

## **An Assessment of Endorsement Level of Teacher Instruction Program Offered by the Federal College of Education, Pakistan**

Aijaz Ahmed Gujjar

Federal College of Education H-9, Islamabad, Pakistan

**Abstract.** Great and successful revolution and improvement in a society has always been due to improvement in the quality of instruction for which a very vital deal is educator's education. Excellence can be guaranteed by a method and process of endorsement of educator's education. Endorsement is an evaluation based official verdict that the class of a degree course or an establishment congregates definite standards. Higher education commission launched a council (ACTE) for making sure excellence at advanced level and endorsement of educator's education courses in Pakistan. It has built up a number of standards for educator's education courses and positioned criteria for assessment of educator's education departments. Chief rationale behind this research was to discover the level of endorsement of educator's education courses offered in federal college of education and the dissimilarity between the levels of diverse standards of the teaching program at FCE (Federal College of Education). Faculty members of the FCE were taken as the sample of current study. Homogeneous feedback forms build up by ACTE was used as instrument of this study. Information was examined in terms of mean score under the criteria recommended by ACTE. The study exposed that on the whole department of instructive training at level-III of endorsement together with some other vital results. A number of proposals have been completed to progress the educator's education program at FCE.

**Key Words:** Teacher education, Standards, Accreditation, ACTE

### **1. Introduction**

Education plays pivotal role in the development of any nation. Nation's progress is determined according to the standard of education being provided to it. The way to get better progress in education remains the same as in other fields like discovering and assessing new requirements and fulfilling them with stuff of international standards. Globalization is a great source to bring a great affect to human life in every field of life either economically, politically, socially or culturally (Istano, 2002). Certainty, education is one of the strong sources of revolution. Its significance has been fully acknowledged worldwide for achieving national goals through developing young minds with knowledge, skills, attitudes and competencies. It all depends on the excellence of education particularly excellence of the teachers as the two things are directly proportional to the quality of teaching in the classrooms. The academic qualifications, knowledge of the subject matter, competence and skills of teaching and commitment of teachers have an impact on developing students' learning. It is the teacher who is a crucial factor in implementing all educational reforms at the grass roots level (Shaikh, Madden, Saad, 2006). Brilliant teachers and extraordinary commitments are necessary to assimilate global perspectives under these conditions. Although teachers cover the major part of educational process, are not sufficiently prepared. Even the enthusiastic teachers who have the ability to amalgamate global perspectives face problems in doing so.

The quality of education, in different policies is directly linked with teacher capability and knowledge, the relevance of curricula, assessment and evaluation systems, pedagogical methods and skills, teaching environment, and teaching allied materials. An analysis of teacher education, particularly in the public sector, is that the above mentioned factors have no impact in developing and enriching student's learning achievement as to the degree of expenditures that have been assigned to the teacher training programs.

Teacher education system always lacks commitment and dedication. Unfortunately, we could not set standards of professionalism for teachers and resources to this awful aspect of education. This component of education always looked-for some enhancement in form of strategy or principles like many other countries (Jamil 2004).

#### Professional Standards:

Standards refers to the systems and procedures developed by professional development practitioners to enhance the effectiveness of the system ( CICA, 2007). Professional standards illustrate the vital skills, knowledge, and attitudes that the whole professional expected to express.

Standards comprise the ‘critical knowledge, skills and attitudes needed to perform a specific role efficiently’. They explain the major components of performance rather providing a comprehensive list of responsibilities. In addition, they specify what performance or attitudes an institution is chiefly looking for. The effectiveness of professional standards can be assessed through performance indicators set by the authorities. They describe what teachers need to know and do to provide relevant and valuable learning experiences for learners and groups of individuals (The State of Queensland, Department of Education, 2005).

The adequacy of standards for education in Pakistan has resulted in the challenge of synchronization of the school education with teacher education, as the obligatory competencies of teachers have not been clearly explained. Moreover, the standards of assessment have also not been set due to this gap.

#### Professional Standards & Accreditation:

Standards are used for a variety of purposes in various states. In some states, they will be used for indication of:

- Reviewing individual’s learning and teaching practice
- Formulating goals to strengthen teaching practices
- Monitoring their outcomes of personal learning and development goals.

