

**Islamic Perspective of National Accreditation Council for Teacher Education (NACTE)  
and Problems to NACTE in Ensuring Quality Teacher Education**

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**Abstract**

*Accreditation Councils are all about quality assurance in the academic programs. All the mechanisms of accreditation concentrates on the quality for which Quran uses and stress words ihsan and itqan (good and quality). National Accreditation Council for Teacher Education (NACTE) like other academic accreditation councils is also working to ensure quality in teacher education. The accreditation processes of NACTE concentrate to ensure the quality in terms of infrastructure, facilities and instructional process deemed necessary for competent teachers' and graduates in the field of education. The study is divided into two sections. Section 1 analyzes the NACTE and its accreditation standards in the light of Quran and Hadiths while section 2 concentrates on the challenges faced by NACTE in ensuring quality of teacher education and the available opportunities that NACTE could utilize for the sustainability of NACTE and teacher education in Pakistan. The study is based on mixed-method research design following sequential triangulation techniques adopting pragmatic paradigm of research. Data collection instruments used in this study was in-depth interviews and a structured questionnaire from teacher educators of public sector universities of Khyber Pakhtunkhwa. The results and recommendations are discussed at the end of the study.*

**Keywords:** Accreditation, Teacher education, Itqan, Quran, Quality Assurance

**Background of the Study**

National Accreditation Council for Teacher Education (NACTE) has been established as an independent council to evaluate and ensure the quality of teacher education in Pakistan. Like other councils of accreditation NACTE has developed its mechanism for ensuring quality teacher education. The council evaluates 29 institutional documents based on seven standards of

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accreditation, which has been designed through authentic scientific procedures. Now the question that arises is about the accreditation council. Why do we need to have council? The primary reason for having accreditation council is that education departments, colleges and pre-service teacher education institutions without any check and balance mechanism were not in position to satisfy the need of schools and other stack holders in Pakistan. Although in terms of number, teacher training institutes programs from Allama Iqbal Open University, Virtual University and Sarhad University of Science and Technology filled the gap between demand and supply of teachers to great extent (Malik, 2013). However, the issue of quality of teachers and their training kept on rising concerns among the stack holders. Furthermore, certain factors of teacher education were also identified that were not relevant for the teacher education of prospective teachers. The reasons behind were; inadequate infrastructure, unavailability of teaching staff, physical facilities required for preparing the prospective teachers through teacher education programs. Further, these also included low level and mentally unchallenging curriculum of teacher education programs adopted by the then teacher education departments and the use of outdated teaching methodologies in the preparation of prospective teachers (Fazal, Khan, & Majoka, 2014).

Apart from those reasons, the short duration of teacher education programs also contributed towards the low quality of teachers and teacher education in Pakistan. Teacher education programs such as; Primary Teaching Certificate (PTC), Certified Teacher (CT), Bachelor of Education (One year), Master of Education (one Year) are not equivalent to any international program of teacher education throughout the world. The minimum duration of teacher education programs internationally are least of two years duration (Halai, 2011). Furthermore, the courses taught in these programs have no direct relevance to modern demands of teaching profession. Similarly, the practical activities of these programs were also not according to the needs of the teaching field. Moreover, most of the prospective teachers prefers to obtain their teacher education degrees from distance education programs where the prospective teachers have only ten to fifteen face to face interaction with their tutors in workshops. Thus all these given reasons show that teacher education programs are not satisfying the needs of modern era and majority of the countries in international community were not

accepting teacher education degrees of Pakistan due to the reasons mentioned above (Mahmood, 2014).

In such dismal situation NACTE was created and assigned the charge of ensuring the quality of teacher education programs throughout Pakistan. It focuses on the evaluation of four important considerations for improving the quality of teacher education and policy. Its tasks includes; attracting suitable candidates for teaching profession, professional development of in-service teachers through capacity building workshops, revising recruitment policy of teacher education institutions with the aim to provide chance of appropriate teacher educators in teacher education institutions, and retaining teachers who have genuine interest for teacher education and trainings. Based on these scenarios The council is therefore concentrating on these aspects in the accreditation process of teacher education programs in the institutions (NACTE(a), 2017).

