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## IMPACT OF ACCREDITATION OF TEACHER EDUCATION PROGRAMS IN PAKISTAN ON PROSPECTIVE TEACHERS`LEARNING; A COMPARATIVE STUDY

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### ABSTRACT

*The world is recently moving towards quality criteria in every field. For this Accreditation process has been introduced in every Discipline, Institute and Program to maintain the standards of quality. Accreditation refers to the authenticity and fairness in achieving the benchmarks of standards of program, a course, a module or an Institution. (Harvey, 2004). Accreditation provides certainty that the course or program will meet the demands and requirements of the quality standards. In order to produce trained professionals' quality in higher education is required and Accreditation process will provide the Quality Assurance. As the teachers are the roots of every profession, therefore the Accreditation Process is also introduced in the field of teacher Education Program to maintain and improve the quality of Teacher Education Programs. When talking in context of Pakistan, there is always an issue regarding in quality of Education in Pakistan. In order to meet this demand NACTE (National Accreditation Council for Teacher Education) is established so that the quality criteria can be achieved through the process of Accreditation of different Teacher Education Programs in Pakistan. (Shakoor, & Farrukh, 2016). The programs or courses having NACTE Accredited certificate can be accepted globally and thus can serves as a basis of good professional start. The present study aims to find out the comparative analysis of the impacts of NACTE Accredited and Non-Accredited Teacher Education Programs on student's Achievement. The study is conducted on students of B. Ed honors studying in different institutions in Karachi. To carry out comparative analysis MGA (Multigroup Analysis) is carried out on Smart PLS: 3. The analysis done revealed high 'values of Accredited groups as compared to non-Accredited groups, concluding that there are significant differences in the impact of two types of programs; Accredited and Non-Accredited teacher Education Programs on student teacher`s achievement. The results declared that Accredited Programs*

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*produces a positive impact on learning of the prospective teachers whereas Non-Accredited Programs do not contribute towards the learning of the student`s teachers.*

**KEYWORDS**

*Accreditation, Impact, Learning, Prospective Teacher`s Learning, Teacher Education Program*

**INTRODUCTION**

In the current scenario it is believed that quality of education has to be met, only then can we be classified under the sustainable developed nation. In order to meet the quality requirements there should always be a system to guide and direct the institutions to meet the requirements of quality assurance. Accreditation is the procedure to achieve the standards of quality. Accreditation is actually the process of evaluation of any organization or any course program which is done not on individual basis rather on peer review using specific standards for evaluation. It involves the series of the documentations, visits, and inspections so the institution or the program meet the required specifications. (Naz, 2015, slides 13-19). No doubt, the Accreditation process is overall distributed and implemented, but how much this is producing an impact on the quality of the system or program is still to be explored. As we know that accreditation process is for all programs, institutions and products similarly this is also for the teacher education program.

In Pakistan, there is a difficulty in meeting standards for the quality of teacher education programs (Khan, 2011). Despite of the troubles and difficulties in Pakistan Educational System some step has been taken for the system to ensure some quality and so in 2006 the council named as National Assessment and Accreditation Council was formed, in addition (ESR) Educational Sector Reform and National Education Assessment System (NEAS) has also set up to evaluate the process of teaching in different institutions who are running teacher education programs.

In order to follow the trend of internationalism, globalization and accreditation, Pakistan has established a Higher Education Commission to look for the quality of higher education systems. It is a well-known fact that teachers are the roots of every educational system so much focus needs to be imparted on the Teacher education Program. For this HEC has established a Council named NACTE (National Accreditation Council for Teacher Education Program) for the standardization of teacher education programs as a result quality and professional teachers can develop that can change the world. NACTE has made several indicators that are really based on quality standardization and it is much obvious and expected that the teacher

education programs who are accredited by this Council will surely meet the criteria for Internationalism. Till now no work has been done to find out the comparative analysis of the impact of accredited and non-accredited teacher education programs on prospective teacher`s learning.

