

## Exploring Teachers' Perceptions on Implementation & Associated issues of Teaching Licensing Policy, 2023 Sindh

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### Abstract

The motive of this study is to explore teachers' perceptions on implementation & associated issues of Teaching Licensing Policy, 2023 in the context of public schools of District Naushahro Feroze, Sindh. Research benefits include; teachers' awareness, understanding the components of Teaching License Policy, 2023, significance and concerns. In this research data were collected from Elementary, Secondary and novice teachers of District Naushahro Feroze of Sindh, Pakistan. The mixed method such as cross sectional convergent design is used because of the design of the current study is within interpretivist paradigm. The mixed method design enables the use of various data gathering techniques that are compatible with both qualitative and quantitative approaches. In quantitative method, survey method total 307 respondents were invited for the responses and for qualitative data, purposive sampling was used for 20 semi structured interviews of pre-service and in-service teachers. Using SPSS version 22, the examined data in this exploratory study were then represented using descriptive frequency tables and charts. Thematic analysis was used to examine the qualitative data once it had been categorized according to its pertinent questions. The findings of this study have the potential to raise awareness among educators, new graduates, and young people pursuing jobs in education and young teachers have good understanding of teaching license policy and take active role in implementation phase but seniors are not interested due to lack of motivation for their career. It will be of interest to educational reform researchers since it will shed light on what prevents or promotes the implementation of new teaching license policy in school setting across the province as well as in the setting of a developing country.

**Keywords:** *Teaching License Policy, Quality of Education, Teachers' perceptions, Significance of Teachers*

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## Introduction

The Sindh School Education Department's Teaching License Policy (TLP) is an effort to raise teaching standards and encourage merit-based hiring of teachers in Sindh, Pakistan. In spite of the national policy's emphasis on reform measures since 1947, low teaching quality has remained a significant problem in this context. Theoretically, teacher licensure is seen as a way to guarantee teacher quality by making sure they can fulfil their basic classroom duties (Darling-Hammond et al., 2021). According to Goe et al. (2020), a teaching license is a certification that enables an educator to lawfully pursue employment as a teacher in a certain subject area. High-quality teaching standards have been ensured by an examination and reporting of the implementation of policy in various contexts. In the Pakistani context, poor mechanisms of teacher recruitment and lack of authentic monitoring and promotion procedures are the reasons for limited outcomes of education (Tatto et al., 2019). Recent debate has highlighted the importance of teaching licenses as an indicator of teaching quality, which enhances student active learning (Sahlberg, 2021). A license guarantees qualified individuals who wish to work as teachers and is closely linked to greater social and economic growth. It also increases school fairness and efficiency (Hanushek&Rivkin, 2019). It will raise the standard of schooling generally, and the license will weed out those who are not interested. Pakistan took the license concept from these industrialized nations in order to improve the quality of education and teaching (Moe, T., &Wiborg, S. 2022). Policymakers, educators, and academics are increasingly discussing teacher effectiveness and teacher education in national and worldwide settings. A system of education cannot enhance student learning without enhancing the quality of its teachers. With this theoretical background, the Sindh Education Department approved TLP 2023 and executed it in early 2024.

The license policy is subject to behaviorism theory, namely operant conditioning. According to the white paper, license policies are utilized as stimulants, which cause behaviors that have consequences. In order for teachers to be rewarded with a license, they will shape their behavior to meet national requirements. During the implementation phase, teachers are positively reinforced by the license policy. Failing to obtain a license will be viewed as negative reinforcement. Teachers behave in an operant manner. The chance that a behavior will recur in the future is determined by the interaction between the discriminative stimuli, response, and reinforcement (Schunk, 2022). But for the teachers, it turned into a source of exhaustion.

Historically, various policy initiatives and reform actions were taken to raise learning standards at the national level; however, failures in policy implementation have been reported (Tatto & Menter, 2021), which led to a new policy notification. Policy development is a cyclic and reflective process that includes various stages; examining one stage leads to another stage, hence facilitating the implementation process and improving it (Fullan, 2020; Shattuck & Anderson, 2022). According to Fullan (2020), successful policy outcomes may include four broad phases: initiation, implementation, continuation, and outcome. The initiation phase discusses factors that affect the implementation positively and negatively and serve as the substance for further stages of policy implementation. With this framework, this research shares an analysis of the findings and recommends ways to further its smooth implementation. Hence, the question addressed in this paper is: How do teachers who appeared in the teaching license test 2024 perceive the implementation of the teaching license policy and its associated challenges?

### **Theoretical Framework**

The definition of quality teaching is a topic on which practitioners and policymakers cannot agree (Darling-Hammond et al., 2021). According to Goe et al. (2020), there are several qualities that make up quality teaching rather than just one. Dr. J. John Sekar (2022) argues that teaching quality comprises responsive and reflective teaching. A teacher should be responsive to children and their prior knowledge questions. Reflective teaching means that teachers learn from their practice and gain new lessons from experience. The purpose of teacher education programs, which consist of coursework and experiences, is to produce teachers whose attitudes, abilities, and knowledge will combine to produce aesthetically beautiful practice patterns known as quality teaching (Menter et al., 2021). There is a basic gap between the preparation of quality teachers and their assessment—how it will ensure quality teaching, such as pedagogical knowledge, content knowledge, and basic skills and abilities.

It is often considered that quality teaching has a significant, if not the most important, influence in shaping students' lives (Sahlberg, 2022). Over the past 20 years, changes have been implemented to improve the quality of education in the classroom. These reforms have changed the techniques of teacher education and professional development, which should be in accordance with national standards. Assessment of teachers in conformity with national standards is becoming increasingly significant in teacher recruitment via licensing exams (Darling-Hammond et al., 2021). There are three key differences in teacher quality based on distinct factors, as

noted by Kennedy (2021). First, teacher competence should be demonstrated through academic and professional experiences, as competence is a predictor of teaching quality. Second, teaching credentials are required to predict the quality of teaching in order to achieve student learning outcomes (Cochran-Smith & Villegas, 2020). The knowledge, skills, and experience of teachers are also predictors of quality teaching (Ball et al., 2021).

Studies have indicated a favorable relationship between a nation's degree of growth and the quality of its educational system (Tanjung et al., 2022). The OECD (2022) has recognized the critical role that highly qualified teachers play in ensuring quality education. Research by Chu et al. (2021) has shown a connection between student achievement and the quality of teachers, with competent teachers having a major impact on students' learning results. Traditionally, the development of teacher education programs has not been predicated on a single, coherent, well-formulated definition of what constitutes quality teaching (Sykes et al., 2021).

According to Philip (2022), the racial identity of the teacher poses a difficulty to effective teaching. The contextualization of quality teaching standards is a contemporary issue. Every civilization has unique customs, backgrounds, and student bodies; thus, it is not reasonable to compare the quality of teaching across all contexts using the same criteria. What defines quality teaching in one context may be contradictory in other contexts (Fenstermacher & Richardson, 2021). In Japan, for instance, a key indicator of quality teaching is the emotional commitment of the teacher to the students. On the other hand, a good teacher in China is one who is dedicated to their subjects rather than their pupils (Ma, 2022). Furthermore, in Western countries, but not in the East, student engagement in the classroom is a sign of quality teaching. In this regard, Alexander (2021) carried out research to determine the various measures of educational quality in five nations and found that while teacher-to-student engagement in the classroom is 70% in the United States, it is not typical in developing nations. Similar results were obtained from Lin's (2022) research on effective teachers in Taiwan. It is difficult to continue providing quality teaching, and there needs to be a different evaluation based on their circumstances.