Furthermore with the advent of 21<sup>st</sup> century Pakistan has changed the whole scenario of teacher education in the country. Drastic changes were made in teacher education where the most significant were: the introduction of Bachelor of Education (B. Ed Hons) that is (12+4), Associate Degree in Education (ADE) (12+2), Bachelor of Education (1.5 years), the introduction of new teacher education curriculum for ADE and B. Ed programs and above all the establishment of National Accreditation Counsel for Teacher Education (NACTE) under the supervision of Higher Education Commission (HEC) with the aim of ensuring quality in teacher education. Along with these mentioned above various other projects were announced for council by HEC such as Strengthening Teacher Education in Pakistan (STEP). This program aim at the quality, and enhancement of the professional development of teachers and teacher's training institutions' to support NACTE to strengthen its quality assurance mechanism. In order to achieve this goal STEP project members worked on the capacity building of NACTE team through workshops, training and visits to observe the successful NACTEs of the world (Fazal, Khan, & Majoka, 2014).

NACTE identified 25 programs of teacher education which came under NACTE jurisdiction for accreditation. These programs range from one year diploma to undergraduate, graduate, M.S/M.Phil and PhD degrees in education. But as the council is new and has not till now achieved its full functional and infrastructural maturity, it is difficult for NACTE to accredit and evaluate all the programs identified for accreditation. Therefore this study intend to analyze

issues of quality in terms of Islamic perspective and also the problems and challenges NACTE faces in ensuring quality in teacher education programs of teacher education institutions in Pakistan (NACTE(c), 2017).

### **Statement of the problem**

This study indented to analyze NACTE, its role, importance and accreditation standards in the light of Quran and Hadiths. Furthermore, the challenges and opportunities for National Accreditation Council for Teacher Education (NACTE) have been explored to ensuring the quality of teacher education in Pakistan.

### **Objectives of the study**

1. To analyze NACTE and its accreditation standards in the light of Islam
2. To investigate the problems and challenges faced by NACTE in accreditation of teacher education programs
3. To find out the available opportunities for NACTE in teacher education of Pakistan
4. To compare the perceptions of teacher educators and NACTE evaluators on the performances of NACTE

### **Research Methodology**

This study is divided into two sections first section deals with the Islamic perspective of NACTE, where its role and importance has been analyzed in the light of Quran and Hadiths. Furthermore, NACTE standards of accreditation have also been analyzed keeping inview the verses of Holy Quran and in the saying of the Prophets SWA. In the second section teacher educators' and evaluators of NACTE perceptions regarding NACTE role, its importance, challenges to NACTE and available opportunities were investigated. Therefore, the study was designed following sequential triangulation research design from mixed method research designs. This design was adopted as the study intends to explore the challenges and opportunities for NACTE in ensuring quality in teacher education in Pakistan.

Data sources include; Quranic verses, sayings of the Prophet SWA, a likert scale Questionnaire and an open ended interview. Therefore, the researchers collected data from teacher educators and NACTE evaluators through open ended interviews. There were ten statements in the interview protocols. The data collected through interviews were analyzed and

were used for quantitative data collected from teacher educators working in the departments of education in public sector universities of Khyber Pakhtunkhwa.

The population of the study comprised 126 teacher educators and 25 NACTE evaluators for Khyber Pakhtunkhwa. As a whole the total population of the study comprised of one hundred and fifty one respondents. Through purposive sampling techniques, six teacher educators and four NACTE evaluators were selected for the interviews, while quantitative data were collected from 100 hundred teacher educators, all NACTE evaluators except of interview respondents were selected for the sample group of the study.

Four data collection instruments were used. Quranic verses and sayings of the Prophet SWA to analyzed the NACTE role, importance and accreditation standards, interview protocol that was comprised of ten open ended questions and second was a Likert scale questionnaire that comprised of twenty items. All the questions of interview and items of the questionnaire were based on probing the problems, challenges and opportunities available for NACTE. Four interviews were conducted face-to-face and the remaining six interviews were conducted through WhatsApp video calls due to the travelling constrain on the part of the researchers. The questionnaire was transformed into Google Form and was emailed to all the targeted sample group of the study. The email ids were collected from the official websites of the concerned teacher education departments. Only 14 respondents responded on google form and the remaining data were collected manually. All the collected quantitative data were analyzed through mean, standard deviation and independent sample t test.

