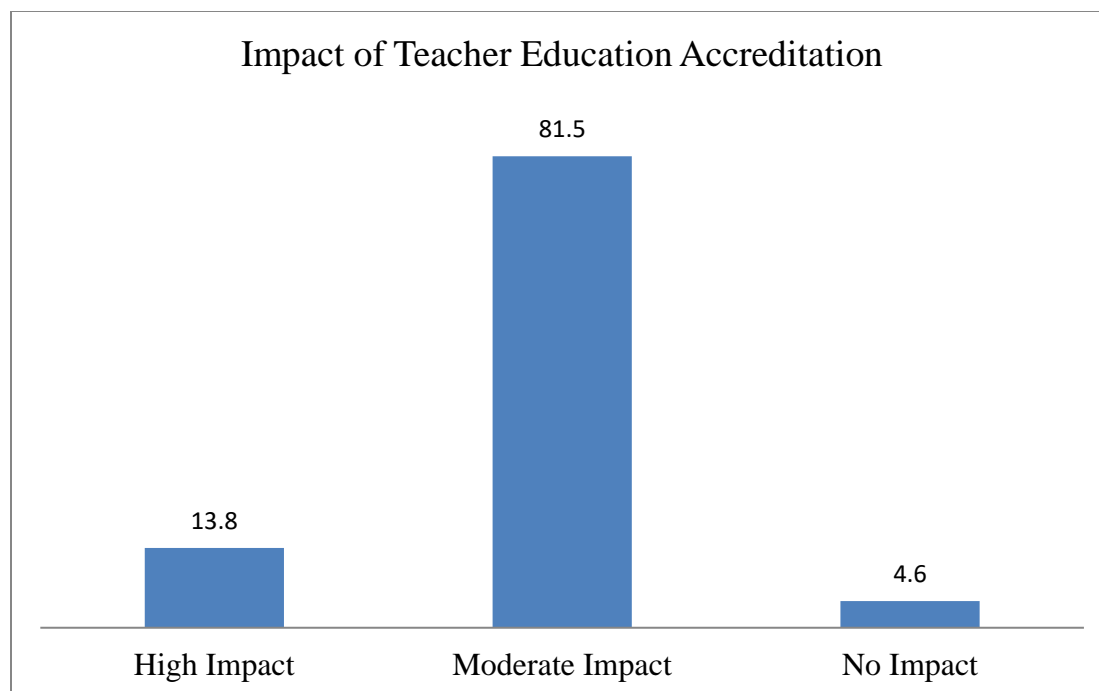
**Table 4.2** Views of Participants on the Impact of Accreditation

| Accreditation Process | Frequency | Percentage |
|-----------------------|-----------|------------|
| High Impact           | 27        | 13.8       |
| Moderate Impact       | 158       | 81.5       |
| No Impact             | 09        | 4.6        |

The table 4.2 shows Majority of participants i.e. (81.5%) had the perception that accreditation process had moderate impact on improvement of

teacher education. While (13.8%) participants supported the statement of high impact on teacher education programs.

**Figure 4.1** Graphic Presentations of the Views of Participant on Impact of Accreditation



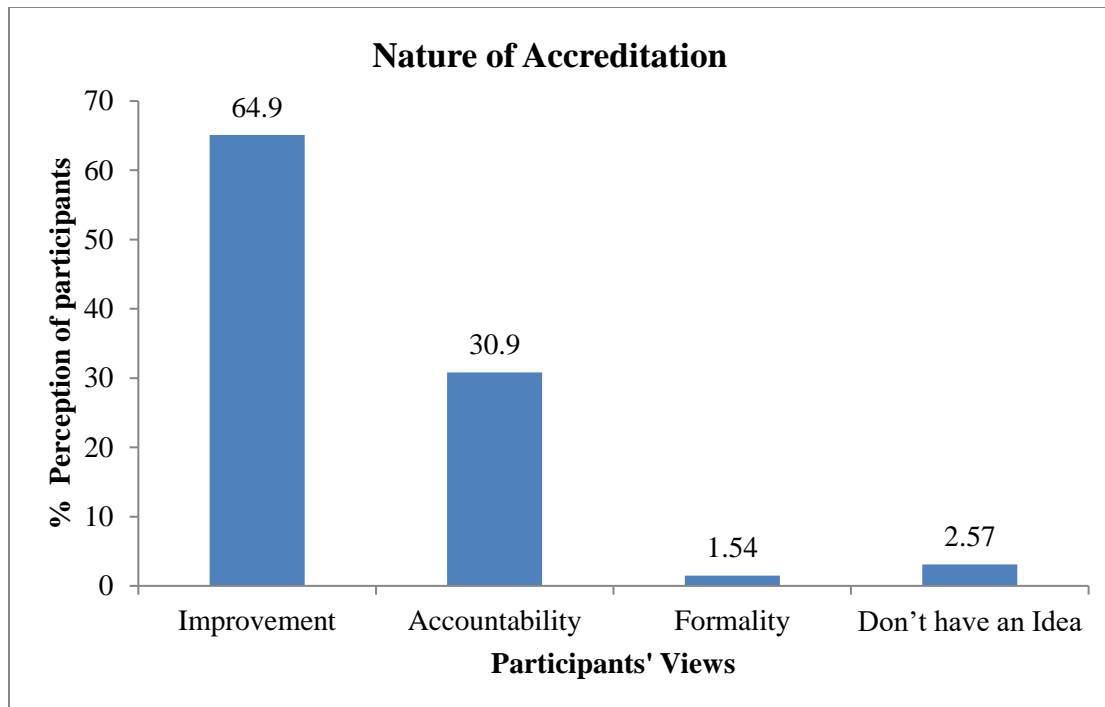
**Table 4.3** Views of the Participants on the Perception about of Accreditation

