Globalizing Teacher Education in Pakistan: Its Impact on Program Implementation

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Abstract. *Globalization* has affected the political systems, economies, cultures, and social structures around the world. Two significant effects include *decentralization* and *liberalization/privatization* of systems, including education. In Pakistan, these changes resulted in a rapid growth of *market approaches* in education, including the *market-model off-campus* teacher education programs, which have affected the quality and implementation of teacher education programs – the focus of this study. This study draws upon empirical data published in the government reports, and surveys and interviews conducted in three public institutions of teacher education in the southern region of Pakistan. The analysis revealed five major findings of this research, which include: 1) the out-of-proportion growth of market-model programs in the last decade; 2) the shift in the focus of output from quality preparedness to the quantity of graduates; 3) the unusual imbalance between enrollment in teacher education programs and the number of graduates; 4) the overall lower indicators of program activities (implementation), and lowest indicators for market-model programs, 5) and the negative impact of growth in the market model programs on the overall quality of teacher education in the region. Further *re-evaluation of policies* and more research in this area is recommended.

1. Introduction

Globalization has brought major changes in the economy, political systems, and cultural and social structures around the world, particularly in developing countries. Some of the significant changes in the education systems of the developing countries, mostly under the influence of international organizations and donor agencies, include new policies and reform programs such as universal primary education, decentralization, rapid growth of private institutions of education, adaptation of educational/schooling theories and models from developed countries [1], and increase in the influence of market approaches of education [2], driven by output in terms of enrollment of students, graduation rates, and test-based achievement.

Pakistan serves as an illustrative example. Its education policies have been changed and reformed, mostly under the influence of foreign funding organizations [3]. The private sector, mostly following market approaches, has seen rapid growth – it comprises about 35% of the enrollment in education institutions in Pakistan [4]. However, market based education is not

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limited to only the private sector, because many government higher education institutions offer market-model programs, called *self-finance* programs, in their on-campus and off-campus modes of educational delivery. Most significantly, *market-model* teacher education programs have been rapidly growing (as per AEPM Islamabad reports), particularly through off-campus delivery in open and distance learning modes, mostly by the Islamabad-based federal open and distance learning university, and they have about ninety percent of the enrollment in teacher education programs in Pakistan [4]. Until the rapid growth of market-model off-campus programs, most of the traditional teacher education programs were on-campus post-baccalaureate offerings.

While many scholars and policy makers in Pakistan argue that growth of *market-model* programs has helped provide training to many untrained in-service teachers, the effects of the disproportionately high growth of such programs on the quality and implementation of teacher education programs is a very significant area of concern. Moreover, recent teacher education policy [5] has added a third kind of program, by introducing four-year Bachelor in Education (B. Ed.) honors programs that have been initiated in selected institutions in different parts of Pakistan. A significant part of teachers' learning to teach comes from their teacher education experiences [6]; therefore it is important to study how these changes have affected teacher education, and how teacher education programs are being implemented, particularly in the context of the prevailing market approaches. This article draws upon empirical evidence, collected as part of my doctoral dissertation work, to show how policy affects the quality of traditional teacher education program implementation in the public teacher education institutions of Pakistan, in the context of the globalization of policies and the off-campus offerings of market-model programs.