## **Section I**

### **NACTE in the Light of Islam**

National Accreditation Council for Teacher Education (NACTE) has been established to improve the quality of teacher education in Pakistan. It's incremental to ensure quality in education as Prophet SWA said in Al-Bayhaqi "*Allah loves that if one of you is doing something to do it masterfully*" where the Prophet SWA encourage to work with perfection which is the ultimate purpose of the council. The council through accreditation process is making efforts of ensuring quality in teacher education programs throughout the country. Through its accreditation process the council assess the basic requirements and needs for effective implementation of teacher education program at teacher education institutions (Shakoor, & Farrukh, 2014).

As accreditation is a lengthy and highly complicated process which demands expertise of the evaluators. As Allah says in Quran “*O you who believe! be careful of (your duty to) Allah and be with the true ones*”(Quran, 09:119). Furthermore, the accreditation process is not limited to governmental institution and it is also extended to all private sector teacher education. where the owners (teachers in this case) are stressed to fulfill their duties and follow the best. Based on the above mentioned verse teacher educators have the responsibility to make proper arrangement to deliver their best to the prospective teachers.

Accreditation of teacher education programs is a process of quality assurance on which Quran has a stance that is “*Thou seest the mountains and thinkest them firmly fixed; but they shall passed away as the clouds passed away (such as) the artistry of Allah, Who disposes of all things in perfect order: for He is well acquainted with all that ye do*” (Quran, 27: 88). This verse stress on the perfection of all good human activities including quality and perfection in education where Allah states His artistry of firmly fixing the mountains and clouds progress everywhere is example of perfection which need to be implemented in human activities. In this regard the council has a mechanism to ensure the quality of teacher education program that starts with self-evaluation of the program and followed by an evaluation by a third party (Dilshad, & Iqbal, 2010).The council with the institutions collectively devise an improvement plan to enhance the quality of teacher education. Akif, Lutfiet.al. (2013) has rightly pointed out the four terms used in Islamic perspectives of quality which includes; itqan (artistry/quality), ihsan (improvement), amal-saleh (good deeds) and den ihsan (best doing). The use of Islamic perspective focuses on artistry/quality assurance which leads to improvement which is the ultimate purpose of quality assurance. Furthermore, mentioning *amalsaleh* and *den ihsan*, are used to encourage effective practices and acknowledging best practices so that others could adopted/follow.

In similar to AkifLutfi,et.al., (2013) the council has designed program evaluation manual, that is comprised seven standards and a theoretical framework which are compulsory for evaluating all programs. These seven standards are designed in such a manner that all the basic requirements of teacher education could be evaluated and improved through the feedback of council report to the host institutions (NACTE(c), 2017). This include; physical infrastructures, human resources (faculty) and the instructional materials (curriculum and curricular activities). The institutions where these requirements are not fulfilled they are not accredited as there must

of distinction between good and low quality as Quran says “*Good and evil deeds are not equal. Repel evil with what is better: than you will see that one who was once your enemy has become your dearest friend*” (Quran, 41:34). In similar to this, if an institution has some shortcomings the council grants provisional accreditation till they met basic requirements which guarantee the effective implementation of teacher education programs. Ensuring quality in teacher education is not possible if these fundamental requirements are not satisfied (NACTE (b), 2017).

### **NACTE Standards and Islam**

NACTE has designed 7 standards along with the conceptual framework for the accreditation of teacher education programs to ensure quality teacher education to the prospective teachers in Pakistan. While designing these standards different international accreditation standards were evaluated and were analyzed in the light of our own national and local needs. In this section, NACTE standards have been analyzed in the light of Quran and Hadiths which are the prime source of verification and knowledge in Islam and which is the ultimate source of trust to the Muslim practitioners in teacher education.