This research has been conducted on the students of Karachi who are doing B. Ed or B. Ed (honors); 4 years, 2.5 years and 1.5 years from different Institutions either public or private. For the purpose of our comparative study, we had selected two types of Institutions; one whose B. Ed programs are accredited by NACTE and the one whose B. Ed (honors) programs are not accredited by NACTE. The study will find out the impact of the accreditation of NACTE on prospective teachers` learning and will find out the difference in prospective teachers` learning from accredited and non-accredited teacher education programs.

The major objective of our study is to find out the comparative analysis of the Impact of Teacher Education programs between the NACTE Accredited and Non-Accredited Institutions on the prospective teacher`s learning. Accreditation process is one of the important elements to ensure Quality. It must be inculcated in every field and discipline and in every institution to achieve the standards of quality. It is also very important to find out the effects of the Accreditation Process on that specific program or institution. This research study is focused to find out the impacts of the accreditation process of teacher education programs on the learning of the student teachers.

## **LITERATURE REVIEW**

### **Quality Assurance (QA)**

Past studies gave us different definitions for Quality Assurance. All the views and definitions are supporting the accreditation and also encouraging the opinion of Williams. (Williams et al., 2002, pg. 1). He declared that QA is actually a constant advancement and refinement process. It is also suggested that QA is the aggregate of all the process that are meant for guaranteeing the quality of any process or of any). When we are talking about Quality assurance in a teacher education program it means the perseverance of the quality from the raw material till the finished product.

### **Internationalism**

Nowadays the world is moving towards Internationalization by which across the globe countries are building the relationships there by not having only an exchange of goods, rather exchange of trained persons form one place to another. It includes the transfer of various professionals including teaching faculties and specifically teachers. Previously we did not consider the transfer of learning as a part of trade but now

education section has become an important part by the World Trade Organization (Accreditation, Certification, and Internationalization of Higher Education: A Global Perspective for Latin America by Dr. Gil Fonthal).

### **Accreditation**

American uses the term Accreditation for the benchmark of the quality. El - Khawas (2001) proposed that it is the checking, monitoring and judgmental procedure in which details about the programs or institution is given to the body that evaluates the respective program or institution on the basis of its deigned standards and thus gives that program or institution a certification that it has reached the benchmark of the quality.

Accreditation is the procedure that is been done by the private or non-government agencies or councils to monitor and assess the institutions for higher education as a whole or their individual programs that they can achieve the specified criteria or standards to maintain the quality as it is demanded by the modern age. (Vlăsceanu et al., 2007). Accreditation process in the teacher education program means the procedures that are meant for the assessment, monitoring and evaluation of teacher education courses or programs or of an institution conducting teacher education programs. (Mirza 2015). As teachers are the root of every educational system so it is very important to maintain and enhance the quality of the teacher education program so as to produce good quality teachers. Pakistan has a variety of programs for teacher education that ranges from one year diploma to the 5 years of doctorate level which is PhD and that covers both types of teaching styles which is direct where students will receive education in an institution and online or virtual mode (Mirza, 2015). Quality of education in Pakistan is relatively very low. In order to improve the quality much work in relation to developing good quality is required to be done (Khan, 2011). It is always demanded that good quality is needed for higher education, as it is needed to develop a society.

### **Accreditation process in Pakistan**

To follow recent trends as prevailed in other countries like certification or accreditation for teacher education, in Pakistan, Higher Education Commission (HEC) which is the governing body of all the higher education programs has set up a council that was named as NACTE (National Accreditation Council for teacher Education Programs in Pakistan). It has been established under the federal government notification, in the gazette of Pakistan, August 30, 2007 Part (111) vide No. 10-25/HEC/A&C/2004/2517 dated December 6, 2006, to ensure the quality of teacher education. (Shakoor, & Farrukh, 2016)

It was very important for the teachers and the educational stakeholders to have a system of continuous monitoring and a system of formal judgment that allows teacher educational programs to maintain and to improve their standards. Quality Assurance is not always done at the final product, rather it is a continuous process and the procedures of accreditation helps the institutions or programs to maintain this dynamic equilibrium in quality perseverance.