Standards familiarize and indicate the diversity of skills and knowledge of the individuals related to the specific field and provide quality assurance to the stake holders and also guide the practitioners how to cope with the situations and satisfy them ( CICA, 2007). Professional standards are not only useful for the teachers in their profession but other relevant practitioners to enhance the credibility of the system (Khan 2004). Each Govt. has its own standards for certification of teacher education program or institution. Education is the top priority of Government of Pakistan and its provinces declared on World Teachers’ Day 2008 (Teachers Matter for Quality Education). Stakeholders have called for high standards for what children should know and what skills and attitudes should be developed in children to meet the global standards. Accomplishment of these goals demands such educators who meet professional standards. Achieving the education goals of a nation requires high standards for the teachers and for this intention rigorous accreditation, licensing, and advanced board certification are crucial. To advance the restructuring of teacher preparation, professional standards are being introduced in Pakistan and government is working with other education organizations to ensure that accreditation, licensing, and advanced certification standards that are consider to be compatible, and together form a rational system of quality assurance for the education profession. ‘Teachers Matter for Quality Education’ was the slogan of WTD 2008. The quality of education provided by the public sector in Pakistan is deprived due to low levels of teacher’s skills, competencies, lack of classroom-based support for professionals, poor quality of allied materials and textbooks, lack of assessment systems to evaluate student’s learning achievements, unfair supervision, and weak area governance and management/administration (World Bank, 2006). On the occasion of World Teachers’ Day co-hosted by ITA, University of Education, Lahore, AKU-IED and Department of Education Baluchistan on October 7th, 9th and 11th respectively, the issues of Standards & Accreditation and a Policy Framework for teachers’ professional development and their status was focused (MOE, 2008).

The Higher Education Commission (HEC) perceives accreditation as a process of external quality review used to evaluate colleges, universities and higher education programs for quality assurance and quality improvement. Accreditation is an assessment based formal judgment that the quality of a degree course or an institution meets certain standards.

We, in Pakistan, have introduced many new ideas but fail to achieve the desired outcomes due to non-implementation of proper professional standards (AED 2006). Standards are needed to improve the overall reliability and development of the system (Idara-e-Taleem-o-Aagahi 2006). Ministry of education also admits the merits and effectiveness of standards in the education system of Pakistan and the significance of accreditation in teacher education program:

Standards:

- Guide to plan pre and in-service teacher education programs;  
Set up procedures, policies, and systems for accreditation of teacher education programs and institutions; and
- Aware the public about the quality of education and the educational output (MOE, 2009).

Quality assurance requires development of professional standards for teacher education and an efficient mechanism and procedure of accreditation for teacher education programs and institutions. If Pakistan aspires to compete successfully and honorably in the global knowledge economy and to convert the raw talents of its individuals into productive asset, it has to develop a world-class educational system from pre-school to postgraduate levels. A world class education system is not possible without world class teachers. Quality learning depends exclusively on the quality teaching by the dedicated professionals who are committed to the principles of their constant professional development. Higher education commission is worth appreciation for developing professional standards for teachers by establishing a council (ACTE). The Federal Government in the Gazette of Pakistan, August 30, 2007 Part (111) has published the notification of the Accreditation Council for Teacher Education vide No.10-25/HEC/A&C/2004/2517, Islamabad. The purpose of this council is to monitor the credibility of teacher education programs organized in different universities and teacher training institutions. The Mission of Accreditation Council for Teacher Education (ACTE) is to ensure high quality teacher education programs as an integral part of higher education. It is accomplished through a sustained & professional internal academic audit & external accreditation. Accreditation is usually carried out on a peer review basis by nongovernmental agencies, competent authorities, such as national, regional, and/or local associations <http://www.pacte.pk/>.

Conceptual Framework of ACTE Standards:

ACTE aims at preparing committed and competent professionals through guidance on all aspects of the program via knowledge based sharing. The main focused area of the program includes nature of curriculum and instruction, practice teaching, system of assessment, adequateness of resources and infrastructure, efficiency of management and status of research, scholarship and justness. Each standard has different sub standards to provide clear directions to the professionals to demonstrate their knowledge and competency in this field. These standards are described as:

ACTE Standard 1: Curriculum and Instruction:

Curriculum is properly designed to attain the National Professional Standards for the teachers; relating to knowledge, skills and dispositions, and is approved by the competent authority and disseminated to all concerned.

ACTE Standard 2: Assessment and Evaluation System:

The institution has a fair and transparent assessment system that collects data on various behaviors of students; from their entry to exit in the program, follow-up, teacher performance and institutional functioning. It analyzes data and provides feedback for individual and institutional expenditures and for program improvement.

ACTE Standard 3: Physical Infrastructure, Academic Facilities and Learning Resources:

The institution has adequate and essential physical infrastructure and learning resources to prepare the teachers in following the prescribed curriculum. It provides field experiences to the candidates in the form of teaching practice, internship and other modes through linkages with the local school systems and community.