2. Conceptual perspectives

This study of teacher education programs in Pakistan is situated within the pervasive trend of globalization. Carnoy [7] described globalization as, "an inexact term for the strong, and perhaps irreversible, changes in the economy, labor force, technologies, communication, cultural patterns, and political alliances that it is imposing on every nation" (p. 3). One major change in the economy has been the shift from public control of social services to the growing non-government and private sector control in developing countries. Most of the developing world has observed rapid growth in non-government low-fee schools during the last few decades [8]. This rapid growth is a result of education reform policies which, as Carnoy [7] and Pang [1] explained, have been increasingly affected by globalization, particularly by international funding agencies and financial institutions such as the UNESCO, the IMF, and the World Bank. Carnoy's [7] analysis shows that these international organizations have conditioned their financial support on the decentralization and privatization of public institutions, which includes education services in developing countries. For example, Kenya's introduction of free a primary education policy in 2003, influenced by the international initiative for universal primary education, has brought a four-time increase in private primary schools [9]. The major argument for these changes has been that governments can off-burden themselves by shifting responsibilities to private and non-governmental organizations, so that the governments can focus more on improving national governance and the economy. Moreover, it is argued that the establishment of the private sector based on a market approach increases competition, which leads to improvement and more innovation in education. However, as many have argued (e.g., Carnoy, and Pang), the market approach (privatization) has changed education from a *public good* to a *market commodity*, effectively changing the goals of education from *truth seeking* to preparing individuals for the *market economy*.

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The literature suggests that there are mixed effects of globalization on education in the developing world. Some of the positive effects of globalization include increased access to established knowledge around the world, interactions and exchanges among educators, access to and use of technology, and increased emphasis on education for human development such as Education for All and Millennium Development Goals [10]. In Asia, some of the successful examples of the development of human capital to draw upon educational ideas and strategies from the developed world, while emphasizing maintaining local value systems, include China, South Korea, India, Japan, and Thailand [11]. However, some other literature heavily criticizes the globalization movement in education for its many negative effects on developing nations. Piper [12] pointed out that the globalization of education has not increased educational equity, has not reformed pedagogy for students' learning, and has not provided sufficient resources to widen and to improve educational systems in Africa. The book suggests three major reasons for the negative effects of globalization, such as poorly-planned and short-run improvement programs by international donor organizations, neocolonial policies advanced through globalization, and decline in the generation and importance of local knowledge. Similarly, Okoli [13], while analyzing the effects of globalization from 1983 to 2008 in Africa, argued that as a result of globalization, Africa has not achieved universal primary education, has faced "brain-drain" as thousands have immigrated to developed countries, has seen increased segregation in access to educational opportunities, and has seen the dominance of the developed world in creating research-based knowledge about Africa.

In this vein, the last two decades have shown a significantly increased influence of donors and international financial institutions on educational programs and policy making in Pakistan [3]. As a result, the private sector and market-based education have grown rapidly in Pakistan [14], as it has in other developing countries. Under the influence of a global push for the liberalization of economies, Pakistan observed a rapid growth of the private sector that began in the early 1990s. According to AEPM Islamabad's report for year 2011-12 [4], the private sector constitutes 28% of education institutions, 34% of total enrollment in education institutions, and 42% of all teachers in Pakistan.

The changes under the influence of globalization have led to the growth of *market-model* education programs in Pakistani public and private sectors. Many institutions have been offering different education services, including teacher education programs on a *low-cost* and an *easy-to-complete* basis, in order to attract more candidates. Market logic suggests that one easy way of offering low-cost programs is to offer off-campus programs, which saves candidates' time and expenses on accommodations and transportation, and which require little effort to complete the program. The report by AEPM Islamabad [4] shows that about 90% of teacher education/training programs have been offered as open and distance learning or as off-campus programs since 2004.

Hence, as many critics have argued the market models in Pakistan have impacted the effectiveness and implementation of teacher education programs negatively. Exploring the impact of these changes in teacher education was the main goal of my research, which was conducted in a public sector institution of teacher education in southern Pakistan, to answer the following over-arching research question:

> How has Pakistan's policy of *market-model* programs of teacher education, driven by *globalization*, impacted the implementation and effectiveness of teacher education programs in public institutions of education?

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3. Methods

A mixed method approach using qualitative and quantitative methods was used to carry out this research in three public institution of teacher education in a southern province of Pakistan. Although the research question could be answered by either qualitative or quantitative data, both approaches complemented each other and provided extensive data to answer the question at length and in depth. A brief description of the different methods I used is provided in the following sections.