|                    |     |       |
|--------------------|-----|-------|
| Improvement        | 126 | 64.94 |
| Accountability     | 60  | 30.92 |
| Formality          | 3   | 1.54  |
| Don't have an Idea | 5   | 2.57  |

Table 4.3 regarding the perception of participants on accreditation for improvement of teacher education One hundred twenty six (64.94%) participants perceived that accreditation serves to improve program/institution while 60 (30.92%) participants viewed that accreditation meant for

the accountability of staff, administration and students. A negligible (1.54%) participant considered it only a formality. There were five participants i.e. (2.57%) who did not have any idea in this regard.

**Figure 4.2** Participants Perception about Nature of Accreditation



**Table 4.4** Participants Responses regarding the Magnitude of impact of the Accreditation on Conceptual Framework of Programs/Institutions

| Sr. # | Statements                                  | No idea<br>N (%) | Negative impact<br>N (%) | No impact<br>N (%) | Moderate impact<br>N (%) | High Impact<br>N (%) | M(SD)     |
|-------|---|------------------|--------------------------|--------------------|--------------------------|----------------------|-----------|
| 1     | Vision and mission of the institution       | 0(0)             | 0(0)                     | 9(4.63)            | 95(48.96)                | 90(46.39)            | 4.42(.58) |
| 2     | Objectives of the teacher education program | 3(1.54)          | 0(0)                     | 12(6.18)           | 69(35.56)                | 110(56.70)           | 4.43(.74) |
|       | Conceptual Framework                        | 4(.76)           | 0(0)                     | 25(12.88)          | 70(36.08)                | 95(48.96)            | 4.42(.59) |

The table 4.3 presents the nature of the impact of accreditation conceptual framework of program/institution. Ninety (46.3%) participants perceived the high impact of accreditation on vision & Mission of program/institution. Whereas ninety five participants (48.9%) rated it with moderate impact in regard of improvement of teacher education programs / institution. Only nine

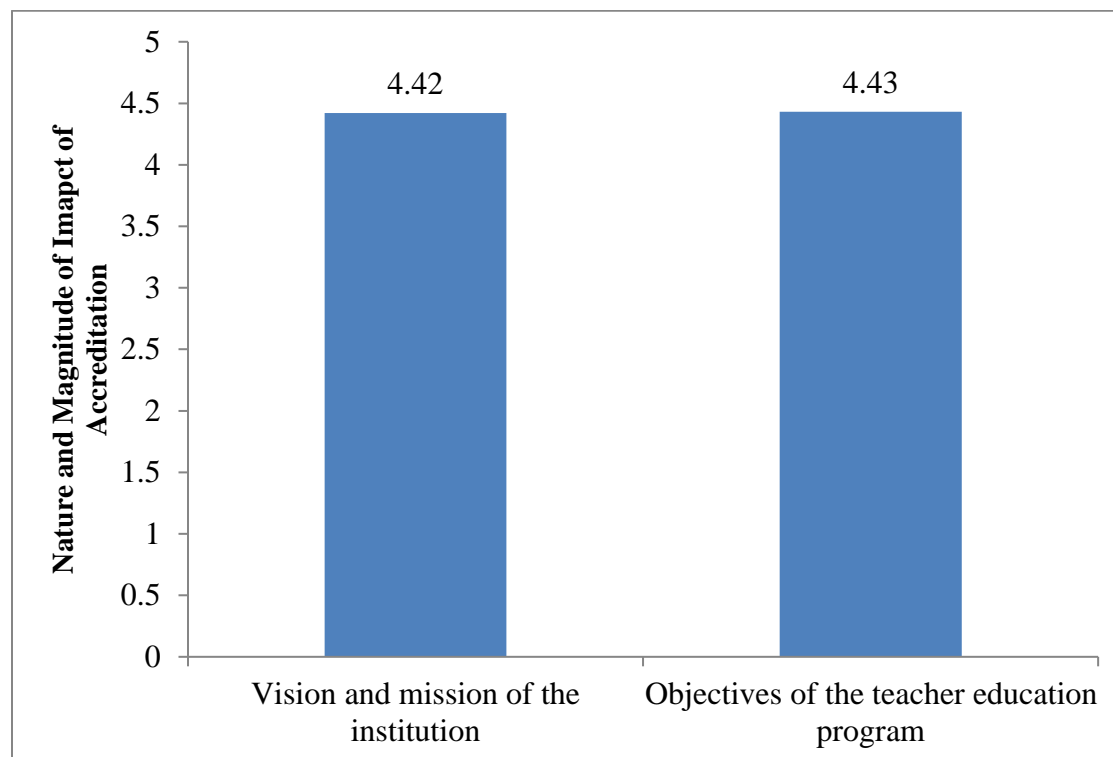
(4.63%) participants viewed no impact of accreditation on objectives of the teacher education program.