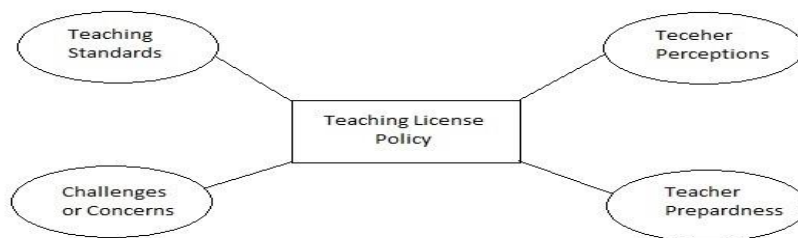
There are many factors that affect quality teaching, and teacher accountability is one of them (Darling-Hammond, 2021). Due to the fact that one-third of new teachers lack training and previous teaching experience, accountability guarantees the quality of teaching. In addition, different research concluded that the behavior of teachers affects student learning outcomes (Martinez & Martinez, 2021). It may pose different

questions: which teacher behaviors produce negative results? A study by Mayasari et al. (2023) examines the relationship between teacher quality and student achievement and identifies a positive correlation between teacher quality and student performance. The study suggests that having a more qualified teacher is an important factor in quality teaching. In addition, teacher characteristics such as gender, age, and educational background affect the quality of teaching.

The quality of teaching in the classroom is influenced by the talents of both the teachers and the pupils (Darling-Hammond, 2022; Qudsyi et al., 2021; Sirait, 2021). Students' socioeconomic status may have an impact on the standard of teaching (Logli, 2021; Multaqin, 2022). Professional development and teacher training are additional significant factors that impact the quality of education. Millions of dollars are spent annually on teacher professional development and rewards in an effort to raise the quality of teaching. This ensures that teachers participate in continuing professional development activities (Avalos, 2021; Cordingley et al., 2022). According to Phyllis et al. (2021), the recruitment of qualified teachers is the responsibility of the entire society. Teacher recruitment is an important component of the teacher management system (Darling-Hammond, 2022). Many countries in Europe have reported a widespread shortage of teachers (Eurydice Report, 2022). Teacher supply continues to be a challenge in Australia and New Zealand, as well as in England and the US.

### Conceptual Framework

Based on the theoretical discussion given, four elements could be included in the conceptual framework, which is adapted from Obed et al. (2022) with certain changes.



**Figure 1: Conceptual Framework**

The conceptual framework of factors plays a crucial role in the implementation of teacher licensing policies. An important component is awareness—how teachers view the teacher license policy, its significance, and what their expectations and aspirations are in relation to it. Thus, how teachers perceive the policy will be crucial to its implementation. Awareness of teachers about the teacher license policy is an important component. According to Darling-Hammond et al. (2022), graduates felt that their preparation for teaching was insufficient because they were not considered qualified until they had completed conventional teacher training. Without a license, the quality of education cannot be enhanced.

Amoah et al. (2023) asserted that, in the absence of licensure, teachers view licensing as a partial assessment of the performance of certified in-service teachers, raising questions about fairness. The ability to accept a new policy change and the degree to which a teacher is ready to admit their teaching license are both referred to as teacher preparation. When teachers are prepared to embrace this shift, the licensing policy can succeed. Shulman (2021) emphasized that how much teachers know about the components and significance of the teaching license policy is crucial. A teacher license can enhance the quality of education and elevate the status of teaching in society. Understanding all components of policy is compulsory; however, many teachers only know about the general concept of a teaching license. In contrast, there are five basic components of the license policy: Categories of the license, Teaching license test, Criteria for obtaining a teaching license, Governance of the teaching license and Data management of the teaching license. The status of the teaching profession has been enhanced after the implementation of the teaching license policy. The ability to accept a new policy change and the degree to which a teacher is ready to obtain their teaching license are both referred to as teacher preparation. OECD (2022) emphasized that when teachers are prepared to embrace this shift, the licensing policy can succeed. Buddin and Zamaro (2021) stated that the purpose of the license exams is to set minimal proficiency criteria for teaching; teachers who do not satisfy these standards may have less successful classroom experiences than those who do.

Teachers with experience have little interest in adopting new techniques or technologies. Because they take a traditional approach, they are less adaptable to change, relying on their experience rather than new policies. Younger teachers who have recently entered the field, however, adopt a constructive attitude. They implement innovative teaching strategies in the classroom and are eager to see policy initiatives carried out well. A study by Amoah et al. (2023) showed that although the teachers who participated in the research were experienced, they encountered challenges when putting Ghana's teacher licensure program into practice.

They believed that questions were being raised about their ability to educate students and that there were unanswered government concerns. The seeming lack of readiness may be attributed to newly hired educators who were skeptical of their own skills because they thought the public and government doubted them. Additionally, teachers are not motivated to teach subjects they were not exposed to as students by the licensure exam. While the exam dispels the public's perception of their inexperience, it does not necessarily enhance their professional practices.

### **Hypotheses Formulated Based on Literature Review**

The following four hypotheses have been formulated by reviewing relevant literature:

- H1: There is no statistically significant difference between male and female teachers' awareness of the Teaching License Policy, 2023.
- H2: There is no significant difference in the understanding of the teaching license policy between pre-service and in-service teachers.
- H3: There is no statistically significant difference in teachers' perceptions of challenges related to the TLP, 2023, between in-service and pre-service teachers.
- H4: There is no significant difference in teachers' perceptions of the Teaching License Policy, 2023, based on qualification

### **Research Methodology**

According to Kumar (2022), a research design is the all-inclusive plan, framework, or method used to collect data in order to answer different research questions. This study adopts the mixed-methods approach and focuses on the perceptions of teachers who will apply for Teaching License Policy (TLP) 2023. Particularly, the study explores teachers' awareness, understanding of policy components, significance, and challenges related to TLP. Because of the design of the current study, participants' viewpoints are situated within the interpretivist paradigm, which is "grounded in people's experience, "where interpretivists "explore the meaning of events and phenomena from the teachers' perspectives."

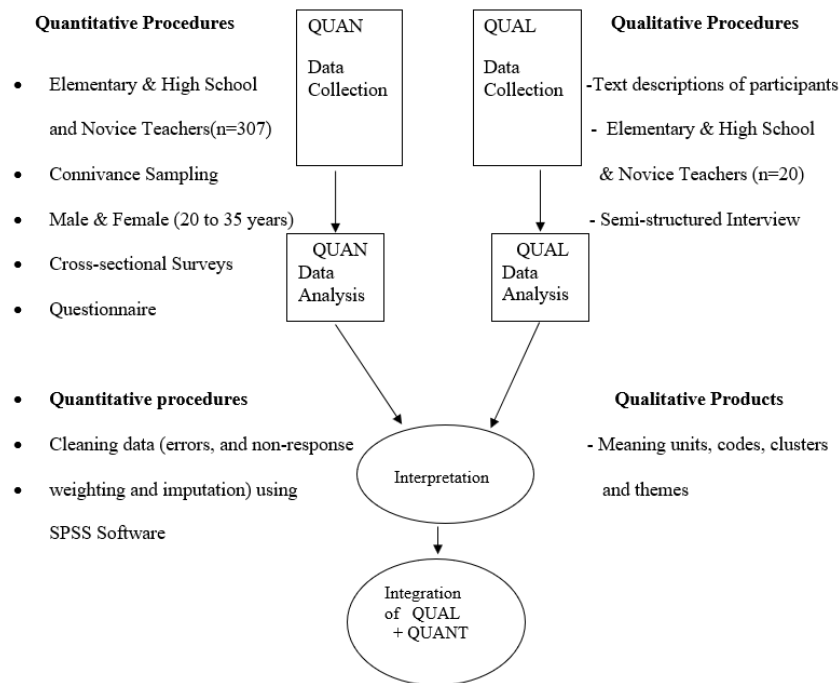


Figure 2 Diagram for a Study That Used the Cross-Sectional Convergent Design

#### Research Strategy

### Research Strategy

A research strategy refers to the “general plan for how the researcher will go about answering the research questions” (Saunders et al., 2022). Grounded theory suggests that the development of theory might result from a close examination of the social environment (Charmaz, 2022). It facilitates theory construction and the development of fresh concepts, avoiding the assumption that structures are stable. According to Creswell & Creswell (2022), the study population is the set of people or things that the sample is drawn from in order to measure variables of interest. It is the entire collection of people, situations, or things that share some noticeable traits. In this study, the population consists of public school teachers who appeared in the teaching license test and passed the license test. The data was collected from the concerned authorities of the government, which is the primary body overseeing the teaching license policy test. There are 1,341 teachers working in 31 public high schools throughout the district, according to the Education Directorate.