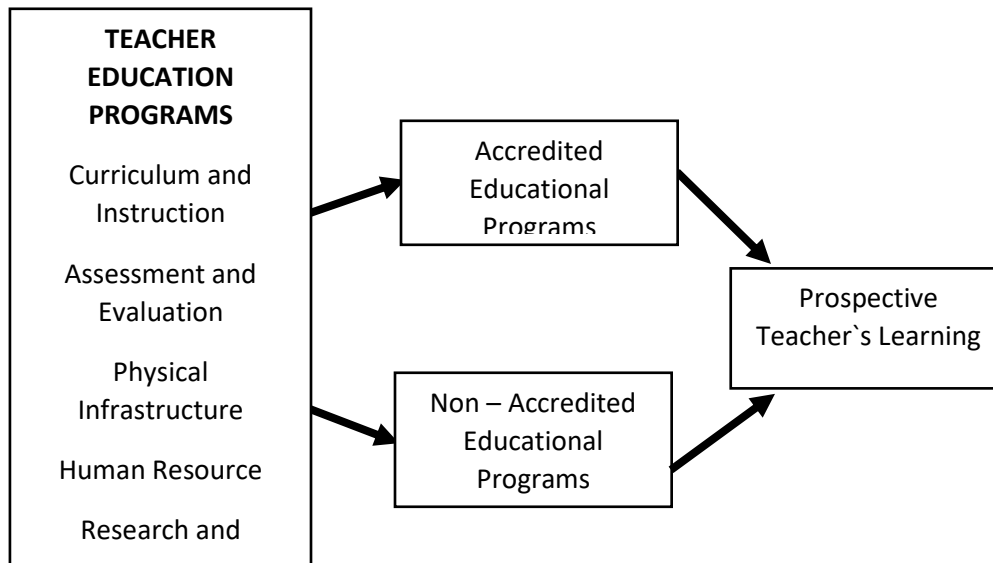
### **Theoretical Framework of the present study**

#### **Theory of Change**

Weiss` theory of Change is a method to develop plans and procedures for proper achieving of the prescribed goals, for proper planning and evaluations of the institutions. The theory is widely used to find out the impacts of the Accreditation process (Pomey et al., 2010). This theory proposed the relationship between the actions taken in order to achieve the focused targets or goals. It describes why and how a change is needed to achieve the aims. It works from the understanding of the importance of aims and goals and then develops the measures to achieve that task. (Theory of Change Community, 2011). The present study is based on this theory as it is based to work on why we need a change of accreditation. Accreditation is in demanding the modern era and the Institutions are working hard to get it accredited so as to give the better quality of Education. Various accreditation systems for teacher education programs have been developed in different countries that are governed by different agencies. The purpose of these agencies is to ensure the quality control of the teacher education programs. to meet the changes, government of Pakistan has also suggested a reform and so Higher Education Commission of Pakistan has developed a council named as National Accreditation Council for Teacher`s Education in Pakistan. (NACTE).

#### **Research Model of this study**

Our study is aimed to find out a comparative analysis on the impact of accreditation process of NACTE on the student's achievement, research conducted in the past has proved that after accreditation the quality of the teacher education program has been increased sufficiently. Before accreditation there was not good quality in education, but after accreditation there is a good quality of education. Mirza (2015) The Teacher Educational program is measured in terms of standards of NACTE and Learning of the Prospective Teachers are assessed on the basis of knowledge and skills that teachers have learned which reflects the national professional standards for teachers in Pakistan.



The conceptual framework for the study is made on the basis of Theory of Change the inputs are provided, activities are designed to get the output in terms of impact. The variables thus designed for the study are the measures of teacher education programs developed on the basis of accreditation tools that serves as independent variables and then the impact is been observed in terms of the learning acquired by the prospective teachers.

### RESEARCH OBJECTIVES

1. To find out the differences in the impact of curriculum and Instruction
2. To find out the comparative effect of assessments on prospective teachers` learning of Accredited and Non-Accredited Teacher Education Programs
3. To find out the differences in prospective teachers` learning by the influence of physical infrastructures of the Institution of Accredited and Non-Accredited Teacher Education Programs.
4. To find out the change of impact in the level of human resource on prospective teacher`s learning of Accredited and Non-Accredited Teacher Education Programs
5. To find out the comparison in the consequences of research and scholarship on prospective teacher`s learning of Accredited and Non-Accredited Teacher Education programs
6. To find out the comparative effect of upgrading community relationships on

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prospective teachers` learning of Accredited and Non-Accredited Teacher Education programs.