3.1. Research participants

A purposive sampling strategy was used to identify the participants of the study. Remler and Van Ryzin [15] described purposive sampling as "choosing people who have a unique perspective or occupy important roles or selecting individuals or artifacts to represent theoretical categories or considerations" (p. 156). Since this study partially focused on exploring the perspectives of the participants about the impact of policy on the implementation of teacher education programs, it was reasonable to use purposive sampling to identify participants with relevant backgrounds. Thus the research participants for this study were purposefully selected from three institutions of teacher education which offer both regular and market-model off-campus programs in the southern region of Pakistan. Pakistan is demographically divided into two distinct groups of populations, rural and urban, and these institutions cater to the needs of both population groups. The research participants included one chair of the department and five senior faculty members for the interviews, all faculty members for their survey, and minimum of thirty graduating students for their survey at each institution. All together, three chairs, twenty-seven faculty members, and one hundred seven graduating students were surveyed.

3.2. Data Collection

The data were collected through *document analysis*, *surveying*, and *interviewing*. The document analysis included government policies and statistical reports on education, particularly data on teacher education. The surveys were adapted from the TEDS-M study [16]) and were modified to cover the overall implementation of teacher education programs. The surveys were used to collect quantitative data about institutional background and resources; faculty backgrounds and their program implementation practices; and graduating students' backgrounds, beliefs, learning opportunities, readiness to teach, and views about program effectiveness. To learn about participants' understanding of their programs, policies and the impact of policies on program implementation, an individual interview was conducted with the chair of the department of teacher education, and a focus-group interview was conducted with selected senior faculty members at each institution.

3.3. Data Analysis

All interviews were transcribed and coded, and the data from the documents were coded, following codes for the pre-defined categories related to the research question. The coded data were compiled under each pre-defined category. The quantitative data were analyzed using descriptive statistics techniques, such as percentages and averages. The composite average scores were developed for each subcategory of the surveys, covering learning opportunities and program effectiveness. The overall composite average scores were obtained by adding up the total scores of respondents in each subcategory, then dividing the total by the total number of participants, then dividing the result by the total number of items. The formula can be precisely

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expressed as follows: Composite Average Score = (Total of Individual Total Scores of the Participants / Total Number of Participants) / Total Number of Items.

4. Findings

The findings extracted from the quantitative data are presented in descriptive form, and the qualitative (mostly interview) data is used to add to and explain the quantitative data, wherever needed. The analysis revealed five major findings of this research, which include: 1) the out-of-proportion growth of market-model programs in the last decade; 2) the shift in the focus of output from quality preparedness to the quantity of graduates; 3) the unusual imbalance between enrollment in teacher education programs and the number of graduates; 4) the overall lower indicators of program activities (implementation), and lowest indicators for market-model programs; 5) and the negative impact of growth in the market-model programs on the overall quality of teacher education in the region. Altogether findings show that although there has been an overwhelming increase in the enrollment in teacher education programs, the quality of teacher education program implementation has been compromised. The details are discussed as follows.

4.1. Out-of-proportion growth in market-model programs

The analysis of long-term data, published by AEPM Islamabad [4], shows an out-of-proportion growth in market-model off-campus programs of teacher education. The market-model off-campus programs are offered in open and distance learning modes, in which students are not required to attend face-to-face sessions (classes). Most of the enrollment in the off-campus programs goes to a federal public university (Islamabad-based), whereas a small proportion of the enrollment goes to other public and private institutions of teacher education in Pakistan. Fig. 1 shows that, on average, about 93% of the total enrollment in teacher education programs goes to the Islamabad-based institutions, where the biggest open and distance learning institution of higher education is located.