## **Sampling Techniques**

According to Yin (2021), sampling is the process of selecting participants from a population. The quantitative sample size was established by applying Yamane's (2021) formula for a finite population correction factor:  $n = N / (1 + N(e^2))$  where  $e$  is the standard error and  $N$  is the study population. Thus,  $n = 1341 / (1 + 1341(0.052)^2) = 307$ . Therefore, the survey sampled a total of 307 teachers. For the qualitative phase, purposive sampling was employed. Purposive sampling is a qualitative research sampling strategy, referring to the deliberate selection of individuals according to their traits, expertise, background, or other standards (Patton, 2022). In the teaching license policy test, 900 teachers participated, but only 33 applicants passed. This information was gathered from the relevant authorities who led the provincial initiative and implementation of the teaching license policy. Before any data could be collected, departmental approval was required for access to information about teachers who took the teaching license policy test. Data collection was conducted with the consent of relevant authorities. As a result, 20 semi-structured interviews were conducted with 12 male and 8 female public school teachers, ensuring equal representation of in-service and pre-service teachers.

## **Data Collection Instruments**

To collect data for the study, two data collection instruments were developed:

1. A structured questionnaire (for quantitative data)
2. An interview guide (for qualitative data)

According to Bryman (2022), a questionnaire is an essential tool in educational research, widely used to study attitudes, opinions, perceptions, and preferences. For qualitative data, interviews were seen as the most practical way to obtain detailed responses. Data from elementary, secondary, and novice teachers who were set to take the TL test in 2024 was gathered using the interview guide.

## **Validity and Reliability**

To ensure the validity and reliability of the research instruments, 10 teachers completed the questionnaire in a pilot study before full implementation. According to Robson (2021), a pilot test helps improve

specific aspects of a questionnaire, such as usability, self-explanatory nature, and clarity. The pilot study helped reduce response time and identify difficulties that respondents faced while interpreting the questions. Based on feedback, necessary adjustments were made to the questionnaire to align it with the study's objectives. The reliability of the instrument was measured using Cronbach's Alpha, which yielded a high reliability score of 0.91, indicating strong internal consistency and validity (Tavakol & Dennick, 2022). These results support the researcher's findings regarding teachers' perceptions of the Teaching Licensing Policy 2023 in public schools in District Naushahro Feroze, Sindh. The validity and reliability measures ensure that findings can be generalized to improve teacher and student quality while maintaining statistical robustness.

### **Data Collection Procedure & Analysis Method**

Before collecting the data, the teaching license policy 2023 document and a brief video have shared with participants. The questionnaire in google form was use for collecting quantitative data. WhatsApp is used for sending the links of questionnaire to the personal messages and correspondence is also made. Quantitative data from the field will clean, code, group according to study variables and then enter into the Statistical Package for Social Sciences (SPSS) version 25. Descriptive frequency tables and charts used to represent the analyze data. For qualitative data, physical meeting with participants have arranged in friendly environment and interviews conducted. The qualitative data sorts out under their relevant questions and analyze by thematic analysis (Howitt and Cramer, 2005). For qualitative data, thematic analysis is the most commonly used method, among a wide range of qualitative data analysis approaches for identifying, describing and interpreting themes to offer 'thick description' (Braun and Clarke, 2006), a description first used by Geertz (1994). The six stages of thematic analysis of familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report will be followed.

### **Ethical Consideration**

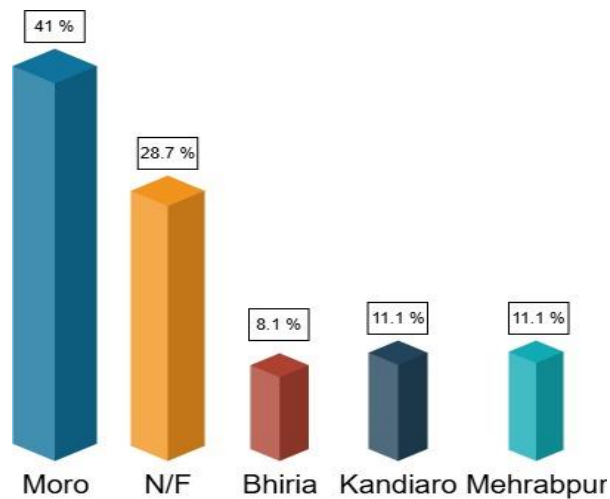
The study complied with other codes of ethics regarding data collection and information retrieval, as well as attributing secondary data to the legitimate sources. The study was carried out in accordance with ethical codes in social science research, which include ensuring voluntary participation, anonymity, and confidentiality of the respondents; all respondents were informed of the purpose of the research and given a

questionnaire to complete based on their voluntary participation and informed consent; these respondents were also guaranteed anonymity and confidentiality of their responses.

## Findings & Result

### Demographic Part of the study

Figure3 bearing numbers of public sector teachers selected randomly across all five talukas of district Naushahro Feroze shows that district Naushahro Feroze comprises of Moro, Naushahro Feroze, Bhiria, Kandiaro and Mehrabpur wherein Taluka Moro stays the largest of all having more population and correspondingly number of teachers, Sample N = 1341 in 121 elementary schools. 41 percent of population of sample belong to district, 28.7 of Taluka Naushahro Feroze, 25 percent of Bhiria Taluka, and 34 percent of Kandiaro and Mehrabpur each.



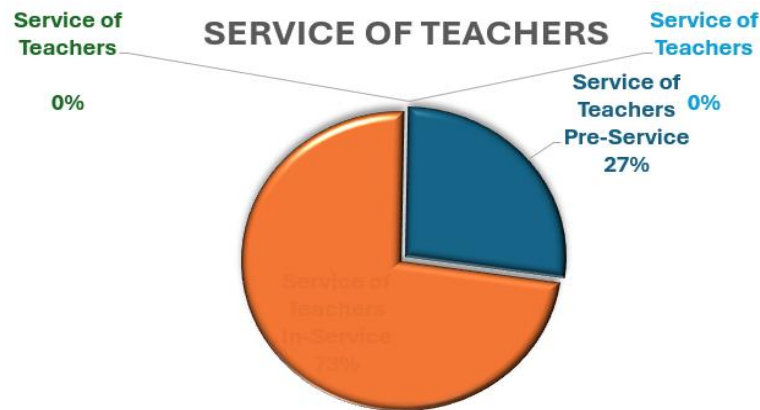
**Figure 3: Taluka wise teachers of district Naushahro Feroze**

The table 1 showing age break-up of the study respondent witness majority of the respondents falling in 25 to 30 age group, 179 nearly 58.3 of the selected sample. This bring to light that these younger teachers remained active part of system and will be play their role while experiencing ups and downs of education as well as teaching licensing policy. They comparatively appear to be in better position to contribute value added observation, strengths and weaknesses of Teaching License and changes introduced time to time as whole. In addition, 77 respondents falling in 20-25 age group which is 25.1 percent of sample which the youngest teachers who join teaching profession in very young age and they will become the most important catalytic to change the traditional teaching to modern teaching methodology. Interestingly, 49 respondent falling in 30-35 age group which is 16 percent which is termed experienced teachers who are not ready to change their teaching but they showed their interest in this regard and it is a positive sign.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	77	25.1	25.1	25.1
	25-30	179	58.3	58.3	83.4
	30-35	49	16.0	16.0	99.3
	35-40	2	0.7	0.7	100.0
	Total	307	100.0	100.0	

**Table 1. Age wise Teachers**

Thefigure 4 consisting of data regarding service of respondents display that majority of the respondents 224 which equals to 73 percent belongs to In-Service teachers who are actively participate and take interest in teaching license policy initiatives of Government of Sindh. In contrast, 83 respondents which is equal to 27 percent of sample taking active participation in the reform. It shows that younger generation are willing to join teaching profession as a legal and professional teacher.

