

META-ANALYSIS OF QUALITY STANDARDS FOR TEACHER EDUCATION

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Abstract

The paper in hand deals with meta-analysis of quality indicators of Teacher Education. The study was designed to determine the actual standards for quality teacher education, to compare the national quality standards of teacher education with international standards, to enlist the merits and demerits of quality standards of teacher education in Pakistan and to give some suggestions for improving teacher education standards in Pakistan. Method of the study was critically reviewing and analyzing the quality indicators practiced by international Teacher Education councils and various global universities, HEC & NACTE standards for quality education. The results and findings were the existing of the gap in the scope of quality indicators, the difference in the number of indicators and unequal treatment to some indicators with reference to its significance. The study recommends harmonized scope in the quality of indicators, review and updating the indicators in the context of Pakistani educational setting, equal weighting may be awarded irrespective of the nature and body of the significant level of the indicators. Pakistani standards may be reviewed thoroughly and it may be updated in light of international standards for quality teachers' education. It was concluded that Monitoring and evaluation system for the implementation of the quality standards may be regularized and be made biased free, so that a quality system for teacher education be established in the country.

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Introduction

The capacity building of teachers is a very important aspect of getting excellence in every field of life for a country. The science, technology, economy and overall education of every country are proportional to the development of teachers' standards with no exemption. The quality of teachers in educational institutions is normally measured by pre-set criteria, being established by every country, called quality standards. Meta-analysis is the only variables of the study which is being conceptualized in the following lines.

Meta- analysis study deals with the statistical analysis which associates the consequences of numerous scientific research studies. Meta-Analysis can be made when there are manifold scientific research studies lecturing the same question, with each single study reporting the extents that expects to have some degree of error

The Concept of Quality Education

In order to maintain peace and to ensure economic development, quality education is essential (Fobelets-VVOV, 2015). The focus of quality education is mostly upon the holistic development of child and the right to education for every individual. Similarly, the survival of a nation has been established to be rooted in the quality education, with reference to the protection of human rights and practicing the educative activities in real life. The same is true for acquisition of knowledge and strengthening the humanity in the long run (Bernard & Jensen, 1999).

There exist a number of definitions regarding quality education, examining its multifaceted aspects. Quality is also defined in the terms of effectiveness, fruitfulness and equity etc.(Adams et al., 1993). Moreover, the quality education can be maximally fostered if the milieu is healthy, feasible for getting an education and adequate learning materials and facilities are available. Quality education can be expressed in full swing

if the course contents are relevant to the curricula and according to the mental level of students.

According to Global Monitoring Report (Benavot, 2004), the quality of education emphasize on the identification of learner's cognitive development, which is considered as a milestone of all academic activities, and on role of education in promoting norms, values and sense of dwelling as a responsible citizenship promulgating the creativeness and emotional development.

The quality of education is proportional to the quality of teachers. A teacher having command over subject, having management skills and understanding the learners' psychology is said to be a quality teacher (Sciences, 2001).

Need of Standards

A competent workforce is needed by every society in order to impart knowledge, develop reasoning skills and improve the problem solving abilities of the masses. For this purpose, the educational experts arrange trainings for teachers which are steps towards quality education. In order to ensure quality in education, some standards are important to be established, thus, every educational institution needs to fulfill a criterion being set for quality, and the same criterion is termed as quality standard. It is important to bring reforms in teacher education program, which is only possible through setting some standards. For this purpose, institutions are directed to get accredited with the quality oriented authorities, for being receiving a specified category, based on its comparative quality.

The Quality Assurance Division (QAD) was established by Higher Education Commission (Commission, 2007), for the purpose of ensuring quality in education at higher level. The theme was to develop higher education institutions with reference to their quality and to promote

education in comparison with the developed nations. The consequence was the emergence of Quality Enhancement Cells (QECs) in universities of public and private sectors. Based on the self-assessment reports provided to the QECs by the universities, a great deal of ensuring quality in higher education was yielded, including curriculum development, staff production, research advancement and so on (Nizamani, Khoubati, Ismaili, & Nizamani, 2014). It was realized that every nation needs the provision of a quality infrastructure, access to educational facilities, staff development through refresher courses and financial support.

Objectives of the Study

The objectives of the study were to:

1. Determine the actual standards for quality teacher education.
2. Compare the national quality standards of teacher education with international standards.
3. Enlist the merits and demerits of quality standards of teacher education in Pakistan.
4. Suggests for improving teacher education standards in Pakistan.

Research Questions

The study intends to answer the following questions.

1. What are the actual standards for quality education?
2. What is the difference between national quality standards and international standards?
3. What are the merits and demerits of quality standards of teacher education in Pakistan?
4. How teacher education standards in Pakistan can be improved?

Review of Literature

The National Education Policy (Chaudhary, Iqbal, & Mahmood Gillani,

2009), aimed to improve the economic standards of the nation through the access of quality education in terms of access and equity for general masses of Pakistan. The teacher education was assigned to be standardized through a procedure of accreditation round the country. The assessment and ranking of teacher education was assigned to the National Accreditation Council for Teacher Education (NACTE). A number of standards have been developed by the stated council which includes the basic theme of the programs offered by the teacher education institutions, the curriculum, the research process, the staff, the financial management, the infrastructure and community engagement etc.

It has been established that a number of factors are associated with the quality of teacher education out of which the political and socioeconomic conditions of a nation are most important. The Government agencies responsible for the quality education are mostly under the political pressure in a number of the Asian and African countries. Mostly the lack of interest by the government agencies have badly influenced the quality of education and hence teacher education. General statements of the shortage of resources including human resources and financial resources have been the dilemma of all the educational institutions in Pakistan (Mallinson, 1977).