### **RESEARCH QUESTIONS**

1. Is there any significant difference on the impact of Accredited and Non - Accredited teacher education programs on prospective teachers` learning?
2. Is there any significant difference in the impact on the level of Curriculum and Instruction on prospective teachers` learning of Accredited and Non-Accredited Teacher Education Program?
3. Is there any change on the effect of Assessments on the learning of the prospective teachers of Accredited and Non-Accredited Teacher education programs?
4. Is there any change on the influence of the Physical Infrastructure of the Institution on students` teacher learning of Accredited and Non-Accredited Teacher Education Programs?
5. Is there any difference in the impact of human Resource on prospective teacher`s learning of Accredited Teacher education program?
6. Are Student teachers benefiting more from Research from Accredited Teacher education Programs?
7. Are Student teachers gaining more from community Links from Accredited Teacher Education Programs?

### **RESEARCH HYPOTHESES**

1. There is a significant difference in the impact of Curriculum and Instruction on Prospective Teachers` Learning of Accredited and Non-Accredited Teacher Education Programs.
2. There is comparative difference in the effect of Assessment and the Evaluation system on Prospective Teachers` learning of Accredited and Non- Accredited Teacher Education Programs
3. There is a significant change in the impact of the physical infrastructure of the Institutions on the learning of the prospective teachers of Accredited and Non-Accredited Teacher Education Programs.
4. There is a difference in producing effect of Human Resource on Prospective Teachers` learning of Accredited Teacher education Programs than of Non-Accredited Teacher Education Programs
5. There is comparative difference in the impact of research and scholarship on prospective Teachers` Learning of Accredited and Non – Accredited Teacher education Programs
6. There is a significant difference in production of impact of Community Link on Prospective Teachers` Learning of Accredited and Non-Accredited Teacher

Education Programs.

**RESEARCH METHODOLOGY**

The Research Method of this study is QUANTITATIVE, as the targeted population is large enough, further the quantity of the variables adapted for this study so it will be easier for the research to be quantitative as analysis will be fast and accurate. Quantitative research supports the positivist and objectivist approach as everything is measurable, by positivist approach, the disturbing factors can be kept under controlled. As we have selected quantitative method for our research so Research Paradigm of the present study is based on positivist ontology, objectivist epistemology with value free axiology.

For the study, students of B. Ed (honors) are selected from different Institutions of Karachi. Simple random sampling accompanied with convenience sampling is adopted for the collection of responses. The research tool designed for the purpose of extracting the information from the respondents are survey questionnaire. The questions developed and adapted for the questionnaire are close ended questions of scale type where responses though qualitative are measured quantitatively. There are two types of scales used in social sciences: Likert scale and semantic differential scale. The scale adopted for the study would be Likert scale of 5 points: Questionnaire is developed from the tools of NACTE (Shakoor, Ahmed and Farrukh .2016 & Accreditation Standards of NACTE). The five points of Likert scale are mentioned below: 1-5; lowest to highest

**Development of the Instrument:**

The Instrument has been developed from the standards of the NACTE and is also validated by SME`s. Pilot testing of the Instrument has been done, Reliability and Validity of the tool is ensured by different parameters of SMART PLS: 3. The responses of the data are measured on a 5-point Likert scale ranging from 1-5; lowest to highest value. Independent variables to measure teacher education programs are adapted from the tools of NACTE, Teacher Education Program is measured on six constructs that are standards of the NACTE and the variables thus selected from the indicators of each standard of the NACTE and to measure prospective teacher`s learning the variables designed in a way that can reflect the professional standards of the NACTE. The tool is further checked by the expert to ensure its content validity. The details of the variables are shown in the table (1) below:

**Table No 1:**

CONSTRUCTS	INDEPENDENT VARIABLES
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Curriculum and Instruction	Compatibility of curriculum with emerging needs
Curriculum and Instruction	Detailed description of the program
Curriculum and Instruction	Designed on National Educational Policies
Curriculum and Instruction	Conducive learning environment
Curriculum and Instruction	Interactive classroom sessions
Curriculum and Instruction	Includes both theoretical and practical skills
Assessment and Evaluation System	Assessment carried on basis of learning
Assessment and Evaluation System	Accurately checked
Assessment and Evaluation System	Maintenance of assessment records
Assessment and Evaluation System	Continuous monitoring for Teacher`s Educator`s performance.
Assessment and Evaluation System	Continuous monitoring for Student`s Teacher performance.
Assessment and Evaluation System	Well-constructed
Physical Infrastructure	Safe
Physical Infrastructure	Equipped IT Lab
Physical Infrastructure	Equipped Library
Human Resources of Teacher Education program	Teachers follow professional ethics
Human Resources of Teacher Education program	Participation in PDP
Human Resources of Teacher Education program	Availability of sufficient number of staffs
Human Resources of Teacher Education program	Competent teaching staff
Human Resources of Teacher Education program	Competent support staff
Research and Scholarship	Research Project in curriculum
Research and Scholarship	Use of researches in teaching
Research and Scholarship	Scholarships offered
Research and Scholarship	Facilitation for publication
Community links and Outreach	Program for communities
Community links and Outreach	Sharing learning projects with communities
Community links and Outreach	Take help of community professionals
<b>CONSTRUCTS</b>	<b>DEPENDENT VARIABLES</b>

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Prospective Teacher`s Learning	Content knowledge
Prospective Teacher`s Learning	Knowledge about Classroom Management
Prospective Teacher`s Learning	Knowledge about different Instructional Methods
Prospective Teacher`s Learning	Knowledge about different Assessment tools
Prospective Teacher`s Learning	Knowledge to apply ICT skills in education
Prospective Teacher`s Learning	Knowledge of Human development and growth

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**DATA ANALYSIS AND RESULTS**

Before analysis data is screened for Missing values, Outliers, Normality, Linearity, Homoscedasticity and Multi collinearity. The characteristics of the data that have been gathered from different institutions are written below.

**Table No 2:**

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<b>CHARACTERISTICS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>	<b>CUMULATIVE PERCENTAGE</b>
<b>Gender</b>			
Male	143	39.9%	39.99%
Female	215	60.05%	100%
<b>AGE</b>			
Below 20 years	27	7.54%	7.54%
20-30	81	22.6%	30.14%
30-40	217	60.6%	90.74%
Above 40	33	9.2%	100%
<b>EDUCATIONAL PROGRAM</b>			
B. Ed (4)	49	13.6%	13.6%
B. Ed (2.5)	116	32.4%	46%
B. Ed (1.5)	193	54.0%	100%

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For the sake of professional ethics, it is not mentioned here which program of which universities are accredited and which are not accredited by NACTE. (List of the Universities being are attached in Appendix)

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**Outer Model Analysis**

The outer Model of the study is developed on SmartPLS 3; a software that is based on partial least square modelling with graphical user interface used for variance based structural equation modeling. The analysis will start first by interpreting the outer model which will show the factor loadings of latent variables with their indicators. That is also called a measurement model (Hair et.al. 2011.).

**Convergent Validity Analysis**

Convergent validity analysis can be done by finding loadings, CR (Composite Reliability), and AVE (Average Variance extracted).

Table: 3 (Appendix 'A') shows outer loadings of the variables. Outer loadings of 0.7 or greater is considered a good loading as will give good convergent validity Outer loadings of 0.5 are considered as acceptable in the present study total of seven constructs are used and all the measured variables for the constructs have high loadings, with very few acceptable loadings, ensuring convergent validity of the model.

**Determination of Reliability**

The second most important aspect is the determination of Reliability. To check for the reliability values for, CR (Composite Reliability) and AVE (Average variance extracted) have to be noted. Indicator reliability and Construct reliability both are tested in the measurement model to ensure the internal consistency of the model. Acceptable value of CR is 0.7 and above and of AVE 0.5 is acceptable and values of 0.7 and high are considered as good. The values of CR in this study as shown in Table: 4(Appendix 'A') are all above 0.7 and of AVE are all above 0.5 that are in acceptable range. The value of Cronbach's alpha is also in acceptable range It is stated that as a rule value of Cronbach's alpha from the range of 0.6-0.7 is acceptable, greater than 0.8 is considered as good, by looking at the values of the present study all values are acceptable and good thereby it is concluded that the model is reliable ensuring the internal consistency.