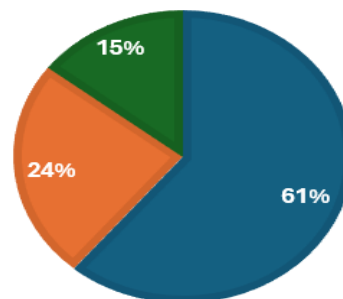


**Figure 4: Service of Teachers**

Figure 5, which displays the experience breakdown of the study participants, reveals that 130 people, or almost 42.3 percent of the sample, had between two and five years of experience. This reveals that in-service educators with over two years of experience are highly motivated to implement the government of Sindh's reform of teaching license policy. 30.6 percent of the sample, or 94 individuals, have 0–2 experience, which is the second greatest breakdown. This demonstrates that novice teachers are more interested than experienced ones. Indeed, seasoned educators expressed interest, which is a very good sign for the implementation of the teaching license policy. 14.7 percent, 10.1 percent, and 2.3 percent fell into the categories of less than ten years, more than ten years, and 7–10 years, respectively.

#### TEACHING EXPERIENCE (YEARS)

■ 2-5 years ■ 5-7 years ■ 7-10 years



**Figure 5. Teaching Experience**

## Descriptive Statistics

Table-2 Descriptive statistics for each element of the teacher licensure survey

		Awareness			Components			Significance			Challenges	
		Knowledge	Attitude		Understanding	Procedure	Criteria	Status	Effective Teaching	Job Satisfaction	Teachers Challenges	Implementation Challenges
N	Valid	307	307		307	307	307	307	307	307	307	307
	Missing	0	0		0	0	0	0	0	0	0	0
	Std. Error of Mean	14.63 (0.18)	15.16 (0.26)		17.42 (0.26)	17.53 (0.24)	9.64 (0.15)	12.73 (0.16)	18.11 (0.20)	23.66 (0.26)	30.86 (0.37)	23.82 (0.27)
	Median	15.0000	16.0000		22.0000	16.0000	10.0000	13.0000	19.0000	24.0000	32.0000	25.0000
	Variance	10.678	20.792		21.641	18.348	7.074	8.628	13.173	21.238	42.925	22.683
	Std. Deviation	3.26769	4.55988		4.65198	4.28344	2.65966	2.93731	3.62950	4.60845	6.55170	4.76272
	Minimum	10.00	8.00		12.00	11.00	5.00	7.00	10.00	12.00	16.00	10.00
	Maximum	22.00	26.00		30.00	26.00	16.00	29.00	31.00	33.00	42.00	33.00
	Range	12.00	18.00		18.00	15.00	11.00	22.00	21.00	21.00	26.00	23.00
	Skewness	-0.110	-0.207		-0.486	0.616	0.298	-0.037	-0.887	-0.407	-0.840	-1.309
	Kurtosis	-1.253	-0.732		-0.927	-0.517	0.180	2.582	0.375	0.803	0.574	1.903

Table 2 presents descriptive information pertaining to the four components of the Teaching License Policy. The average of the "knowledge" score, which was determined by adding the scores of the eight linked items, was an average of  $14.63 \pm 3.26$  out of 22. With a minimum of 10 and a maximum of 22, the median score was 15 out of 22. The results indicate that teachers' perceptions regarding awareness ranged from low to moderate.

After adding the scores of the eight relevant items, the "attitude towards TL" score was calculated, and the average result was  $15.16 \pm 4.55$  out of 26. With a minimum of 8 and a maximum of 26, the median score was 16 out of 26. The results imply that teachers had a modest attitude on teaching license. After deducting the minimum value (10) from the maximum value (22), the range for the "knowledge of TL" score is 12, as a result. With an average score of 14.63 out of 22, teachers' perceptions regarding their own knowledge of TL were, on the whole, moderate to medium. Furthermore, the majority of teachers had moderate to average opinions of their knowledge of (TL), as indicated by the median score of 15, which is between the middle and maximum. The fact that 1-2 Likert points were viewed as poor to moderate and 3-5 points as high to very good indicates how that choice was made, which is important to know. When the maximum value (26), or the minimum value (8), is subtracted, the range for the "Attitude of teachers of TL" score is 18, or 18. In all, teachers' attitudes toward TL were rated as moderate to medium, averaging 15.16 out of 26. Additionally, the median score of 16, which falls between the middle and maximum, shows that most teachers had a moderate to average attitude of (TL).

The "understanding of TL" score was computed by summing the scores of the 10 pertinent items; the average result was  $17.42 \pm 4.65$  out of 30. The median score was 22 out of 30, with a minimum of 12 and a

maximum of 30. The findings suggest that teachers' knowledge of their teaching licenses was average. The mean score for "procedural understanding," ascertained by summing the scores of the eight associated questions, was  $17.53 \pm 4.28$  out of 26. The median score ranged from 11 to 26, with 26 being the highest possible score. According to the findings, teachers' opinions on procedural understanding were generally moderate to mediocre. The five essential items' scores have been combined together to determine the "criteria of TL" score. Out of 16, the average scoring was  $9.64 \pm 2.65$ . There was a minimum of 5 and a maximum of 16, with the median score being 10 out of 16. According to the results, teachers' opinions on the TL criteria ranged from moderate to average.

Upon summing the scores of the seven related subcategories, the "status of teachers" score was calculated, and the average result was  $12.73 \pm 2.93$  out of 29. The median score was 13 out of 29, with a minimum of 7 and a maximum of 29. The findings show that educators' opinions of their own professional status varied from poor to average. The average score of  $18.11 \pm 3.62$  out of 31 was obtained by adding the scores of the 10 relevant elements to determine the importance of the "effective teaching" score. Minimum score was 10, maximum score was 31, and the median score was 19. The results imply that teachers had average views about the importance for effective teaching. When the scores of the twelve pertinent categories were added together, the "job satisfaction" score was determined. The average result was  $23.66 \pm 4.60$  out of 33. The median score ranged from 12 to 33, with 24 being the lowest possible score. The findings suggest that teachers had a positive outlook on their level of job satisfaction.

The "teacher's challenges" score was determined by adding the scores of the ten associated subcategories; the average result was  $30.86 \pm 6.55$  out of 42. Between 16 and 42, the minimum and maximum scores were represented by the median of 32 out of 42. The results demonstrate that views among educators regarding the difficulties faced by teachers ranged from satisfactory to favorable. Adding the scores of the 10 related subcategories yielded the "implementation challenges" score, which came out at an average of  $23.82 \pm 4.76$  in 42. The median score of 25 out of 33 indicated the lowest and maximum scores between 10 and 33. The findings show that opinions among educators about the challenges faced by teachers ranged from good to very good.

"There is no statistically significant difference between male and female teachers' awareness of Teaching License Policy, 2023" as first hypothesis proposed.

Gender	N	M	SD	t	df	p
Male	252	29.7063	6.63753	-.433	305	.665
Female	55	30.1636	8.91682			

**Table.3 Gender based Participation**

The quantitative data verified that teachers are have average awareness about the policies governing teaching licenses. The p-value is 0.665 which is greater than 0.05 and therefore not statistically significant. As a result, the null hypothesis is not rejected.

As suggested in the second hypothesis, “There is no significant difference in the understanding of teaching license policy between pre-service and in-service teachers”.

Service	N	M	SD	t	df	p
Pre-service	83	48.7590	8.38639	.531	305	.596
In-service	224	48.0625	10.79510			

**Table 4: Types of Service**

The p-value is 0.596 is considered not statistically significant which more than 0.05 is. So, the null hypothesis is not rejected. Third Hypothesis: “There is no statistically significant difference in teachers’ perceptions of challenges related to TLP, 2023 between in-service and pre-service teachers”.

Service	N	M	SD	t	df	p
Pre-service	83	53.2410	12.12897	-1.520	305	.130
In-service	224	55.2143	9.24934			

**Table 5: Type of Teachers’ Service**

The p-value is 0.130 is considered not statistically significant which more than 0.05 is. So, the null hypothesis is not rejected. Final hypothesis: "There is no significant difference in teachers’ perceptions of the teaching license policy 2023 based on qualification.

