



RESEARCH PAPER

Quality Assurance of Teacher Education Programs: Teacher's Perspective

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ABSTRACT

Higher Education Commission Pakistan is struggling hard for improving the quality of education and formation of QEC's in all universities are one of the initiatives in this perspective. The current study explored the quality assurance practices in universities. For this purpose questionnaire, as a tool of research was developed. The tool was validated keeping in mind the opinion of five experts of Education department. For the measurement of reliability, Cronbach alpha reliability test was applied. The reliability of the tool was 0.944. Data was collected from 135 respondents from fifteen public sector universities of the Punjab offering teacher training programs. Convenient sampling techniques were applied. It was find out that display of mission and vision statement and promotion of faculty to next grade are mostly practiced quality assurance practices in universities offering teacher training programs. These practices are mostly followed in main campuses of the universities as compare to their sub campuses. It was suggested that emphasis should also be given to use quality assurance practice in sub campuses of the universities offering teacher training programs

Introduction

Education is a source of human illumination and enablement to make better life as a nation. Whole educational process is shaped and molded by the teacher who is an important component of education system (Ugwoke, Ofoegbu, & Ugwuanyi, 2012). Teachers are supposed to modify and enhance quality of education. It is expected from teachers to implement reforms set in educational

policies. This dynamic world has the boundaries and extending its directions in all sides. In the same way, methods of teaching are varying with the passage of time. A teacher should comprehend new advancements and technology (Khan, 2015).

In Pakistani context, the quality of education divulged by universities of public sector, is considerably scanty due to incompetency of teaching staff, pitiable quality of learning material and text books, shortage of classroom based support for teaching staff, ineffective supervision, scare resources for teaching material and shortage of system for assessing students learning (World Bank, 2006). Both teachers and teacher education are crucially important for bringing educational change and development. Efforts are being made to improve teacher education programs and enrich teachers' professional development (Khan, 2015).

For the improvement of education, standards of education are important. For this purpose teacher education plays significant role. It is estimated that in Pakistan about two hundred three (203) institutions are established for teacher training and run effectively. Further, Government of Pakistan has also developed almost 300 teacher resource centers. Along with government institutions, private institutions are also working. The main objectives of these centers is to quip the teachers with teaching skills and also provide them certificates regarding their professional attitudes (Gopang, 2016). For the enhancement of quality assurance (QA) in Pakistan, QAA was formed under the umbrella of HEC to improve the quality culture in the institution of higher education. QEC's were established phase wise in all universities in Pakistan. Till 2017, 148 QEC's are working in Pakistan to expand the quality of education (Hina & Ajmal, 2017). There is dire need to work on whether universities are implementing QA practices or not. If they are implementing than to what extent? This study would also provided guidelines to HEC, QAA, and QEC's of the universities regarding implementation of QA practices.

Literature Review

Higher Education in Pakistan

The statistics about HEIs show different stages in establishment of HEIs in Pakistan. In 1947, there were only two universities in Pakistan. Then number of universities augmented gradually and number of universalities increased from 2 to 99 in 2014. In spite of the fact that educational policies were not implemented in true spirit, Pakistan has made progress in higher education. The number of higher education institutions has enlarged to 177. Out of 177 higher education institutions, 103 are public while rest of theses universities and DAIs are established by the private sector (Khattak, 2017). According to Mahmood (2016), between 2010 -2015, 78% growth in number of universities and DAIs, was observed and during the same period it was observed that students' strength increased 174%. On the other side, there were only 4 private universities which increased to 74 in 2017 (Rind & Qasim, n.d.). At the end of 2018, there were total 192 universities. Out of 192, 114

are from government universities whereas 78 are from private universities (HEC, 2018). Now public and private sector HEIs increased to 194 with enrollment of 1.576 million (Economic survey, 2018-19). By the end of 2018, there were 15036 PhDs in Pakistan. 3704 PhDs were from province of Sindh, 6248 from province of Punjab, 1599 from province of Khyber Pakhtunkhwa, 94 from Azad Jammu and Kashmir and 3343 got degrees from federally administered universities (HEC online PhD Country Directory and Recognized Statistics, 2018).