**Discriminant Validity Analysis**

To ensure discriminant validity analysis estimation of three parameters are required. Cross loadings, Fornell Larcker Criterion and Heterotrait Monotrait ratio.

*Cross Loadings:* In order to assess for cross loadings, we will see the loadings of the indicators among different columns and the loadings of the indicators must be high in their own construct column (*Discriminant Validity Assessment / SmartPLS, 2017*)

The table: 5 (Appendix 'A') shows that the indicators load well in their own constructs, no cross loadings have been observed between the indicators.

*Fornell Larcker Criterion:* This is the first estimate to assess the discriminant validity of the model...To ensure the Fornell Larcker Criterion the AVE square root need to be higher than other values of rows and columns. (Kumar,2015)

The values in Table: 6 (Appendix ‘A’) indicate that the Fornell Larcker Criterion has been met.

*Heterotrait Monotrait Ratio (HTMT):* It is stated in the literature that HTMT ratio below 0.9 is acceptable. As we can see in the table: 7 (Appendix ‘A’) all the values are in acceptable range.

By assessing Fornell Larcker Criterion, HTMT and Cross loadings it is postulated that the discriminant validity of the present research model has been achieved.

**Inner Model and Hypotheses Testing**

In the present study for the Structure Equation Modelling (SEM), PLS (Partial Least Square) method is used. It helps the researchers to find out multiple relationships at the same time. It is also very helpful when we have to compare or contrast our study. And to find out Structural Equation Modelling that can give good results between dependent and independent variables.

**Multi Group Analysis**

For the present study multi group analysis is used on smart PLS. As the present study aims for comparative analysis between the impacts of accredited and non-accredited Teacher Education Programs on Student's Achievement that can best be done by Multi group analysis on smart PLS. Multigroup Analysis gives the difference in different parameters along the two groups thereby allowing the comparative analysis of two groups. Smart PLS uses different estimates to measure the comparison, different for different groups. For the comparison of the result for the present study, parametric test and Bootstrapping results are observed. Bootstrapping results of the two groups showing relationship of independent and dependent variables are listed below:

**Table No 3:**

	Path Coefficients (accredited)	Path Coefficients (non- accredited)	Mean (accredited)	Mean (non accredited)	STDEV (accredited)	STDEV (non accredited)
Curriculum instruction→prospective teacher's learning	0.295	-0.078	0.300	0.021	0.053	0.174

Assessment & evaluation → prospective teacher's learning	0.335	-0.001	0.332	-0.023	0.048	0.120
Physical infrastructure → prospective teacher's learning	0.273	-0.107	0.267	-0.054	0.052	0.130
Human resource → prospective teacher's learning	0.074	-0.149	0.077	-0.137	0.034	0.122
Research and scholarship → prospective teacher's learning	-0.017	-0.088	-0.013	-0.100	0.035	0.122
Community links → prospective teacher's learning	0.213	-0.089	0.214	-0.010	0.046	0.142

The table above shows the differences in path coefficients, mean and standard deviation for the two study groups. Accredited and Non-Accredited.

The table below shows the relationship of the independent and independent variables.

**Table 4:**

	t-value (accredited)	t-value(non accredited)	P value (accredited)	P value (non accredited)
Curriculum instruction → prospective teacher's learning	6.183	0.457	0.000	0.648
Assessment & evaluation → prospective teacher's learning	7.138	0.006	0.000	0.995
Physical infrastructure	5.540	0.738	0.000	0.461

→prospective teacher`s learning				
Human resource	2.186	1.145	0.029	0.253
→prospective teacher`s learning				
Research and scholarship	0.484	0.705	0.628	0.481
→prospective teacher`s learning				
Community links→ prospective teacher`s learning	4.616	0.665	0.000	0.506

As it is seen from Table: 8A that there are significant differences in path coefficients mean and standard deviation between two groups. Table: 8 highlights the differences in t-values between two groups. The results from the above Table 8 (B) shows that all the constructs representing the Teacher Education Program are showing a direct relationship with the student's achievement. They all produce a positive impact on prospective teacher`s learning. Only Research and Scholarship is not providing an impact on a student's achievement. By investigating it further by taking opinions and discussing it with the respondents it is found out that the research is not fulfilling its objectives. The students are taking stress to go through this subject, it`s because of the prior induced phobias produced by students and the research teachers. For the majority of the students, data collection is a hassle, some face problems in analysis, some are weak in writing. So, work has to be done in this field. (*Multigroup Analysis (MGA) / SmartPLS*, n.d.)