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	184.048	2	92.024	1.843	.160
Within Groups	15177.190	304	49.925		
Total	15361.238	306			

**Table 6. Between Groups**



The P value is .160 and F-value is 1.83 is not acceptable. So, the null hypothesis is not rejected.

### **Theoretical Awareness of Teaching License Policy**

The findings indicate that the awareness of teaching license policy is a crucial subject that highlights teachers' ignorance of this regulation. Senior teachers and young teachers are the two categories of teachers. Teachers who have just joined the education department are considered younger; some have been in the field for as little as two or five years. Although they are not aware of the rules, younger teachers are highly curious to know about teaching license policies. Many teachers are not well-versed in teaching license policy, having learned about it mostly via various electronic or social media platforms. Some respondents stressed on their awareness as following:

*“The same ratio the person around us are knowing about driving license policy” (Interview 1, Q-1)*

*“Yes, fact of the matter is that majority of teachers are not aware about the teaching license policy because they take it something like a burden or something like an activity which is going to hinder their progress or it is something which is more challenging” (Interview 4, Q-3)*

To put it briefly, most teachers are aware that the Sindh government has established a policy about teaching licenses, but many are actually unaware of the fundamentals of the policy. Due to the lack of opportunities for advancement or incentives, senior teachers are not well-informed on the policies governing teaching licenses.

*“Novice teacher or the new teacher they are more interested in it because they know that their future depends upon this policy. But as far as concerned with the old teachers and the teachers having more than 15 to 20 years' experience. They are not interested in this policy” (Interview 8, Q-4)*

Teachers will share a uniform teaching license policy, and its execution will be based on merit. But most educators are aware that getting a teaching license would come with more responsibilities and could impede their ability to advance or get promoted in the event that they don't pass the test. Therefore, when talking about senior teachers' awareness of the teaching license rules, new teachers expressed their concerns through facial expressions. Seniors have demonstrated a certain level of ignorance

of the importance of a license, despite their seeming lack of interest in it. All things considered, these viewpoints highlight how different teachers' awareness, perceptions, and attitudes are about the teaching license policy, indicating the need for focused education and communication initiatives to improve comprehension and involvement throughout the teaching community.

### **Significance of Teaching License Policy**

The goal of teacher education programs is to generate teachers with the attitudes, skills, and knowledge necessary to create visually appealing practice patterns that are referred to as quality teaching (Jian Wang, 2011). These programs comprise of coursework and experiences. The literature emphasizes the need of teacher education programs and license policies for high-quality education. The significance of a teaching license as a measure of instructional quality that improves student learning has been emphasized in recent debates (Darling-Hammond, 2021). The results of this qualitative study revealed that license is a step in the right direction toward raising the standard of teaching in the classroom and fostering 21<sup>st</sup>-century abilities in students, such as teamwork and critical thinking, so they may successfully navigate the problems of the twenty-first century.

*“Government have initiated this in order to equip the teachers with the skills that are required for this century” (Interview 9, Q-5)*

*“Like it talks about collaboration, it talks about critical thinking skills, which I believe is one of the fundamental key components of learning. If they are integrated into the learning, definitely they will like yield the desired results” (Interview 11, Q-7)*

*“Yes, overall it is beneficial for the whole education and for the betterment not only for the teachers but also its effects shown on the progress of the students as well as the experienced teachers, motivated teachers are in the field of the education after getting lessons. So, the results of the students and the results of overall education department will be increased and it is a better aspect for overall the Pakistan education system.”(Interview 15, Q-10)*

Government policy is to require teachers to possess fundamental abilities necessary to teach 21<sup>st</sup> century lessons in the classroom. The 21<sup>st</sup> century abilities that are required in today's classrooms to compete with other countries in the area and worldwide are missing from educational settings in Pakistani context. A license guarantees that educators possess

fundamental 21st-century abilities, such as critical thinking and teamwork, which are essential in any classroom. It will support the development of wholesome learning possibilities for Pakistan's teachers, students, and educational system. The education department does not hold teachers accountable; instead, the Sindh government's 2018 biometric project is used. It guarantees that teachers are the only ones present within the school's boundaries and does not assess their output. Additionally, licensure policies will play a part in holding teachers accountable.

*“Teaching License creates accountability in teachers” (Interview 12, Q-8)*

*“Yes, I totally agree with that because it enhances the teacher's accountability. And it also implements, implementing a teaching license policy can introduce a mechanism for their accountability as well. Also, they improve their skills and their accountability in the teaching profession.” (Interview 25, Q-12)*

*If a teacher is not competent enough to qualify a test then how could you expect from their students that they would be able to qualify some sort of test (Interview 18- Q-11)*

The significance of the licensing regulation also lies in the fact that graduates who lack interest will not be permitted to pursue careers as teachers. As one respondent point the reality of teaching profession.

*Because in our society, a person who cannot do anything, he or she may become a teacher” (Interview 22, Q-15)*

"If you can't do anything, you'll become a teacher." Since education quality will be as low as judged in many surveys and evaluation. If an educator is unable to evaluate themselves, how can students be prepared to take any assessments that the government may administer to determine the skills of teachers. The teaching profession will lose its value and significance in society. A person should be familiar with the fundamentals of teaching before entering the teaching profession so that they can apply all of these teaching approaches in the classroom. In this sense, a license guarantees that an individual possesses all of these details and is capable of applying them in the classroom. In the province, the value of teachers and education will both increase.

*“Absolutely. But same the thing is going to happen with the teaching license policy. If a teacher is having a license, so he or she might get an*

*extra benefit in some sort she's a licensed like a professional teacher"*  
(Interview 8, Q-7)

*"So, it is a good, a positive kind of initiative, which certainly will help teachers and promote quality teachers and will incorporate positive, you know, changes in the teaching learning process of the teachers. So, enhancing the ability and the professional skills of a teacher will certainly will be a, you know, game changer in educational conditions of Sindh or anywhere else."*  
(Interview 9, Q-10)

*"Yes, we know very well that and as for the policy, the both the components of the teachers will be assessed, like their content knowledge and their pedagogical skills."* (Interview 9, Q-6)

After receiving a license, teachers will have considerable respect and a prominent place in society. When a teacher enters the profession, their significance will grow. A teacher should possess the fundamental understanding of all general subjects as well as the pedagogical abilities necessary to teach in a classroom. Furthermore, teaching learning practice will be promoted, allowing for the experience of innovative teaching approaches and methodologies that will revolutionize the field of education. All of these abilities were evaluated in the test for those wishing to become teachers. One of the respondent shared his opinion about significance of license.

*"If a person gets licensed like currently there is 17 percent passing teachers. If they had passed, so they might have some quality. So, that is the reason that passed. So, obviously they are going to change something"*  
(Interview 22- Q-11)

According to the aforementioned research, there is a very low passing percentage among teachers for the test. If an individual passes, it indicates that they possess a talent that sets them apart from the rest and that they are going to transform the system through their method of teaching and learning. In conclusion, the recognition of the teaching license by educators underscores its pivotal role in enhancing teacher standards and embedding essential 21st-century skills in classrooms. This strategic initiative is poised to significantly elevate the quality of education in Pakistan, positioning it competitively alongside regional and global peers.

### **Practical Challenges of Teaching License Policy**

The results highlights that there are many challenges of teaching license policy from test to classroom teaching. The very first challenge faced by seniors who are not ready to accept this new reform of teacher

education because they have so much experience of teaching as well as administration and they argued this policy will not help younger teachers to raise the standards of education because it has been the practice of government to introduce new policy reform every year but the implementation in true letter and spirit is a dream.