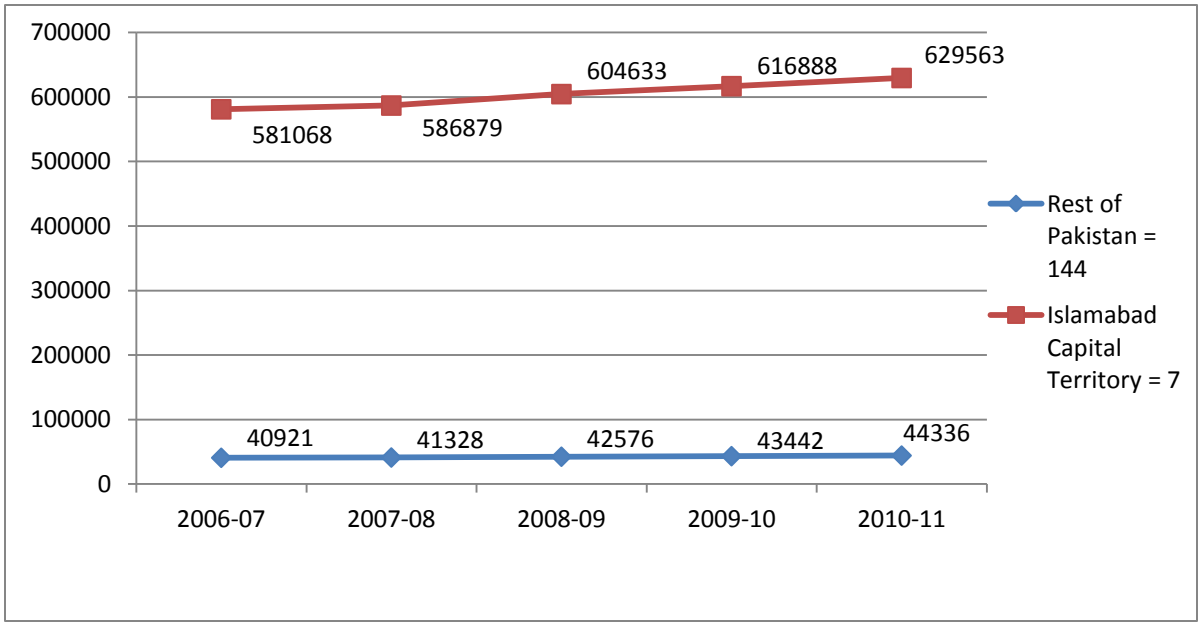

Fig.1. Created by the author, source: AEPM Islamabad reports [4]. Comparison of the enrollment between Islamabad-based institutions (total 7) and institutions in the rest of Pakistan (total 144)

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shows overwhelmingly the high enrollment in Islamabad-based institutions, which offer market-model off-campus programs. Note: the data is only available from year 2006-07; therefore that is the base year for comparison.

This unusually high enrollment in the off-campus programs is result of a market approach, as mentioned by most of the interview participants, in which the delivery of the programs is tailored to make it easy-to-complete for the students. Most of the interview participants mentioned that, by offering easy-to-complete off-campus teacher education programs, the Islamabad-based federal university and other institutions are able to attract huge number of students each year. These two inter-related changes, i.e., making programs easy-to-complete and the resulting high enrollment in off-campus programs is affecting the overall quality and implementation of teacher education in Pakistan. Here it is important to mention that the introduction of the market approach was the result of a policy by the government under the influence of global pressure to free the market, including its use of education services. This is discussed further in the next parts of this section.

4.2. Shift of emphasis from the quality of preparedness to the quantity of graduates

The unusually high enrollment in market-model off-campus programs, tailoring programs to make them easy-to-complete, and higher pass ratios in these programs indicate that the overall focus of teacher education in Pakistan has shifted from the quality of preparedness to producing a high number of graduates. In addition to the unusually high enrollment in off-campus programs (as mentioned earlier), the passing (graduation) ratios in these programs are also quite high, as compared to the regular teacher education programs. Fig. 2 shows that the pass percentage in the market-model off-campus programs, in the three institutions studied, is around 90%, compared to the pass percentage of around 60% in the regular programs. The interview participants argued that the institutions purposefully maintained high passing ratios in the off-campus programs, as a marketing strategy to attract more students to these programs. Hence, it seems that the market approach has driven the institutions to focus more on producing high numbers of graduates at the expense of compromising the quality of the preparedness of the graduates.