Majority of the participants one hundred and ten (56.70%) high impact of accreditation on the objectives of the teacher education program. Likewise sixty nine (35.56%) participants considered moderate impact of accreditation on

the objectives of teacher education program. Only twelve (6.18%) participants understood that accreditation had no impact and few participants

(1.54%) had no idea about the impact of accreditation.

**Figure 4.4 Graphic Presentation of Views of Participants regarding Magnitude of the Impact of Accreditation on Conceptual Framework**



### Findings

The findings are as follows

1. Majority of participants (81.5%) perceived moderate impact of accreditation process for improvement of teacher education programs/institution.
2. whereas (13.8 %) participants considered the Impact as High, majority of participants (65.1%) had the opinion that program accreditation had helped to improve the quality of teacher education programs
3. Regarding the impact of accreditation (30.8%) participants considered that accreditation sensitized the staff, administration and students about the accountability.
4. The accreditation impact on mission and vision of institutions was perceived high and moderate by (46.3%) and (48.9%) respectively by the participants and as sign of improvement for teacher education programs and institution.
5. Similarly were the impact on the objectives of the teacher education program/institution

with (46.2%) moderate and (49.0%) high impact.

6. The response of (48.6%) participants regarding the impact of accreditation as positive on the conceptual framework of institution and high for the improvement of teacher education programs/institution.

### Qualitative Findings:

1. "The basic purpose of teacher education accreditation is quality assurance and quality enhancement". This was the consensus of both focal groups. However certain group member were of the opinion that accreditation process along with improvement for quality education also serves for the internal and external accountability of the programs and institution. This consensus supported the quantitative data findings.
2. "The teacher education accreditation process with the passage of time has left good and positive impact on programs/institutions.
3. It is why the applicants for accreditation of teacher education are increasing every year. Generally the impact is moderate but a good number had view of high impact of accreditation process". The group had consensus that the finding also matches the quantitative data findings.
4. The group was of the opinion that high to moderate impact was observed on the standard is following order. They agreed on the following ranking regarding impact
  - I. Conceptual Framework
  - II. Curriculum and Instruction
  - III. Physical Infrastructure and Learning Resources
  - IV. Human Resources
  - V. Research and Scholarship
  - VI. Community Links and Outreach
  - VII. Assessment and Evaluation System
  - VIII. Finance and Management

### Conclusions

Following conclusions were drawn from the findings of the study.

1. The nature of accreditation process is evaluative. All the process is based on the self - evaluation and 3<sup>rd</sup> party evaluation of each component of the teacher education programs and institutions.
2. The most significant function of the accreditation process was found to be the quality assurance and quality enhancement of teacher education programs offered by the institutions.
3. The magnitude of the impact of accreditation on the teacher education Pakistan was assessed positive with high and moderate levels. Zero or no impact also appeared on few aspects in the context of standards on evaluation and research.

4. The accreditation has helped to improve the quality of teacher education programs. It has also improved the quality of teaching learning process in the institutions and of programs.

### Recommendations for Further Research

Following recommendations are made for future research in the context of experiences of the present study on accreditation impact.

1. A study of the impact of teacher education accreditation as perceived by STEDA, Sindh, DCTE, KPK, QAED Punjab, and EEC Baluchistan.
2. Role of STEDA Sindh, DCTE, KPK, QAED, Punjab, EEC Baluchistan and FDE Islamabad for the development and promotion of teacher education accreditation in Pakistan.
3. A study of the usefulness of teacher education accreditation as perceived by prospective teachers of public and private sector institutions of the country.
4. National Accreditation Council of Teacher Education (NACTE): "A Case Study".
5. A comparative study of the Teacher Education Accreditation Models of Pakistan, India USA, UK and Australia.
6. A comparative study of the Teacher Education Accreditation Models of HEC

established and Public Sector Accreditation Councils of Pakistan.

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