The QA in higher education means quality of teaching staff, students and support services and these results the quality of any country in aspect of higher education. Educational inputs, educational processes and educational output are three phases of QA. Important parts of educational inputs by the students are physical measures, financial measures and manpower. Physical measures include infrastructure, classrooms conditions and laboratories and its equipment of high standard. Financial measures relate student's expenditures. Man power of human power includes number of personal of diverse type related to number of scholars at each level. Level of education, experience, attitude and competencies are also considered (Shahid, Wahab, & Ahmad, 2016). In 2002, GOP established HEC of Pakistan. The basic purpose behind its establishment was to facilitate the development of indigenous institutions of higher level so that they may become center of brilliance for research, education development. (Batool, Qureshi, & Raouf, 2010).

Teacher Education in Pakistan

Teacher education dealing many difficulties due to which quality of education is suffering in Pakistan. The reason why teacher education is suffering in Pakistan discussed by Malik and Urooj (2012). They described that low entry criteria of teacher education, teacher educator's hesitancy in change of curriculum or teaching methodology, teaching as a profession is last choice in occupation selection, lack of national standards for entry qualification of teachers, shortage of professional attitude, out dated syllabus which has no connection with external environment and problems of classroom, poor teaching practice with no planning, political interferences, poor infrastructure and scanty incentives in research in the field of teacher education. Moreover, there is no inducements for teachers performing continuously in professional development programs and meagre structure of promotion for in-service teacher are main issue in teacher education.

Teacher education programs presented in Pakistan are complex and are of diverse nature. These programs are offered through different modes and models. There are 460 institutions in Pakistan which are offering only regular programs of different levels e.g. B.Ed. Other 78 institutions of all provinces including federal area excluding Punjab also offer CT programs (Mirza, 2009). Twenty four teacher training programs offered by the institutions in Pakistan is provided in annual report of NACTE for the year 2015-16.

Issues of Teacher Education

Teacher education is suffering a lot of problems regarding quality in Pakistan. On one side number of institution are increasing day by day but the qualitative dimension is receiving less attention and resulting production of great number of teachers with superficial comprehension of both the methodology and content of education (Government of Pakistan, 1998, p.47).Khan (2015) further added that in spite of donor inventions, quality of teacher education is not improving in Pakistan. This is just because of wastage of cash, time and man power and non-seriousness of purpose of all stake holders. Keeping in mind this problem Malik and Urooj (2012) discuss different specific and general problems in Pakistan regarding teacher education. The challenges are 1) pitiable quality of programs, 2) hesitation of teachers to accept change, 3) unsatisfactory performance of teacher training institutions of public sector, 4) dearth of research work and novelty, 5) absence of harmonization among teacher education institutions, 6)political interference in education system, 7)absence of professionalism, 8) poor physical infrastructure, 9) delay in promotion of teachers and 10) non-availability of incentives for teachers for their performance

The study conducted by Gujjar, Naoreen, Saifi, and Bajwa (2010) indicates that teaching practice is an important part of teacher training institution but it is facing many problems in Pakistan as 1)non- availability of guide of directions and rules of teaching practice, 2)lack of feedback from supervisors which indicates shortcomings in lesson plan, 3)Lack of orientation to prospective teachers , 4)substandard supervision and evaluationcriteria and 5)ignoring the preferences of prospective teachers while assigning time table and periods.

Javaid, Ullah, and Yousaf (2015) organized a study to compare the quality of teacher education at pre-service level. The study indicated pitiable quality of the B.Ed. programs on all indicators except single indicator i.e. "research and development" where performance of universities was better as compare to GCEs. Fatima and Naseer (2010) studied teacher education program at master level and found deficiency in different fields and concluded that program have poor quality. e.g.1) revision of Admission criteria of M.A Education 2)Length of M.A Education and teaching practice was not adequate 3)deficiency of rewards and incentives to increase teacher and student's performance 4)lack of seminar, workshops and refresher courses for teaching faculty and majority faculty have qualification of MA Education.

Material and Method

In this study researcher used descriptive method of research. For the gathering of data, survey technique was used. According to Singh (2006:102), "descriptive surveys or studies serve as direct sources of valuable knowledge concerning human behavior". The study was delimited to only public sector universities offering teacher training institution in Punjab, Pakistan along their HEC

recognized sub campuses. There were only 15 universities of government sector offering teacher training programs. Fifteen universities had 41 HEC recognized sub campuses including main campuses. Only 27 campuses offered teachers training programs including main campuses (HEC, 2015). From each campus five teachers were selected conveniently. Total 135 questionnaires were distributed among teachers. Response rate was 81.48%.