*“So, there is always changes are coming in educational sector but implementation becomes a dream” (Interview 14, Q-17)*

*“But then again it depends on the organization where the licensed teacher is serving. The thing is that unfortunately all the administration, all the administrative post will be, we can say at the administrative post all the people have seniors. You cannot see any juniors at the top rank position. So definitely it will be the challenging task for the government as well as the teachers and the administration to give the importance of the teaching license, teachers and the policy” (Interview 21, Q-6)*

*“On the other hand, the senior teachers, just like, teach a lot of years, more than 10 or 15 years. After that, they will get the promotion into 16 years. So, there is something, there is a, we can say, not accepting or not welcoming the teaching license policy that how newly teachers will be promoted into 16 years within a limited time period” (Interview 20, Q-12)*

*“Like our experience is far much better than their so-called license. Like currently, an experienced driver will say, how could you justify a piece of paper won't challenge my skills. The same thing is going to happen. We have learned far more than you. So, stay away with your license and we are having nothing to show. So, the thing is that the licensed teacher will face the challenges.” (Interview 19, Q-14)*

Seniors are also reluctant to accept the licensing policy because, after more than 20 years of teaching, they were promoted to the 16 scale. However, if a younger teacher with three years of experience passes the licensing exam, they will be promoted into the 16 scale. Seniors, on the other hand, will not be prepared to accept the licensed teachers because they will be using new teaching strategies and approaches in the classroom. Expert educators make every effort to demonstrate that their pedagogy produces higher results than that of novices and that the government is squandering time and resources on this new reform.

We are not challenged by a piece of paper; we are experienced and don't need any proof, but since you are a new teacher, you will need to demonstrate your abilities. Nevertheless, we are still better qualified to instruct pupils than you. Additionally, licensing teachers will be assigned

to elementary and secondary schools where the principal, head mistress, or head master are seasoned educators who entered the department of education in 1990. They can so contest the licensing teacher's attendance, teaching, and methods of learning. Though the ratio is extremely low, some experienced teachers are quite kind to licensed teachers. The implementation of the license policy throughout the province will be significantly aided by administration.

It's interesting to note that experienced teachers' survival is not dependent on passing a licensing exam, and it appears that experienced teachers are not being taken into consideration during the consultation process because they are not expressing their support for license implementation through words or deeds.

*“First thing is that they know that their existence is not based on this teacher license. They know that they are permanent teacher or they are associated with this department although it is the private, semi government. So, they assume that this policy is not associated with them and their existence is not based on the passing of this particular test. But as far as concerned with the newly appointed teacher or novice teacher they know better that in near future they have to undergo this training or they have to pass this exam or test for permanent job or their existence in teaching faculty” (Interview 11, Q-15)*

*“Actually, seniors, what I have observed myself and what is my opinion is that they are in their comfort zone and they have thought that we have got a government job and we are into it and we complete our tenure and that's all. They are not willing to learn anything new. They are not ready to be assessed by any authority” (Interview 7, Q-15)*

There is a lack of confidence between policy makers and seasoned educators, and license teachers are the ones who will suffer as a result. Since there are no postings for elementary school teachers (ELTs) in the budget book, posting licensing teachers presents another practical problem. Nonetheless, the new budget for 2024–2025 adds more ELT positions without allocating them according to teachers' passing rates. For instance, Sukkur has the greatest teacher passing rate—more than 100—but this budget book only includes a small number of ELT positions. The difficulty lies in how the government will assign these teachers to their home districts even in cases when there are no open positions. It will be more difficult for teachers to drive more than 50 or 100 kilometers every day if they are posted to an adjacent district. This will cause turmoil among the teachers, and they may even call for a protest in the future. However, due to long commutes and a number of systemic flaws that teachers may

exploit, there is a practice at government schools where teachers may visit the classroom two or three times a week. If this is the case, the fundamental goal of the teaching license policy will no longer exist, and the education sector will not improve.

Then, real teachers will bear all the responsibility for some licensing teachers receiving easy passage, which will be a problem for those educators who are doing their jobs well. Therefore, the government needs to pay attention to this issue; otherwise, the province's license policy will likewise become a political football, and the hope and light would vanish. As the results illustrate, which point to the infrastructure and resource limitations for monitoring and evaluating the teaching license procedure.

*“Now, ensuring the quality, the working, it requires a robust kind of monitoring and evaluation of this process. So, in this regard, these institutions are like PITE, we need to enhance them, we need to enrich them, capacity building measures have to be taken so that those candidates who are going to be the part of teaching license policy, they must be equipped enough to cater the challenges which are being offered through this policy.” (Interview 22, Q16)*

The government will not be able to carry out the license policy in its entirety without capacity building initiatives. There is only one teacher training facility, the Provincial Institute Teacher Education (PITE) in Nawabshah. However, it lacks the resources and trainers necessary to serve all of the licensing teachers at once. Teachers' primary area of study is professional development, and PITE will provide them with training in this area. How will it be feasible to monitor teachers to determine whether licensed teachers are producing quality work or not, and who will oversee the entire process. The Sindh Government's Monitoring and Evaluation Agency lacks qualified personnel to assess the educational process in schools. Monitoring Assistants have not enough knowledge of teaching pedagogies and assessment. As one teacher expressed his concerned.

*“So, the same is with our education system. No attention is being paid towards the quality education. Whenever there are even inspections in our department, we are told and we have means it all goes like a drama that inspection is going to be done. I think the government itself is responsible for all that our education department itself is responsible and we ourselves those who are not with intensive motivation.” (Interview 16, Q-7)*

Evaluation differs from the school inspection that takes place before exams. Although inspections are merely formalities, their true purpose is not served as the individual assigned to them is unfit for the position and

is only performing the formalities. The monitoring of licensed teachers and their performance in the classroom will follow the same scenario. If not, all of your investments will be in vain. The learning process will not provide the intended outcome, which is high-quality education, if the limited resources are not fully utilized. This is yet another significant implementation challenge for Sindh's teaching license policy.

### **Concerns of Teachers about Teaching License Policy**

As result showed the major concern of teachers are syllabus, and composition of test and passing ratio of license test. Because there are thousands of teachers who passed Bachelors of Education (1.5 years or 2.5 years) on yearly basis but the quality of this degree remain questionable. Furthermore, the quality of distance learning of education remain questionable and there are many teacher education institutes who have been awarding degree without any proper teaching and learning process they are just doing business and playing with the future of thousands of teachers.

*“The thing is merit should not be reduced if they are appointing at 33percent. So, it is their deficiencies they are doing. They are going to repeat the same thing with the teacher's license policy.” (Interview 21, Q-3)*

*“So the candidates who have failed, they are shouting that the passing ratio should be raised to 40percent, 33percent. Because in our previous time, if we look towards the past that the IBA headmasters was recruited on 33 marks. So they are making the analogy from the IBA headmaster that if you are recruited, gazette post on 33 marks” (Interview 11, Q-3)*

According to the Sindh Teacher Education Development Authority (STEDA), a teacher would pass if they receive 50percent of the possible points in both the subjective and objective sections. However, the teacher failure rate is not acceptable to the teachers. The disheartening fact is that just 17percent of teachers are able to pass this exam. While there is no subjective component for head master bps 17 posts, which are filled by the Sindh government on a 33-mark scale, there is a subjective portion for elementary school teachers (BPS-16), which is not a gazette post. The remaining teachers attempt to exert pressure on the authorities to lower the passing ratio. The province's educational quality cannot be improved without a defined policy from the Education Department that outlines its goals and objectives. The government should continue to enforce a 50percent passing rate for the sake of high-quality education. This would undoubtedly improve educational standards and methods despite opposition from ineffective teachers.



The results showed that a single paper test will not provide students with a healthy classroom learning environment. Since 2015, hundreds of teachers have joined the education department; the majority of these teachers are engineers with degrees in various fields. However, in Sindh, teaching is not their first priority. Surprisingly, the most recent recruitment for primary school teachers and junior elementary school teachers did not include a B. Ed. Requirement. Others with a B.Ed. lack a fundamental understanding of pedagogy, although other teachers who regularly enroll in B.Ed. programs are very knowledgeable about engaging and instructing pupils. Even the most basic test with both subjective and objective sections is beyond the younger teachers' capabilities.