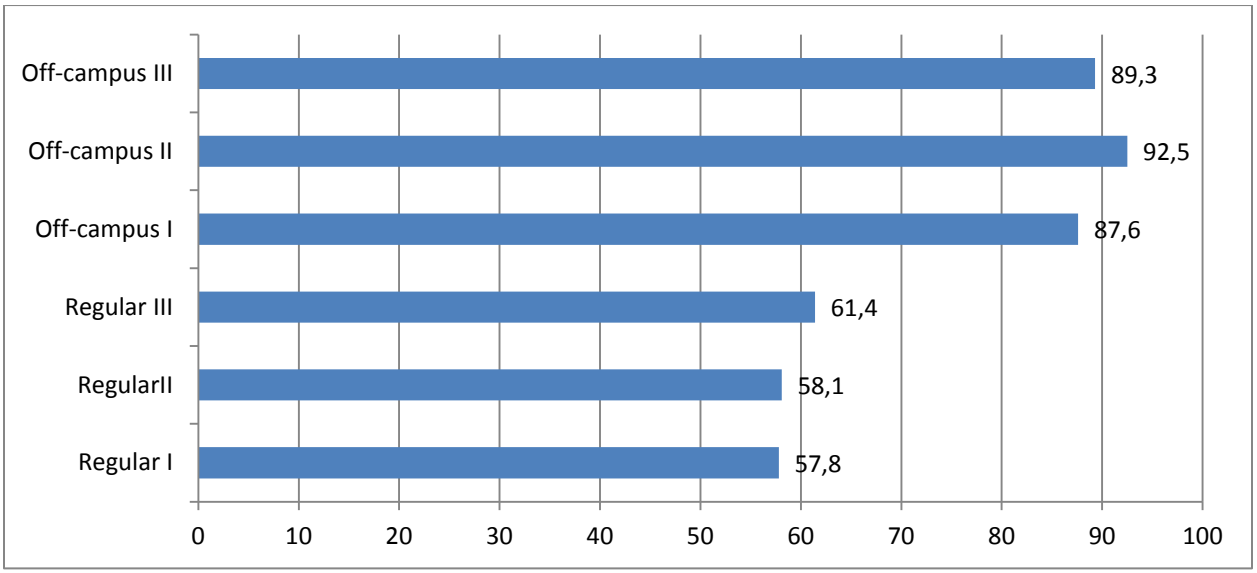

Fig. 2 shows the comparison of pass ratios between regular and off-campus programs. The high

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pass ratio in the off-campus programs indicates an emphasis on the quantity of graduates, whereas regular programs emphasize their quality of preparedness, by putting stricter requirements, resulting in lower overall pass ratios.

4.3. Unusual imbalance between enrollment in teacher education programs and addition of new teachers in the system

The comparison of annual enrollment and graduation of the students from the teacher education programs shows a huge imbalance, because the enrollment is overwhelmingly higher than the probable consumption (in terms of increase in the number of teachers per year). The data published by AEPM Islamabad [4] on enrollment and its consumption was analyzed over seven years, from 2006 to 2012. The analysis shows that on average annually 5,623 new teachers were added to the schools (K-12) compared to, on average, an annual enrollment of 637,334 students in the teacher education programs. Fig. 3 demonstrates this comparison in the form of a donut graph, which shows that if enrollment and the number of new teachers per year are put together, 99% of it is constituted by enrollment, compared to 1% by number of new teachers.