Tool Development

Questionnaire was developed by the extensive review of related literature. Questionnaire for teachers consisted of three sections. First section named as "Demographic information". This section enquired about name of university, campus name, gender, designation and experience at current post. The name of second section was "Implementation of QA". In this section, nine items were included. Three options were given to respondents i.e. Yes, No and Partially. Third section asked about display of mission and vision statement. In this section two items were included. In fourth section one open ended question was included.

Data collection

The data was collected in March-April 2018 by administrating questionnaires to 135 respondents in 27 main and sub campuses offering teacher education programs in public sector universities in Punjab province, Pakistan.

Data analysis

For the analysis of data for current study percentage, mean, Standard deviation and Z test was applied.

Results and Discussion

Demographic Data of the Sample

Demographic data of the sample indicates that maximum respondents (44.5%) partook in current study had qualification of M. Phil. whereas, respondents with qualification of post doctorate were least in numbers (9.1%). In this research 57.3% participants were females and 42.7% were males. Majority of the lecturers contributed towards this study and only 2.9% professors took part in this study. Respondents in bulk (55%) had experience within the range of 1-5 years.

Table 1
Implementation of QA practices

Variables	Mean	S.D	Z-Test
Selection benchmarks for the selection of university teachers	1.24	0.607	20.441**
Promotion of faculty members to next grade	1.92	0.726	26.570***
Admission Criteria for PhD students	1.25	0.541	22.115**

HEC Plagiarism Policy	1.14	0.466	24.075***
Evaluation of Faculty members through students every year.	1.22	0.603	20.125**
Evaluation of alumni by QEC	1.58	0.729	20.975*
Evaluation of non-teaching employees by QEC	1.82	0.690	24.673***
Provision of training to faculty members to improve their quality of teaching by QEC	1.74	0.817	21.358*
Provision of training to non-teaching staff members by QEC	1.83	0.719	25.029**
Display of Vision statement	1.51	0.502	29.955***
Display of Mission statement	1.50	0.502	29.716***

Note: *** p<.001, **p<0.01, * p<0.05 **** Reference category

Table 1 exhibited that all universities along their sub campuses implement QA practices. Variables such a display of vision statement, display of mission statement, promotion of faculty members to next grade, HEC Plagiarism Policy, Evaluation of non-teaching employees by QEC are highly significant regarding implementation of QA practices. Whereas, variables such as selection benchmarks for the appointment of university faculty, Admission Criteria for PhD students, Evaluation of Faculty members through students every year, Evaluation of Faculty members through students every year and Provision of training to non-teaching staff members by QEC are high significant. Remaining variables as Evaluation of alumni by QEC and Provision of training to faculty members to improve their quality of teaching by QEC are only significant. The outcomes of current study supported by the study of Rasool (2010). The study showed that mostly universities of both sector have mission statement and QA policy. Assan (2014) commented that in previous years some of higher education institutions did not have mission or vision statement. Now HEC has included both mission and vision statement in raking criteria that's why almost all higher education institutions have mentioned it on web sites clearly. Nasar and Abdullah (2017) described that positive attitude was observed toward mission and vision statement of the college students.

Table 2
Comparison of implementation of QA practices with their sub campuses

Sr.	Main Campus	Z-test	Sub Campuses	Z-test
			Faisalabad Campus of University of Education	5.98**
			Vehari Campus of University of Education	4.14*
1	University of Education	6.88**	Bank Road campus of University of Education	5.39**
			Jouharabad Campus of University of Education	4.92**
			Multan Campus of University of Education	5.62**

			Lower Mall Campus of University of Education	5.35**
			Dera Ghazi Khan Campus of University of Education	2.52
			Attock Campus of University of Education	3.68**
2	Lahore College For Women University, Lahore	8.82**	Lahore College For Women University, Jhang Campus	2.97*
3	BahauddinZakariya University, Multan	9.91***	BahauddinZakariya University,Layyah Campus	3.57**
4	The Islamia University of Bahawalpur, Bahawalpur	8.62***	Rahim Yar Khan Campus of The Islamia University of Bahawalpur	5.38**
			Bahwalnagar Campus of The Islamia University of Bahawalpur	4.82**

Note: *** p<.001, **p<0.01, * p<0.05 **** Reference category

Table 2 depicts that in main campuses of University of Education implementation of QA practices is high significant. In sub campuses of University of Education, Faisalabad campus, Bank road campus, Jouharabad campus, Lower mall campus and Attock campus, implementation of QA practices is high significant. Whereas, in Dera Ghazi Khan Campus it is not significant. Over all, implementation of QA practices are statistically more significant in Faisalabad campus as compare to other sub campuses of University of education and other four universities. Main campuses of Lahore College for Women University, Bahauddin Zakariya University and The Islamia University of Bahawalpur are statistically more significant as compare to their sub campuses.