#### **1. Conceptual Framework**

The framework provides a baseline for program accreditation where the department/institution has to describe its program ethos, mission statement goals and objectives. These information enable the evaluator to understand the legal position of the program where the department has been permitted to launch the program in coherence of university vision, mission, goals and objectives. Furthermore, these information shows the obedience and respect for authority about which Holy Quran says “*Obey Allah and His Messenger and those in position of authority among you*” (Quran, 4:59). Based on this verse Quran orders its followers to obey the orders of authority and be united as mentioned as “*If there were in the heavens and the earth, other gods, besides Allah there would have been collision in both*” (Quran, 21:22). Therefore, it is important to follow the orders of the authority.

#### **2. Standard 1 Curriculum and Instruction**

Curriculum and instruction is the foundation of educational programs. These are the means to reach the desired targets. This standard evaluated the process of curriculum development, implementation of the instruction plan, teaching practice (practical work) and classroom management. Al-Mighty Allah guided the human beings for the success in this and

life hereafter and Quran has been sent as a guiding Book which contains guidance for all the mankind and for all times. Therefore, it's indispensable to evaluate the process by which the curriculum of the program has been developed along with its implementation plan.

### **3. Standard 2 Assessment and Evaluation Mechanism**

It is one of the distinctive features of formal educational system. Assessment and evaluation in educational programs are the essence of quality assurance; its fairness, reliability and validity ensure effective and true educational decisions. Islamic concept of accountability is the foundation of assessment on which Quran has verses like "Indeed those who have believe and done righteous deeds –indeed, We will not allow to be lost the rewards of any who did well in deeds" (Quran, 18:30). Furthermore, in Surah Az-Zalzalah Allah says "*So whoever does an atom's weight of good will see it, and whoever does an atom's weight evil will see it*" (Quran, 99:7,8). This is what this standard has to ensure in teacher education programs.

### **4. Standard 3 Infrastructures and facilities**

The required infrastructure and needed facilities to implement the instructional plan in its true spirit this standard was design. Based on it the evaluators evaluate the nature of the offered facilities and infrastructure of the departments for program. This standard is relative based on the constructivist school of philosophy where classroom environment is utmost important and is well acquainted with all sorts of teaching aids. In the modern world, educational institutions have to provide facilities like; computer lab, library, congenial and safe classrooms. Islam always support the provision of positive and supportive facilities for learners. Furthermore, there is saying of the Prophet "*any group of people that assemble in one of the houses of Allah to study the Quran, tranquility will descent upon them, mercy will engulf them, angels will surround them, and Allah will make mention of them to those (the angels) in his proximity*" (Al-Muslim).

### **5. Standard 4 & 5 Human Resources, Finance and Management**

Teacher educators, their recruitment procedures, professional development opportunities and incentives for their retentions are focused in this standard. Human beings are the most distinctive creation of Allah for which the world and heavens have been prepared. Regarding human interactions and mutual consultation Quran say "*....and those who do their work through mutual consultation*" (Quran, 42:38). Similarly on another occasion Allah says "*pass over (their faults), and ask for (God) forgiveness for them; and consult them in affairs (of moment). Then*

*when you have taken a decision put your trust in God. For God loves those who put their trust in (Him) (3:159).* In continuation of this Quran also says “No soul shall have a burden laid on it greater than it bear” (2:233). Work in consultation, forgiving the faults, appropriate workload and trust in Allah are the essence of human resource development which need to be acknowledge and enhanced.

Similarly, on financial and management standards Quran says “*So whoever does an atom’s weight of good will see it, and whoever does an atom’s weight evil will see it*” (Quran, 99:7,8) which reflects the transparency model in all sorts of dealings including finance. From the perspectives of management Quran says “*we raise some of them above others in ranks, so that some may command work from others*” (43:32). Similarly, in Prophet (SAW) says “*when three men travel together, they should make one them their leader*” (Abu Dawood, No 2608). Therefore, management hierarch is important to be evaluated and established.