ACTE Standard 4: Resources and Management:

The institution has sufficient resources, experienced leadership, qualified faculty and other supporting staff for successful conduct of the program, opportunities and mechanism for faculty and staff development through an appropriate budget maintained transparently following standard procedures.

ACTE Standard 5: Research, Scholarship and Equity:

The institution facilitates undertaking and conduct of research at the individual and institutional level. It promotes scholarship through merit scholarship and evidences equity measures by providing financial assistance to needy candidates.

ACTE standard 6: Community Links and Outreach:

The institution evidences links with community through its involvement in research, development work and other relevant activities.

### **Objectives of the Study**

The study has following objectives:

- To find out the level of accreditation of teacher education program offered by Federal College of Education H-9, Islamabad.
- To find out the difference among the levels of different standards of the training program.
- To suggest measures for improvement in training program.

### **Research Methodology**

#### **Sample**

Sample of this study consisted of all the faculty members at the federal college of Education .

#### **Tool Development and Data Collection**

Since the study was descriptive in nature, therefore survey approach was considered appropriate. Questionnaires for each standard of accreditation developed by ACTE were used by the researcher as a tool for data collection. The data were collected personally by the researcher.

#### **Data Analysis**

The data were analyzed by calculating mean score of each standard as suggested by ACTE in its scale.

## **2. Discussion**

In standard-1 teachers are expected to be able to select and organize the content in logical and structured ways to meet learning needs and the curriculum is properly designed to attain the National Professional Standards for Teachers relating to knowledge, skills and dispositions. Mean score of the standard-1 (4.30) shows that Teachers know and understand the fundamental ideas, principles and structure of the disciplines they teach. They know and understand the links to other content areas and are able to integrate learning across and between content areas. They know how to effectively teach that content, and understand the prompts and barriers to learning. They use varied and flexible learning experiences to enhance students' learning and also the curriculum is properly designed to meet the needs of the learners.

Standard-2 demands that the institution has a fair and transparent assessment system that collects data on various traits of students from their entry to exit in the program, follow-up, teacher performance and institutional functioning. Overall mean score of this standard (4.36) indicates that the department of educational training is trying to meet this standard. Teachers plan for learning, and utilize a range of formative and summative assessment techniques to report on learning and to inform their planning. They understand the need to evaluate their teaching and the importance of providing both formal and informal feedback to students. Assessment system provides complete and systematic measures to monitor and evaluate the performance of candidates and faculty and ensures the fairness, accuracy, consistency and transparency of its procedures. The assessment system has an efficient and effective mechanism to analyze internal and external feed back data according to results.

Standard- 3 is about the necessary physical infrastructure and learning resources, teaching practice, internship and other modes through linkages with the local school systems and community. Results reveal that overall mean score of this standard is 3.72. It falls under the level-II of accreditation. It means overall location and infrastructure facilities in classroom, library, laboratories and other building amenities are

fulfilling the requirements of the students but not meeting the higher level of the standards. According to the teachers' views, in institution, furniture/ equipments are Properly managed, functional and standard furniture magazine display shelves, newspaper racks, standard tables and chairs, chairs for staff, computer with printer are available. Library collections comprising of all types/formats of recorded information. Schools and other educational institutions for internship are in range but the mean score of this standard is not as good as other standards.

Standard-4 expects demands that the institution has adequate resources, experienced leadership, qualified faculty and other support staff for effective conduct of the program. Overall mean score (4.18) shows that department is trying to meet upper level of accreditation. As teachers' views indicate that faculty observe professional code of conduct and ethics, attending faculty meetings, participating in co-curricular activities, and exercising academic freedom. They identify their development needs and seek advice and support from colleagues. They have high expectations of themselves as professional learners, and for the learning of their students. ACTE is also indicating this pattern of faculty development and focuses on overall professional development activities and its link with other teachers' duties and responsibilities.

Standard-5 is about the conduct of research at the individual and institutional level and promotes scholarship. It also considers it important to coordinate research at national and international level. Institutions will develop a policy on research to enhance research culture and utilize the findings of these researches in a purposeful way. The mean score on this standard (3.40) falls under the category of accreditation level-II. It reveals that department is not focusing much on research activities or there are rare chances to promote their research scholarship. According to the views of the faculty, no doubt teachers know the new emerging concepts, theories, results of researches and latest trend at national and international levels. It is also expected in these standards that there is Encouragement of publication and dissemination of ongoing /complete researches and proposal. The results on this standard are not as good as required.