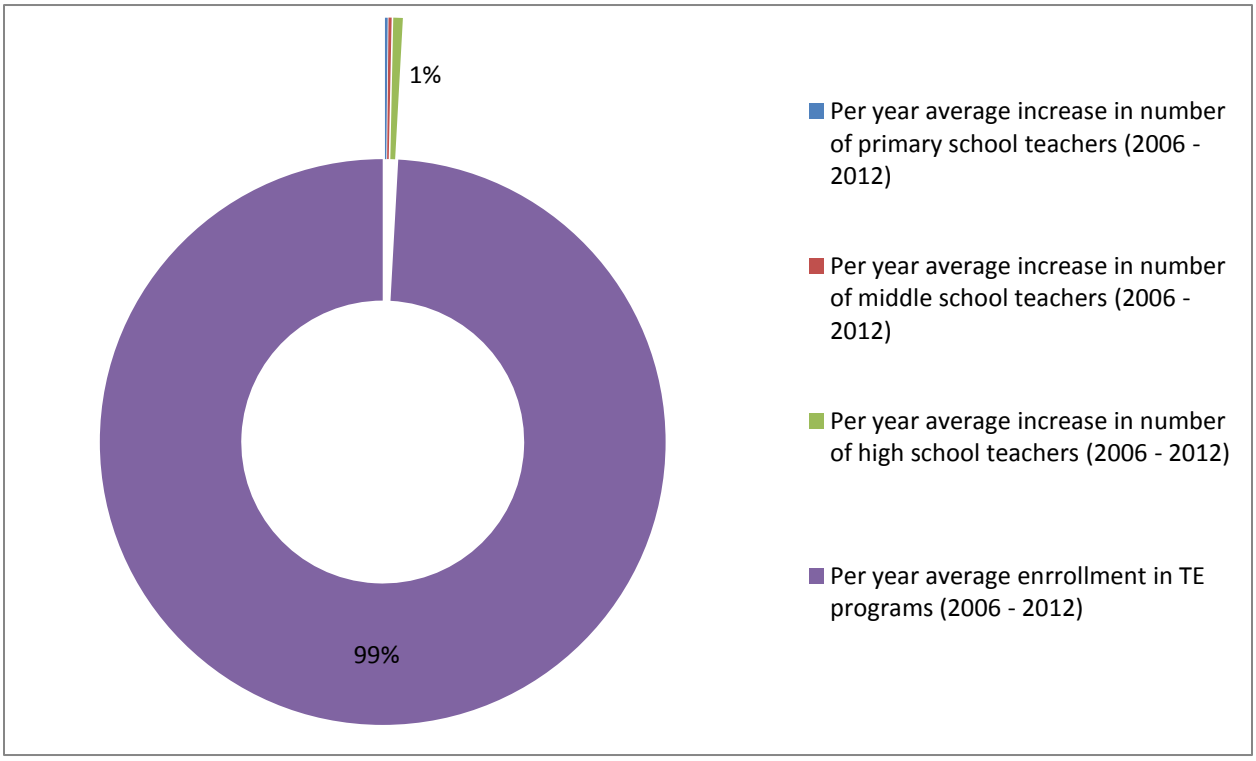

Fig. 3 shows a comparison of average enrollment in teacher education institutions per year with average number of recruitments over seven years (from 2006 to 2012). This is an unusual imbalance in favor of enrollment, which indicates that enrollment is un-necessarily higher than the need for new teachers.

This imbalance between enrollment and the addition of new teachers in the system indicates some significant implications for teacher education as well as for the market effects on the program preferences of students. Students might be selecting teacher education programs, particularly off-campus programs, because it is easy to graduate from such programs. However,

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this trend results in an unusually high supply of teacher education graduates, many of whom may remain unemployed because they are not able to get teaching jobs; as it appears from the analysis of the data, the system only adds a relatively small number of teachers each year.

4.4. Overall low rating of program activities (implementation), and the lower rating for market-model programs

The faculty and students who were surveyed rated program activities significantly lower than the optimum scores, with the rating of the off-campus programs offered at the three institutions comparatively lower than the regular programs. Graduating students and faculty members at the teacher education departments of the three institutions in this study were surveyed to assess the different aspects of program implementation (as mentioned in Table 1), as well as the overall effectiveness of both regular and off-campus programs. The data was analyzed to develop composite average scores for each aspect (category), as shown in Table 1 and Table 2. The optimum scoring option was 4 (Table 1), which means that students were offered reasonably appropriate opportunities for and were given appropriate tasks to enhance their learning in the programs. The composite average scores by students and faculty members given in Table 1 show that all of the aspects/activities were rated below 3 for both types of programs, which indicates an overall lower quality of implementation of teacher education programs. Moreover, the scores for the off-campus programs were lower (ranging from 2.00 to 2.43 on different categories), which indicates even lower quality of program implementation of the off-campus programs.