*“But in the context of Pakistan we are only getting a paper or a paper test but we are not able to check a teacher in the field either he is able to teach or not.” (Interview 16, Q-15)*

*“What I think is that teaching written test is not sufficient enough to check or assess the teaching proficiency of a teacher because there should also be a demonstration and all that. So, we just have written policy, written test policy. So, we have to go with that. But there should be other ways also, their observation, demos from the teachers and all that. So, in teaching license policy that have announced by Sindh government in 2023, there is a written paper test only. There is no observation. There is no check and balance about teacher that either he is able to teach in the classroom or not” (Interview 14, Q-15)*

Since teaching is an art rather than a science, there should be observation of teaching in order to determine whether a teacher is capable of instructing in a classroom. A single paper assesses the fundamental competencies of teachers. Because of the education department's limited resources, it might test teachers. The fact that hundreds of teachers will be watching them teach makes it challenging for the education department, but there is cause for concern if the administration is sincere about raising the standard of education in the entire province.

Teachers' major worry is that the license regulation will endanger their careers. Is this scenario true, or is there another reason behind it? A stressed-out and frustrated respondent gave an explanation.

*“So, the thing is that we are going to the challenges and concerns. So, why teachers believe that teaching lessons is threat to their career? Is teaching lessons policy is threat to the career of teachers? (Interview 16, Q-14)*

Teachers have lack of skills and experience of teaching that is the basic reason behind their frustration.

*“My personal point of view Because if you have a knowledge but you don't have a skills that how you apply these particular skills in the classroom is that learning is another thing and teaching is entirely different according to my point of view. Then your knowledge is not worthless. It is fruitless” (Interview 2, Q-3)*

Teachers' backgrounds are not in education because they wish to pursue other careers. Conversely, knowledge is useless without abilities. Therefore, if educators truly want to alter the game for the country, they should focus on developing these abilities, which are essential for those in the teaching profession. Assessments for various subjects ought to differ.

*“They must have an assessment for different subject, teacher for different assessment. They don't have to qualify all the teachers through the same assessment” (Interview 1, Q-5)*

Teachers worry that the licensure exam will be administered based on their subjects. Each teacher must pass the test's broad section as well as the subject-specific subjective element. Due to the department's initial lack of resources, it is not feasible. However, many educators work in broad education rather than as subject matter experts. In conclusion, every teacher wishes that a test could be administered based on their comfort level or willingness, but this is not realistic. Teaching all topics from class one to class eight is the responsibility of primary school teachers and junior elementary school teachers. This is in accordance with their job descriptions.

The statistics make clear that one of the biggest concerns among teachers is their lack of enthusiasm. Teachers require intrinsic or extrinsic motivation; without it, they are not prepared to take the licensure exam.

*“I believe it is all about your self-motivation. Like I am motivated to do or I intend to appear in the test” (Interview 23, Q-13)*

Some teachers are driven by an internal desire to enhance their methods, techniques, and classroom management. They actively participate in ongoing professional development initiatives as a result. The majority of people lack motivation since policies are unclear, it's unclear how the government will modify in-service teachers, and it's unclear how pre-service teachers will be ordered by the Education Service Commission of Sindh or pass additional tests. Since the average SPSC takes a year or two to join after being advertised, pre-service employees will lose those

extra years because licenses are only valid for five years before they expire and cannot be renewed. However, in-service teachers lack a comprehensive understanding of the EST service organization. How will teachers be promoted? Some teachers who passed their license and are on the High School Teacher (HST) promotion list are unsure about which order is better for their career and potential promotions in the future. Although the government displayed a lack of clarity over the EST service structure, the HST service structure is operational and available.

## **Discussion**

Teachers are knowledgeable, but their attitudes may shift since, according to qualitative research, many believe that having a license could be a burden that will make their careers difficult. The education department has long had a tendency to propose new reforms but not to concentrate on following them through to completion due to a lack of funding as donor stop funding program has stopped. Thus, a significant factor in consciousness is the experience of the teacher. Some participants contended that the education department's success ratio and consistency will draw more teachers to apply for licenses. Although their expressions showed lack of interest, seniors are less knowledgeable about licensing than younger teachers, as one interviewer explained. Seniors also don't participate in positive discussions and information sharing with juniors, which they use to suggest that there is nothing in it for experienced teachers and their careers. It is made clear that not all top officials are considered throughout the discussion process by the administration. They responded by exhibiting a careless attitude. Young educators are also drawn to licensing because it will advance their careers. It is concerning that while there are various license types, the majority of teachers are unaware of their requirements. In the first licensure test, over 500 applications were denied due to ineligibility or being submitted under the incorrect category, which is concerning and indicates a lack of understanding among teachers. As literature supported, the goal of reform is to develop educators whose knowledge, skills, and attitudes will come together to create visually stunning practice patterns known as great teaching (Jian Wang, 2011).

Credential is very much important for any profession which enhance the trust of parents and society on teachers as literature supported "Teaching credentials are necessary to forecast the quality of teaching (Darling-Hammond, 2000; Cochran-Smith & Fries, 2001)". A set of essential 21st-century skill sets are required in every classroom in order to raise educational standards and compete globally in the end. Comparing the quality of education in every country to that of the global economy and

creating policies and changes to stay up to date is a historic moment (Zhao, 2010). Since teaching is not everyone's first career choice, the public does not value teachers as highly as it should, but this reform will help to improve the status of teachers as professionals. Furthermore, only teachers will be interested in entering the teaching profession not as a part-time employment, since their professional abilities, expertise, and foundational grasp of teaching, evaluation, and child psychology will be put to the test. As seen, out of 4000 teachers who took the licensure exam, just 17% of teachers passed. It is the initial step toward putting high-quality education into practice. The majority of teachers believe that licensed teachers will effectively educate using a holistic approach. An excellent way for licensed teachers to adapt their teaching methods to the interests and skill levels of their students is to use modern pedagogy in addition to the traditional methods. The bulk of teachers nowadays are dissatisfied with their jobs and feel undervalued by society. A teaching license guarantees employment stability, increases the pool of competent educators, boosts the self-assurance and productivity of educators, and allows for individual observation of educators. Teachers face a significant danger to their job security with every new policy that the government announces about retirement and recruiting of teachers. The system lacks trained teachers, therefore TL will endeavor to address this need and make sure that the teaching and learning process is efficient in line with the need for 21st century abilities, which will enable the kids to handle the difficulties of the future. Competence is a predictor of quality teaching in the classroom (Kennedy (2008). Teachers' competency will not be compromised, and TL will accept those who possess the fundamental knowledge, abilities, and comprehension of pedagogies that are currently expected of teachers. Additionally, the TL test will be used to hold various granting institutes' teacher education programs accountable or to guarantee their academic performance and quality. The faculty will ultimately organize their courses and practices in compliance with current requirements, and the quality of the teacher education program will be held accountable. There are many factors which affect quality teaching and accountability of teacher is one of them, (Darling-Hammond, 2017). It is quite good to ensure that a teacher should possess fundamental competencies because the test evaluates the teacher's pedagogical and content understanding. Otherwise, not everyone can pursue a career in teaching.

The findings revealed multiple implementation challenges of Teaching License Policy. Authorities and education department will face numerous challenges both qualitative and quantitative data showed. Majority of schools are under administration of senior teachers who are not supporter of TL. Teaching learning process of younger teachers will

be interfered by senior because there is no consensus or trust deficit among senior and junior teachers. Government do to take senior teachers on board during consultation process. If government neglect a majority of teachers who are in power i.e. administration are in their hands and there are few schools where younger teachers are at administrative post, how TL teachers will not face challenges as one participant argued without support of senior teachers implementation will be a dream of government. Promotion into 16 scale is another concerns of senior teachers, they have been teaching for 15 to 20 years in education and they got promotion. Seniors are considered this type of reform will reduce their status at school and junior will overtake their position and how a piece of paper will reduce their status while they are experience more than ages of younger teachers. In contrast, in service teachers will get promotion if they pass TL test at least two years of experience which is unfair. Government has failed to satisfy senior teachers in all process of teaching license policy. And, it becomes the debate among the circle of teachers whenever they discuss teaching license policy. Government has not much facilities to monitor teachers at school i.e. master trainers and mechanism to evaluate teachers at their workplace and infrastructure to entertain professional development of teachers. Without monitoring and performance based assessment of teachers, license teachers may not teach actively in the classroom. Furthermore, a teacher may have good knowledge and writing but not having skills of teaching. How government will ensure implementation in true spirit and letter. There is lack of planning by education department, every step of policy implementation takes too much time and there is no clarity how the implementation will take place. In this regard, government announced advertisement hurriedly and within 15 days the test has been conducted. It is not fair to take steps in this manner it will influence that something is going wrong or chances of corruption may enhance in the minds of public and teachers. But the test was conducted by the reputed institute of Sindh where everyone believes in its transparency and merit. Otherwise, it would be a huge protest and mass resistance by the teachers.