The next test to be observed for Multigroup analysis is the Parametric So, parametric test shows whether the t-values for path coefficients for two groups that are accredited and non accredited are significant or not. (*Multigroup Analysis (MGA) / SmartPLS*, n.d.)

**Table 5:**

	<b>Path Coefficients Difference (Accredited - Non-Accredited)</b>	<b>t-Value (Accredited - Non-Accredited)</b>	<b>p-value (Accredited - Non-Accredited)</b>
C&I	0.373	2.113	0.035**

A&E	0.336	2.617	0.009***
PI	0.380	2.491	0.013**
HR	0.223	1.665	0.097*
R&S	0.072	0.554	0.580
CL	0.302	2.140	.033**

\*=significant at  $<0.1$ , \*\* $<0.05$ , \*\*\* $<0.01$

Table 8 &9 showed the findings of the study. Table: 8 (B) revealed the Path coefficients that showed relationship of independent and dependent variables. The table showed that all constructs of Teacher Education Program produce positive impact on student teachers` learning only Research and Scholarship is not producing any positive impact on student's achievement. Table: 9 revealed the comparison between accredited and non-accredited teacher education programs. By looking at the values it is found out that all the hypotheses are accepted except for Research and Scholarship. And there are significant differences between the Accredited and Non-Accredited Teacher Education Programs with every construct of Teacher Education Programs except for Research and Scholarship.

## CONCLUSIONS

This section comprises the summary of the findings of the present study. The present study aims to find out the differences in the impact of Accredited and Non-Accredited Teacher Education Programs on student teachers` learning. For this multigroup analysis has been carried out on smart PLS to find the differences between two study groups; one that is Accredited by NACTE and other that is not Accredited by NACTE. The findings obtained after the analysis showed the significant differences in the impact of Accredited and Non-Accredited Teacher Education program on the learning of prospective teachers. The successive sections showed the summary of the Research Intentions and the Research process of the present study. It also explained the outcomes of the study and whether the outcomes are similar or different from the past studies. This also describes the contribution of the present study in different areas. The contribution suggests that the present study is valuable for society.

## DISCUSSION

Current research is valuable as it will contribute towards many areas. Accreditation of Teacher Education Programs is now a global term and much work has been done in this area. The present research will help us to find some better ways to improve the accreditation process. For the present study there is not much work done related in this context. Much work has been done for accreditation process and its impact, but for NACTE, it's been established in 2007 and is doing hard for accreditation process, but

not enough work has been found out to see the impacts of Accreditation. Therefore, it can be a valuable point to serve this study in literature. The present study has highlighted the importance of Accreditation, it has also highlighted the strengths of certain parameters like of Curriculum and Instruction and Assessment, whereas has shown the weaknesses in certain parameters like of Research studies. It has also shown very little significant difference in the area of Human Resource highlighting teachers are working almost at equal level in both types of Institution. The Policy Makers can amend in the policies how they can improve themselves on the basis of the present study. The study conducted gives sound reasons for the Institution to get themselves accredited as without accreditation they would not provide the quality as they would after Accreditation. The study is valuable for the students as it provides them awareness about the Accreditation process, they would come to know the quality and standards of accredited programs and would be able to see the differences on the impact of Accredited and Non-Accredited Teacher Education Programs

One of the limitations of this study is there are certain other factors that hinders student`s achievement for non -accredited teacher education programs like the student's own interests, family status and peer status, that cannot be fit into the present study, but if it can be taken into consideration, the result could have a new direction .Other limitations of the study was that the data was collected only from students, If it would be collected from the Teachers and Admin staff and if multilevel analysis can be done then our results can be cross validated.