#### **6. Standard 6 & 7 Research and Community links**

Knowledge generation and dissemination at local, national and international level from the perspectives of teacher educators and prospective teachers are evaluated. Furthermore, to what extent the community involvement and other stakeholders have in the educational activities and support system for the students and department. Furthermore, the standards also evaluate that if there is any gender bias or discrimination. On research “*you shall not accept any information, unless you verify it for yourself*” (17:36). At another place Allah says “Who remember Allah while standing or sitting or (lying) on their sides and give thought to the creation of the heavens and the earth, (saying), Oh Lord you did not created this aimlessly; exalted are you (above such a thing), than protect us from the punishment of the fire” (3:191). There is saying of the Prophet “*be the learner, or the facilitator of learners and don’t be the third one as he is in lost*”. Similarly in a Hadith of Prophet SWA “*getting education is compulsory on every Muslim*” where gender favoritism has been avoid and equal of getting education has been supported.

Laconically, there is dare need of NACTE to ensure quality education of the prospective teachers. The standards designed for the accreditation of the education programs are in congruence up to a great extent with the teaching of Islam. But NACTE needs to do justice with its duty and ensure quality teacher education in Pakistan.

## Section II

### Results and Discussions

Results obtained from the interviews are presented in the following sections;

#### 1. Qualitative Data and its Results

The first question focused on the problems related to NACTE accreditation process. Majority of the respondents revealed that accreditation process of NACTE is very lengthy and time consuming. Most of the standards are asking information which is (in the respondents view) not related to the quality of teacher education. The information required from them about community links, graduate students and faculty recruitment related information are difficult to collect and submit to NACTE team. One of the respondent noted that *the process of accreditation is overloaded, theoretical, complex in understanding for ordinary teachers, some of the indicators has no relevance with quality in teacher education and uniform standards for all the departments is not a valid approach. Such as how can you compare a department of a university in Islamabad with a department of the university in Malakand, Swat, and other such backward areas?* Furthermore, one of the respondents was of the opinion that *NACTE is a national council and it must bring its setup to the CAPITAL instead of LAHORE and it must by provide a separate building and permanent staff.*

On the NACTE report to the department/teacher education institution; *there are just suggestions, no mutual planning is recorded on behalf of the institution and NACTE team members that how the institute or department could work out on recorded by a teacher educator.* One of teacher educator was of the opinion that *the report indicates the loopholes that could be overcome but it depends on the institutions resources out of which most of the time it is not possible to satisfy the requirements in public sector universities, because the universities are not financially strong enough to fulfill these requirements and because education department is not the only department which need strengthening. Furthermore the addition of zero visits increases the expenses of education departments as they have to pay for zero visits separately. The income of education department is less than what it pays to NACTE and the same programs are deemed to be evaluated after every three years, so a question arises that whether universities departments will only feed the council? Or do these departments have their own needs too for which they need resources. On the contrary HEC is stressing the universities to generate their*

*own resources but on the contrary through NACTE and other similar councils it extracts the generated resources from universities.*

Majority of teacher educators revealed that NACTE has no apparent challenges in accreditation but the council is working in its minimum resources for quality teacher education in Pakistan. Similarly one of the evaluators was of the view that *NACTE has few resources in term of human expertise which make it a challenge to the council to do justice with the process of accreditation of the programs in teacher education departments. Furthermore, financially the council is collecting fees of accreditation from the departments but they are utilizing it in the process of accreditation by paying to the evaluators and other council activities. Similarly, it is imperative to re-evaluate the programs to ensure the quality indicators of teacher education.* On the attitude of evaluators majority of the respondents were agreed, that they have a positive and supportive attitude towards the host institutions. They are evaluating the teacher education programs on the basis of per-determine indicators where the evaluators are just confirming the existence and absence of certain parameters. One of the respondents was of opinion that *apart from accreditation NACTE is ignoring the leadership capacity building of teacher education institutions which is the most important and sustainable indicator for maintaining quality in teacher education.*

On the question of accreditation process, one of the respondents was of the view that *developmental aspect of the process is important and council has to take this into consideration. Furthermore teachers' facilitation in the process of accreditation was also mentioned while on the contrary one of the evaluators revealed that the council has arranged capacity building workshops throughout Pakistan for teacher educators' facilitation in the process of accreditation.*

The respondents concluded that all the standards followed by the council are similar to the standards of other countries, but the contextual factors have not been taken into account. Therefore it is not necessary that a department meeting all the requirements of NACTE may deliver the best, and similarly the department which is not meeting the pre-requisites of NACTE may not deliver their best. It is important to mention that the product and the process that has been borrowed from other countries need to be localized and acclimatized. It is also important to work on the leadership aspect and inner motivation of teacher educators instead of material

aspects. Furthermore teacher educators are the stakeholder so it is also important to include them in the process and give more value to their point of views as they are the one who are aware of the field realities. Their suggestions could be included through periodical consultative meetings or through regional workshops specifically arranged for the purpose mentioned above. Furthermore, the respondents stress on NACTE’s own permanent human resources and proper structure along with its own vision, mission and objectives.