Table 1. Faculty and student scores on salient categories of regular and off-campus program implementation in the participating (three) institutions

Category (a salient feature of teacher education program implementation)	Student scores (regular)	Faculty scores (regular)	Student scores (off-campus)	Faculty scores (off-campus)	Optimum score
Opportunities to participate in progressive learning activities	2.75	2.74	2.08	2.10	4
Opportunities to develop understanding of teaching and learning	2.68	2.65	2.43	2.40	4
Opportunities to learn teaching for diversity	2.50	2.66	2.05	2.23	4
Opportunities to learn about human development and social environment	2.44	2.69	2.20	2.17	4
Tasks to enhance learning the field experience	2.65	2.54	2.05	2.09	4
Overall quality of field experience	2.69	2.43	2.00	2.19	4

The students and faculty also rated lower the overall effectiveness of the programs. The optimum score was 6, for the three categories of the overall effectiveness of the program, on which most of the categories were scored lower than 4 by students as well as faculty participants. Table 2 provides a detailed overview of the composite average scores by students and by the faculty. Four on the surveys indicated *slightly effective*; hence the composite scores lower than four indicate a significant dissatisfaction of participants with program implementation. Further, the even lower composite scores for the market-model off-campus programs (ranging from 3.45 to 3.85) indicate a serious concern for the implementation and effectiveness of the market-model off-campus programs. Altogether, the rating of the effectiveness of the program indicates that the

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quality of program implementation was significantly lower than desired, and it warrants concerns regarding the preparedness of the graduates.

Table 2. Faculty and student scores on overall effectiveness of the regular and off-campus programs

Category (overall indicators of program effectiveness)	Student scores (regular)	Faculty scores (regular)	Student scores (off-campus)	Faculty scores (off-campus)	Optimum score
Coherence of the program	3.80	3.95	3.50	3.65	6
Graduates' preparedness to teach	3.95	4.10	3.45	3.70	6
Overall effectiveness of the program	4.00	4.20	3.70	3.85	6

4.5. Growth in market-model programs have affected the overall quality of teacher education in the region

Finally, the analysis of the interview data shows that the growth of the market-model programs has affected the overall quality of teacher education in the region. Three effects were reported by most of the interview participants, including lower attendance in classes, compromise of the requirements for completion of the programs, and lack of innovation and improvement in the teacher education offerings. The faculty interviewed mostly backed the claim that the market-model off-campus programs lowered the requirements in order to make it easy-to-complete for the students. This change also affected regular program offerings, because all the institutions compromised on the requirements in the regular programs to attract and retain enough enrollments.

5. Conclusion

The important question in this study was how has the teacher education program implementation been affected by the policies influenced by the globalization, which have allowed the market approach in teacher education in Pakistan? The quantitative data indicates, and most of the interview participants reported, that the prevalence of the market-model off-campus programs affected negatively the program implementation at the institutions. The significant effects of the market approach include out-of-proportion growth in market-model programs, imbalance between enrollment and need for new teachers, emphasis on increasing quantity of graduates rather than the quality of their preparedness, significant compromise on program requirements, and lack of innovation for the improvement of teacher education in the region. Hence, it seems a plausible conclusion that the policy of allowing private and public sector institutions to operate a market approach in teacher education has resulted in a rapid increase of enrollment in the teacher education programs in the region. However, it has also negatively affected the rigor and effectiveness of the programs as well as the overall quality of teacher education in the region. Further re-evaluation of the policies, which has already begun and a four-year honors programs have been introduced, and more research in this area are recommended.

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