Standard-6 depicts that the institution evidences links with community through its involvement in research, development work and other relevant activities. The mean score on this standard is 4.32 it meets level-III of accreditation. According to the results, faculty upholds high professional ethics with regard to their own conduct and that of others, and respects their students and values their diversity. They act professionally at all times in their dealing with their students, peers, members of the profession and members of the community. Results reflect community cooperation and involvement in different projects and resource generation activities as in this standards, it is expected to enhance community links through different projects and activities.

### **3. Conclusions**

- Training program of the federal college of education is at the level-III regarding standard-1(Curriculum & Instruction) satisfying section A & B (except additional requirements).
- Program is at level-III of accreditation on the standard-2 (Assessment and Evaluation System) satisfying section A & B (except additional requirements).
- Federal college of education is meeting level-II of accreditation on standard-3 (Physical Infrastructure, Academic Facilities and Learning Resources). It needs improvement.
- Regarding the standard-4 (Resources and Management) program is at level-III of accreditation satisfying section A & B (except additional requirements).
- According to the results Training program is at level-I of accreditation on the standard-5(Research, Scholarship and Equity). It needs further improvement.
- Program is at level-III of accreditation on the standard-6 (Community Links and Outreach) satisfying section A & B (except additional requirements).
- Overall federal college of education is at level-III of accreditation status and satisfies section A&B (except additional requirements).

### **Recommendations**

After studying the findings of the research, following suggestions are made:

- Sufficient and well equipped classroom should be available in department according to the requirement of ACTE.
- Strong link with schools and other educational institutions is required for internship of the internees.
- Proper A.V Aids should be available in cooperating schools for internship.
- Transport facility should be provided to the students and faculty for easy access to schools.
- Teachers should be encouraged for research activities/publications
- According to teachers' views, specific budget is not allocated for research in teacher education. Federal college of education should generate sources by collaborating with national and international agencies.
- Genuine research findings should be utilized properly by the management and faculty.

#### 4. References

- [1] Academy for Educational Development (2006). *Performance Gap Analysis and Training Needs Assessment of Teacher Training Institutions*. Pakistan Teacher Education and Professional Development Program.
- [2] CICA; (2007). *Professional standards for Australian career development practitioners*. Australia: Career industry council of Australia. <http://www.cica.org>. Retrieved on 06.07.2009.
- [3] Idara-e-Taleem-o-Aagahi (2006). *Recommendations from Teachers*. [http://www.pcp.org.pk/certified\\_NPO/PUNJAB/ITA.pdf](http://www.pcp.org.pk/certified_NPO/PUNJAB/ITA.pdf). Retrieved on 15-06-2009.
- [4] Istanto, Freddy H. (2002) A Global Perspective, A Keyword For Design Education Facing Xxi Century; <http://puslit.petra.ac.id/journals/design/> Retrieved on 25-05-2009.
- [5] Jamil, Baela R. (2004). *Teacher Education in Pakistan: A (Draft) Position Paper*. Presented at the National Conference on Teacher Education, December 20, 2004. Islamabad. Hosted by The Academy for Educational Development.
- [6] Khan, Sughra Choudhry (2004). *From Practice to Policy: Making a Difference*. Report prepared for the Teachers' Resource Centre. Karachi, Pakistan.
- [7] Ministry of Education; ( 2009). *National Professional Standards for Teachers in Pakistan*. Islamabad: Government of Pakistan.
- [8] Ministry of Education; ( 2008). *Press Release, 5 Oct. World Teachers' Day*. Govt of Balochistan, Pakistan. <http://www.itacec.org/>
- [9] Shaikh, Fehmida Goderya; Margaret Madden & Ismail Saad (2006) *Ensuring quality during monitoring of the learning environment of government primary schools achieved through the UEI-PDP for teachers and head teachers*. Educational Research and Review Vol. 1 (9). <http://www.academicjournals.org/ERR>. Retrieved on 05-05-2009.
- [10] The State of Queens Land ( Department of Education); (2005) *Professional Standards of Teachers*. Queens Land World Bank (2006). *Program Document for a Proposed Third Punjab Education Sector Development Policy Credit*. Report No. 35441-pk
- [11] <http://www-wds.worldbank.org/>
- [12] <http://education.qld.gov.au/>
- [13] [http://www.dest.gov.au/sectors/career\\_development/policy\\_issues\\_reviews/cica](http://www.dest.gov.au/sectors/career_development/policy_issues_reviews/cica).
- [14] <http://www.pacte.pk/>.