On financial problems of the council the respondents recommended that NACTE in its own capacity cannot do all. It’s obligatory on HEC, federal ministry of education and federal finance ministry to provide separate head in the budget for NACTE to ensure quality teacher education in the country. On the question of opportunities for NACTE the respondents were scattered but one of the respondent was of the opinion that *yes NACTE and other such Pakistanis institutions cannot compete the developed world in the provision of services in education, but modern technology and Economic Corridor has widened the spheres of all Pakistani organizations including NACTE through providing services to the middle East, Central Asian countries and Afghanistan for their faculty capacity building through trainings, workshops and outreach programs. Furthermore, by ensuring quality, higher and professional education our human resources could also cover the market of central Asian countries and Afghanistan which will provide a strong base for sustainable and friendly relationships with these countries.*

#### 4.2 Quantitative data and its results

**Table 1: Gender-wise and respondent’s wise comparison**

Statements	Mean	Std	Gender t value	Sign	Respondent t value	sign
The process of accreditation is lengthy	3.6449	1.30494				
The whole accreditation process has direct concern with quality of teacher education program	3.0467	1.34152				
The accreditation manual is easy to understand for teacher educators	3.2523	.95259	1.272	.206	-1.379	.171
Accreditation manual has irrelevant materials which has no direct concerns with quality	2.6449	1.54951				
NACTE is fail to ensure timely visits of the applicant departments	3.2523	.84779				

The above table shows responses of respondents and both gender-wise and respondents wise comparison of the collected data. The mean score 3.644 shows that majority of the respondent were agreed that accreditation process is lengthy an all the remaining mean scores reflects that the respondents were not clear and that whether the process leads towards quality in teacher education or not, that the accreditation manual is easy to understand or not and that whether NACTE has fail to ensure timely visits to teacher education institutions for accreditation or not. This uncertainty reflects the confusion and dissatisfaction of the respondents on the accreditation process of the council. All the respondents have same sorts of opinions irrespective of gender and nature of the respondents as shown by the t values (Gender t 1.272, sign .206) and (respondent-wise t -1.379, sign .171).

**Table 2: Gender-wise and respondent's wise comparison**

Statements	Mean	Std	Gender T value	Sign	Respondent T value	Sign
NACTE is short of timely available evaluators for visits	3.7290	.92726				
NACTE has strong setup for ensuring quality in teacher education in Pakistan	1.9533	1.20050				
NACTE is independent of HEC's financial aid as it get enough through various means	2.9533	1.01296	-2.569	.012	-1.105	.272
NACTE accreditation ensures quality in teacher education programs	2.8785	1.12191				
As a teacher educator i am satisfied from the performances of NACTE	1.2243	1.49407				

The mean score 3.729 reflects that majority of the respondents agreed that most of NACTE visits are not properly schedule due to the unavailability of evaluators. However the mean score 1.953 shows that majority of the respondents were not satisfied of NACTE setup for ensuring quality in teacher education. Similarly, teacher educators were not satisfied from NACTE accreditation process of its relevance that it will enhance the quality of teacher education programs.

From gender perspective female respondents were more positive than male respondents but no differences were found in teacher educators and NACTE evaluators on the above mentioned statements.

**Table 3: Gender-wise and respondent's wise comparison**

Statements	Mean	Std	Gender t value	Sign	Respondent t value	Sign
NACTE is lacking its permanent staff which negatively affects its performances	3.5327	.69115				
Program accreditation fee is less and it may be raised up to 2 hundred thousands	2.5234	.88324				
The workshops arranges by Pakistan Reading Project was helpful in understanding the accreditation process of NACTE	3.1215	.78560	7.023	.000	2.507	.014
Organizing national conferences and symposiums is helping NACTE financially	3.2336	1.1038				
Organizing national conferences and symposiums is helping NACTE in sharing their performances	3.0841	1.1420				

The results of the above table shows that majority of respondents were of the view that the council is lacking its permanent staff which negatively impact the performances of NACTE as reflected by the mean scores of the respondents (3.532). While on all the remaining items the respondents were not clear.