For a student teacher`s learning, if their scores of the student teachers were collected then the responses analysis can also be made for student`s achievement as well. The study is conducted during the time of COVID -19 Lockdown, which left only the online mode for the collection of data for the researcher. The researcher was not able to visit any university or will not be able to have a face-to-face interaction with any of the respondents that can be another limitation of the present study

### **RECOMMENDATIONS**

The limitations highlighted above will serve as a guideline for the recommendations for Teachers, Institutional Management, and Policy Makers for students and for future Researchers. Policy Makers must find out the reasons for institutions not being accredited. For Researchers they can adopt a multilevel and mixed approach so as to get proper results. Students need to be alert in taking the admission in Non-Accredited Teacher Education Programs and so the Teachers need to work for the Accreditation. Teachers working for the Non-Accredited Teacher Education Programs must identify the fact that non accredited programs are not producing good quality of the prospective

teachers. As teachers are the therefore, they have to improve themselves and work so as to get accreditation and get their educational system fair and transparent. The Institutional Management, those that are accredited, they don't only have to maintain rather have to improve the quality of their education. Accreditation is for a specific time period; they have to get it renewed when the Accreditation is about to expire. This will help them to maintain their quality of education. The findings of the present study identified that research studies are not producing positive impacts towards learning, so the Institution has to facilitate the students to learn from this course. Many Institutions didn't support the publication of the research projects thereby sometimes good quality work is only thrown in the garbage instead of coming in front of the society. This is also one of the reasons the students are not producing good quality research projects as they know they will not get any outcome from this work. Students need help and support from Institution to carry out research projects like for data collection, for data analysis they need support from the Institutions that Institutions can provide them soft wares for data analysis or some statistician should be hired to facilitate them because quantitative analysis is not easy for every student especially from arts background. Accreditation helps in achieving and maintaining the quality therefore for the Institutions who are not accredited, they have to get themselves accredited. The present study has identified by performing the comparative analysis that their students are not learning at all. Therefore, it is recommended for the Institutions to get accredited and those who are accredited try to maintain their quality and try to achieve 'W' level of Accreditation. NACTE has to find out the reasons for non-Accreditation. The institutions are not accredited, they have certain reasons for it. There must be a frequent visit to these Institutions in order to have a follow up and to ensure them the advantages of Accreditation. Further in order to find out the impact on students' learning NACTE has to conduct ongoing assessments and has to collect feedback, by this the impact of the process can be measured. (Palomba & Banta, 2001, pg. 270). While surveying and collecting our data it is found out that the majority of the students are not aware of the term Accreditation and NACTE. It is therefore recommended to the students that being the prospective teachers they must have the awareness about the Accreditation of their Educational Program. They must know about the NACTE Alert (APPENDIX C) that their degree will not be recognized if their Teacher Educational Program is not accredited by NACTE.

The study has left some vacant sites. For the future researchers and for the future researchers. The present study is collected by gathering responses only from the students who are prospective teachers. But for the analysis if the responses could be gathered from Teachers, from Head of Departments of Education department the responses could be varied and it could bring about some new face of the study. The

present study was based on quantitative analysis, it could be on mixed methodology then the views or responses could be tallied, more prominently by analyzing it on qualitative measures the views can better be elucidated that can further strengthen the study or can give a new horizon to look for it. It is therefore recommended for the future researchers to perform multilevel analysis or analyze on the basis of mixed methodology.

By analyzing the findings, it has been analyzed that the present study is valuable and the present study suggested some recommendations to the teachers, To the Institutions, Policy Makers, students and for future researchers for their future study. It has left many suggestions that can be a guideline for the future study. Teachers are the backbones of every nation. And in order to make them proficient it is very necessary to provide them with quality education. That can best be achieved by Accreditation. So, the Institutions must go for the Accreditation for their Teacher Education Programs. The policy makers have to conduct continuous assessments in order to know how much competency has been learnt by the prospective teachers.

The present study is not limited only to Pakistani context but it can be applied globally, as Accreditation is a global process and the standards are almost the same everywhere. The study shows the comparison of the effects in terms of individual standards that will be the guidance for all of the Policy Makers to analyze the difference and to work where there are lapses.

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