Table 3
Comparison of implementation of QA practice in different universities among main campuses

Sr. No	Main Campus	Z-test
1	Government College Women University, Faisalabad	7.35***
2	University of Sargodha, Sargodha	6.38**
3	The Women University Multan	5.18**
4	Government College University of Faisalabad	6.03***
5	The Government Sadiq College Women University, Bahawalpur	5.07**
6	University of the Punjab, Lahore	10.19***
7	Fatima Jinnah Women University, Rawalpindi	6.99**

8	PirMehr Ali Shah -Arid Agriculture University, Rawalpindi	8.35***
9	Ghazi University, Dera Ghazi Khan	5.35*
10	University of Gujrat	6.49**
11	University of Okara	5.88*
12	University of Education	6.88**
13	Lahore College For Women University, Lahore	8.82**
14	BahauddinZakariya University, Multan	9.91***
15	The Islamia University of Bahawalpur, Bahawalpur	8.62***

Note: *** p<.001, **p<0.01, * p<0.05 **** Reference category

Table 3 portrays that implementation of QA practices in Government College Women University, Faisalabad, Government College University of Faisalabad, University of the Punjab, PirMehr Ali Shah -Arid Agriculture University, Rawalpindi, BahauddinZakariya University and The Islamia University of Bahawalpur are highly significant. The QA practices are high significant in University of Sargodha, The Women University Multan, The Government Sadiq College Women University, Bahawalpur, Fatima Jinnah Women University, Rawalpindi, University of Gujrat, University of Education and Lahore College For Women University. Whereas, in Ghazi University and University of Okara these QA practices are only significant. Over all comparison of fifteen universities offering teacher education programs show that university of the Punjab is statistically more significant and BahauddinZakariya University, Multan is at second number in relative ranking.

Table 4
Suggestions by the faculty members to improve QA

Sr. No.	Suggestions	% age of suggestion from main campuses n1= 49	% age of suggestion from sub campuses n2= 19	Total responses N=68
1	Teacher's training may be provided to teachers	14.29	36.84	20.59
2	Financial resources may be improved	10.20	42.11	19.12
3	Physical facilities may be improved	10.20	31.58	16.18
4	Infrastructure may be improved	10.20	26.32	14.71
5	In time selection to next grade	6.12	15.79	8.82
6	Permanent faculty members may be appointed	6.12	10.53	7.35
7	Study leave may be granted to teaching faculty	4.08	10.53	5.88

8	Teacher's work load may be minimized	4.08	10.53	5.88
9	Research funds may be increased	4.08	5.26	4.41
10	Working environment may be improved	2.04	5.26	2.94
11	Administration from sub campuses may participate in decision making	0.00	5.26	1.47
12	Feedback from alumni may be taken	2.04	0.00	1.47

Data presented in table 4 showed that 61.81% faculty members from main and sub campuses provided suggestion. 42 respondents did not suggest. Mostly suggestions were provided by faculty members of main and sub campuses related to teacher's training, financial resources, physical facilities, infrastructure, in time selection to next grade, appointment of permanent faculty members, provision of study leave to teaching faculty, minimization of teacher's work load, increase in research funds and improvement in working environment.

Conclusion

QA practices are very much important for ensuring QA. It is concluded from the study that display of vision and mission statement is mostly practicable practices in teacher training programs at university level. After these two, promotion of faculty members to next grade is also followed by the universities. Over all, comparison of main campuses of the universities with sub campuses illustrated that QA practices are mostly followed by the main campuses as compare to sub campuses.

Recommendations

Following recommendation are presented.

1. Emphasis should also be given on sub campuses of the universities for the implementation of QA practices so that quality in sub campuses may be improved.
2. Teacher training should be provided to university teachers for QA of teacher training programs at university level.
3. More financial resources should be provided to universities especially in sub campuses.

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