However significant differences were found from gender-wise respondents perspectives. Male respondents were found more positive as compared to female respondents and the same was in the case of teacher educators than NACTE evaluators.

**Table 4: Gender-wise and respondent's wise comparison**

Statements	Mean	Std	Gender t value	Sign	Respondent t value	Sign
Permanent Staff and full autonomy could make NACTE more productive	3.7271	.94944				
Uniformity and making accreditation compulsory all institution by force is a challenge for NACTE	4.0000	.00000	-.031	.925	1.222	.225
Education departments are suffering financially and cannot afford the extra budget of accreditation	2.7103	.96162				
Bringing private sector universities and affiliated colleges under NACTE is a challenge	3.5327	1.50043				

The above table illustrates the results that majority (mean scores 3.727) of teacher educator and NACTE evaluators were agreed that the permanent staff and full autonomy could make the council more productive. Similarly, uniformity in the accreditation process was identified as a challenge for the council as grading old and established institutions and newly established institutions which are lacking proper facilities is always a concern. Majority of the respondents were agreed that in current situation it is a challenge for the council to accredit all the programs of all teacher education departments and institutions. Keeping in view the gender-wise and respondent-wise comparison no significant differences were identified for t independent sample test results.

### Findings of the Study

The results from the above qualitative and quantitative data following findings were extracted;

1. NACTE has the most important responsibility of ensuring quality teacher education by truly adopting its accreditation mechanism. Further in the light Quran and hadiths of the Prophet SWA NACTE has to do justice with its mandate by ensuring the accreditation process in its true spirit.
2. All the seven standards of NACTE accreditation process was found in alignment with the teaching of Islam which further strengthened the stance of accreditation of teacher educational programs to ensure the preparation of prospective teachers. As the vicegerent

of Allah all (teacher educators, prospective teachers, community members and NACTE stakeholders) must perform their duty, obey their concern authorities in good deeds and ensure it in teacher education.

3. The council is lacking its permanent staff, space and financial support and the process of accreditation is lengthy which is negatively affecting the quality assurance mechanisms of the council and that can be evident in the form of late visits of the council member.
4. A huge majority of the respondents were of the opinion that as a national institution the council may be shifted to Islamabad which is the capital of the state.
5. The council is ignoring the developmental aspects of accreditation which the utmost important component of quality assurance and it has also neglected the capacity building of the teacher educators and its leadership.
6. Bringing all the teacher education programs run by teacher education department of the universities and colleges are a big challenge for the council.
7. Conferences, seminars and workshops are the available opportunities for bringing awareness among the educational community and could help out the council to come up with improved approaches.
8. Uniform evaluation of the programs is another challenge that how to judge the programs of a department which is well established have full faculty, all needed resources with a newly established department.
9. Majority of the respondents were not clear on the financial aspect of the accreditation which needs faculty capacity building.

### **Recommendations**

Based on the above mentioned findings of the study it is recommended that;

1. The Islamic perspective of quality assurance and NACTE importance need to be public as it will strengthen the concept of accreditation in teacher education. Furthermore, with the publicizing of accreditation alignment to Quran and Hadiths its value will ensure in the minds of the concerned stakeholders.
2. The council may be shifted to the capital for easy access and may be allotted proper building and permanent staff members. Furthermore, with this the council will get its momentum in true sense and spirit.

3. Financially the council may be provided separate budget for its own matters as well as for the capacity building of teacher education departments. Furthermore, the council may also work for the generating of its own budget to finance its routine activities.
4. Full autonomy may be given to the council along with power of degree cancelation and its recognition and attestation which will strengthen the council and as results quality assurance measures may ensure quality teacher education.
5. Those departments which are not following the directives of the council must be immediately closed and the admissions may be considered null and void.

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