A number of standards have been set by the National Alliance for Secondary Education and Transition (Plotner, Trach & Shogren, 2012), some of which are given as follows:

1. Gaining physical and emotional stability through the acquisition of positive attitude and development of skills.
2. Health education, arts and community engagement.
3. Social skills development and decision making skills.
4. Sharing of experiences and developing team spirit.

5. Provision of platform for the holistic development of learners.
6. Ethical education and development of morality.
7. Development of skills for framing future plans and their achievement.

In Canada, a number of thirty four standards have been established for achieving quality in teacher education (Yackulic & Noonan, 2001). Similarly, India has developed about 6 standards for judging and ranking the quality of teacher education through its national Council for teacher education named National Assessment and Accreditation Council (NAAC) (Sood, 2008). The areas to be considered in these standards include more than seventy fields for quality in teacher education

Lack of financial facilities, lack of teacher trainings and having a short duration for teacher trainings, lack of coordination, vagueness of objectives and lack of quality research are the basic areas of focus which have deteriorated the quality of teacher education in Pakistan (Dilshad, 2010).

Quality of teacher education can be enhanced through the provision of basic facilities and reaching up to the maximum level of employees' satisfaction. thus for an organization, it is of great importance to keep in view the staff needs and their level of satisfaction related to the profession of teaching (Framework,2007)

According to the National Education Policy (NEP) (1998 – 2010), the quality of teacher education in Pakistan can be improved through the provision of refresher courses and on the job trainings, enhancing the mass awareness and involvement of the community in the uplift of education, utility of resources available and taking initiative by the stakeholder (Shsami & Hussain, 2006)

Methodology

The study in hand was qualitative in nature with special reference to

meta-analysis. An in-depth analysis of the relevant documents was made focusing upon the quality indicators regarding its standards. The quality standards of HEC, NACTE and International Councils of Teacher education were identified and analyzed from the literature.

Findings

The literature review reveals that there exists discrepancy in various standards and indicators. Some countries have identified such discrepancy in these standards and indicators. A comparative account of the findings is given bellow:

1. There are 34 standards of teacher education in Canada.
2. A total of 75 standards are followed by India
3. There are only 3 indicators for teacher education in Australia.
4. A total of 7 standards were followed for teacher education in USA up to 2007.
5. The standards of USA have been reduced to 6 in 2008.
6. In Pakistan the NACTE follows 9 standards for teacher education.

Discussion

Many researchers agree to the point that the quality indicators of school and another academic program ought to be designed in the light of planned objectives of the education. Such indicators can be helpful in assessing and monitoring the performance of the school and other academic institutes, which ensures the rectification of any feeble aspect in due process. The indicators opted for the purpose of ensuring the quality of education can be applied in the following pattern or approaches:

1. Self-evaluation and development can be applied to conduct an institutional assessment of the entire process and if appropriate take some concrete initiatives for perfection in the process.

2. Provision of information to the institutions with their general profile, instructional managers, students, parents and to the community for the purpose of reference.
3. Comparison for the identification of weak and strong areas of education among the schools belonging to similar standards.

The Quality Teacher

The quality of education is directly proportional to the quality of teachers. Shortage of teachers can be a shortcoming in educational development; however, the available teachers must have quality knowledge, because focusing over quantity may not be an intelligent decision. Similarly, the social development and economy of a nation can also be uplifted through quality education, thus to ensure quality in education, quality teachers are indispensable (Mallinson, 1977)

NACTE Standards

The National Accreditation Council for Teacher Education has established its standards for Teacher Education in Pakistan, starting from vision and mission of the program up to community engagement. It involves all of the basic standards like infrastructure, research conduction, financial management and assessment etc.

Skill Development

It is important for all teachers to have developed their skills before joining the teaching profession. In-service trainings are also important for teachers so as to move with the pace of the emerging society.

Assessment and Evaluation

The performance of students and teachers are to be assessed and evaluated thoroughly. The grey areas in all of these fields should be highlighted as the students' performance indicates the performance of their teachers.

Field Experiences

The teachers should be provided field experiences. A variety of subject in a variety of contexts should be assigned to teachers for having total exposure and developing overall characteristics.

Faculty Development

The faculty should be developed through cross-cultural and national opportunities. Scholarships and grants are to be allocated for faculty development from time to time in terms of refresher courses and improved qualification.

Proper Governance

Thorough check up and monitoring by authority is necessary at every step for bringing quality in teacher education. A number of visits are important to be made by the governing bodies and thus a proper accountability should be maintained (Zeichner, 2010)

Conclusion

The above discussion regarding quality standards emphasizes the importance of teacher education program. It proposes the remedial measures for quality production from educational institutions. The remedial measures are not only important but need to be strictly observed as these institutions educate the young ones of the nation. Some of which become good leaders, managers or productive and responsible citizens.

Conclusion

From the above ongoing discussion it is being concluded that for setting quality standards and indicators for teacher education program in the country comparative analysis of the global standards and indicators is very necessary. The comparative analysis will give a direction and will provide a track to improve teacher education program because without

producing quality teachers no country can deliver quality education.

Recommendations

- NACTE Pakistan's current professional standards may be reviewed due to the discrepancy in number of quality standards.
- Pakistani Quality Teacher education standards may be brought at par with the global teachers' education standards and common standards may be adopted.
- A board for reviewing and updating of the professional standards may be established.
- Strict and regular monitory system for the observance of professional standards may be made.
- Punishment and reward system may be established to ensure quality by implementing professional standards in teacher education institutions.

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