On positive note, the complete result of all candidates was announced from top to bottom on the basis of scores would give confidence to candidates that there is nothing wrong in the result and only competent teachers are able to qualified test. In addition, allocation of seats in respected talukas and districts is another major challenge of implementation. There is no seats of Elementary School Teachers in budget book 2023-24, everyone is discussing where the posting will be given licensed teachers either elementary, secondary and higher secondary school and seats of Elementary School Teachers was allocated in this budget book. But the seats are not distributed as per passed candidates of

different districts. For example, Sukkur region has highest passing ratio of teachers which is more than 100 while only 10 to 15 seats are allocated in this region which is major issue. If teachers post in different of adjacent districts, teachers will not ready to join in different district. Interestingly, seats allocation made after announcement of result of license teachers which shows that policy makers are not aware about ground realities either they are not educators or stakeholders are not taking on board which shared their experience and challenges before the policy makers. This issue will be resolved on priority basis otherwise quality of education will not be enhanced and all investment will be comprised.

Teachers' main issue is how the exam paper is composed. The majority of teachers point out that the test syllabus is not standardized. In actuality, the majority of teachers lack critical thinking abilities as well as sound composing and writing skills in English. The constructed response question portion, which covers a variety of concept of teaching learning process and verifies that teachers either understand fundamental concepts well or can apply them in a handful, is where the majority of teachers fall short. In Sindh province's rural areas, there are very few teachers enrolled in normal B.Ed. programs, and a vast number of teachers obtain their degrees through other means, meaning they are just paper pushers with no real education. Teachers therefore have serious concerns that they won't be able to pass the test and that the authorities are to blame. High ranking officials in the department of education should confer with various institutions that give degrees in order to reform education degrees. The Higher Education Commission (HEC) will not permit any institute which is fail to comply

As seen by the most recent hiring of headmasters of 17 scale, junior elementary school teacher, and primary school teachers, the government is trending toward lowering exam passing scores in response to student protests. Since most teachers are unable to pass the CRQs portion of the test, passing 50% of both sections will not be accepted. However, passing the MCQs section will give them an advantage. Teaching is an art, not a science, and teachers' demonstrations have not been evaluated because research has shown that some qualified educators possess knowledge but lack teaching abilities. Some educators fear that taking a license exam could jeopardize their chances of advancement in their careers. These are unskilled teachers who entered the teaching profession out of disinterest. Experiencing that they will not be granted a license, they are attempting to protest, spread misinformation about the government, and exert pressure. This is not a good way to evaluate the teachers. They decided that new teachers should be granted licenses, but that this policy would not apply to experienced educators, and that licenses should not be used as a foundation

for promoting underqualified teachers. Furthermore, not all teachers possess all the skills necessary for the test to be in line with their subject, which is impractical at this early stage. Every teacher expresses their opinions in accordance with their qualifications, which the government cannot do.

Because it is unclear how the government will reward promotions under the licensing policy, in-service teachers are concerned about whether or not to accept positions as elementary school teachers. How much allowance licensed teachers will receive from the government. There are 400 hundred in-service teachers who passed this test. Some teachers have encountered that they have two options because both positions have a BPS-16, and they are confused. They can choose to be promoted to the position of elementary school teacher or receive an order as a high school teacher. They are expressing things as their wishes when they ask seniors who are not interested in becoming licensed teachers. Because it is unclear how the government will reward promotions under the licensing policy, in-service teachers are concerned about whether or not to accept positions as elementary school teachers. How much allowance licensed teachers will receive from the government? There are 400 hundred in-service teachers who passed this test. Some teachers have encountered that they have two options because both positions have a 16-point rating system, and they are confused. They can choose to be promoted to the position of elementary school teacher or receive an order as a high school teacher. They are expressing things as their wishes when they ask seniors who are not interested in becoming licensed teachers.

The results of the overall analysis show that teachers chose to take the test in order to be recruited and promoted into the public sector. They are unclear about the subsequent actions taken, though. For instance, how would they be hired, would teaching positions be needed in the public sector, how would they be announced, and how would they be informed of their decisions? Hence, clarity of way further appeared missing at their end. This scenario also reflects gaps between the policy and implementation procedures, which could be an issue of policy failure in the context of this research. As Brest (2010) discusses, for any intervention or policy to be successful, it is necessary to have clear long-term goals to let the stakeholder believe that it will take to accomplish the changes; the analysis of this research is contrary to this theoretical approach. In addition, the current teaching license test places greater emphasis on content at the expense of practical aspects, and does not sufficiently emphasize its relevance to addressing the issue of a lack of quality education in the school context. This makes it more difficult for

participants to understand its value or usefulness to education system (Blueprint, 2016).

## **Recommendations**

The results of this study are useful in understanding how teachers perceive the teaching license policy. This means that policies that address the worries of junior or senior teachers should be created. Many times, it was mentioned that a thorough examination of Sindh's teaching license policy was needed. Workshops are desperately needed, and awareness campaigns should be held in Sindh's rural areas where there are connectivity problems. Seniors' support and confidence are essential for implementation, so it is important to invite them and address their concerns. Guidelines for the application process for teaching licenses must be provided. Master trainers ought to lead seminars in which they politely go over the entire licensing procedure. Teachers lack a fundamental understanding of the requirements, process, and license; a constructive dialogue will address this issue. It is insufficient to simply administer tests; instead, schools throughout the province should implement cluster policies to oversee teachers' ongoing evaluations. The lack of confidence between top administrators and authorities needs to be addressed; without attempts to foster trust among all stakeholders, implementation would not be achievable. The education department should invite anyone with an interest, and their concerns should be promptly addressed. If the process of formulating an appropriate service structure for elementary school teachers is completed, it ought to be disseminated to both teachers and the general public. Licensed teachers will gain confidence and job stability as a result. Seats should be distributed in accordance with teachers' passing rates, and postings will be made in the talukas where the teachers are regarded. At no point should the test syllabus or passing scores be compromised because this will negatively impact the education department's efforts to raise educational standards. The Higher Education Commission shall oversee all educational programs that offer degrees and guarantee that the teaching and learning processes are appropriate.

## **Conclusion**

The goal of this study is to provide a modest yet significant addition to the growing body of knowledge regarding the nature and implications of the teaching license policy, which appears to be an innovative effort to raise the standard of education in Pakistan. Participants in this study, which sought to investigate teachers' opinions on teaching license policies, had a range of opinions. Teachers acknowledged that the teaching



license was a revolutionary instrument that may improve the standard of education in Pakistan. On the other hand, educators concur on its importance with regard to their own personal development. This result emphasizes how crucial it is to include administrators and senior teachers in the reform process, since research indicates that reform efforts may fail if their active participation is overlooked. Reform initiatives can occur into resistance and falling below of teachers' requirements and viewpoints if deep-rooted values, beliefs, and routines are not addressed and a culture of gradual change is not fostered. It is imperative that teachers understand the core ideals of the teaching license in order for it to fulfill its intended purposes and empower them to embrace and effectively enhance their professional practice. This study will have accomplished its goal if it has even slightly contributed in promoting more progress in the real-world context of license policy implementation. It has also made some of the future work that still has to be done and what might be feasible apparent.

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