

**A TRANSNATIONAL APPROACH TO EDUCATIONAL  
LEADERSHIP CAPACITY BUILDING: A CASE STUDY OF THE  
MASTERS OF EDUCATION PROGRAMME AT NOTRE DAME  
INSTITUTE OF EDUCATION, KARACHI, PAKISTAN**

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of the  
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## **Certificate**

I certify that this thesis has not been submitted for any degree nor has it been submitted as part of candidature for any other degree or award.

I also certify that the thesis has been written by me, and that any help I have received in preparing the thesis, and all sources used, have been acknowledged.

Signature of Candidate

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## **Abstract**

The expansion of educational opportunities internationally provides major prospects for developing countries to reform their education systems. The rise of new forms of transnational education, (the provision of education to learners in a country different from that of the provider) and the expansion of capacity building opportunities have helped developing nations to increase domestic access to international education and to enhance the quality of their local education systems through increasing the variety and relevance of their programmes.

Pakistan, being a developing nation, faces huge educational challenges due to its highly rigid and bureaucratic system of education. It also faces a lack of resources and training opportunities to enhance and expand the capabilities of teachers and educational leaders. However, community based, not-for-profit institutions in Pakistan are making every effort to improve the quality of education through providing capacity building opportunities to teachers and educational leaders. Notre Dame Institute of Education (NDIE) in Karachi is one such kind of institute. It is affiliated with Karachi University (KU) and accredited with Australian Catholic University (ACU) and offers an M. Ed. programme for educational leaders.

This study explores the effectiveness of the transnational M. Ed. programme at NDIE as a means of educational leadership capacity building in Pakistan. The main research problem was examined through four research questions which explored: the distinctive elements of the M. Ed. programme offered at NDIE and its focus on capacity building; the contextual factors contributing to this capacity building; the impact of the M. Ed. programme on the development of the leadership capacity of its graduates; and finally the contributions of this case study research to the understanding of issues related to transnational education focusing on educational capacity building.

A qualitative approach, in the form of case study, was adopted for the research. The data was collected by means of survey questionnaires distributed to all the M. Ed. graduates; in-depth individual interviews and focus group interviews of selected graduates and NDIE teachers; analysis of the documents related to the M. Ed. programme and the transnational partnership between ACU and NDIE, and the researcher's reflective journal. The comprehensive narrative indicates the use of appropriate means of qualitative data reduction, analysis and display.

This study highlights the contribution of the NDIE M. Ed. programme to the development of educational leaders in Pakistan and its impact on graduates in terms of bringing about change in their knowledge, skills, attitudes and practices as educational leaders. Using the United Nations Development Programme's framework (2009), this study also provides insights into the process of capacity building through the transfer and successful application of knowledge, expertise and methodologies from one educational context into another very different educational context. Furthermore, this study provides valuable insights into the contribution of ACU, Australian Sisters of Mercy and the Catholic Education system to educational leadership capacity building in Pakistan.

As a result of this research, a number of recommendations are made for consideration by NDIE, other providers of leadership development programmes in Pakistan, ACU and future researchers.

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## **List of Abbreviations**

ACU	Australian Catholic University
AEI	Australian Education International
AIE	Ali Institute of Education
AKES	Aga Khan Education Services
AKU - IED	Aga Khan University – Institute for Educational Development
AUQA	Australian University Quality Agency
B. Ed.	Bachelor of Education
CBCEP	Catholic Bishops’ Conference Education Programme
CT	Certificate of Teaching
EFA	Education for All
ESR	Education Sector Reforms
ESRA	Education Sector Reform Assistance
GPE	Graduate Professional Experience
IGCE	International Graduate Certificate of Education
IRIN	Integrated Regional and Information Networks
ISMA	Institute of Sisters of Mercy of Australia
KU	Karachi University
MDG	Millennium Development Goals
M. Ed.	Master of Education
NCEC	National Catholic Education Commission, Pakistan
NDIE	Notre Dame Institute of Education
NEP	National Education Policy
NGO	Non-Government Organization

NWFP	North West Frontier Province, Pakistan
OECD	Organization for Economic Co-operation and Development
PSLM	Pakistan Social and Living Standards Measurement
PTC	Primary Teaching Certificate
TAFE	Technical And Further Education
TRC	Teachers Resource Centre
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development



## Chapter One

### Introduction and Overview

#### Introduction

In the contemporary world of education, the diminishing boundaries around the different nations of the world have provided an opportunity for developing countries to interact more closely with developed countries. In recent years, there has been a significant transfer of ideas, policies and resources from developed countries that are used to reform education systems in developing countries (Kanu, 2005, UNESCO & USAID, 2006). This transfer is now mostly occurring through the participation of providers such as transnational, private, for profit and not-for-profit education institutions (Middlehurst & Woodfield, 2003).

The increment of providers from developed countries has given rise to what is now termed as 'transnational education' or the provision of education to learners in a country different from that of the provider (Skilbeck, 1997). According to Vincent-Lancrin, (2007), there are diverse reasons for such an increment but the more prevalent reason in developing societies is for capacity building. Transnational education is considered as a means of meeting unmet demand as well as helping to build local capacity for quality education, specifically higher education. There are concerns however among researchers regarding the degree to which contemporary concepts and approaches to education can be easily translated and implemented from the cultural contexts of developed countries to other culturally different contexts in developing nations (Dimmock & Walker, 2005; Oplatka, 2004).

The literature proposes that capacity development is an appropriate approach which can be adopted for any transnational educational partnership between developed and developing countries (UNDP, 2009; Vincent Lancrin, 2004). Such partnerships need to be long term sustainable ones that cater for developing indigenous capacities through providing opportunities to ultimately obtain, maintain and intensify their own objectives of educational development (UNDP, 2009). It is understood from the

literature of diverse countries and different educational contexts that effective educational leadership plays a vital role in education and increasing student achievement (Huber and West, 2002; Leithwood, Harris & Hopkins, 2008; Orr, 2007). Effective educational leadership “acts as a catalyst” without which any positive change within the educational organization is quite unlikely to happen (Leithwood, Harris & Hopkins, 2008, p. 2).

In order to become effective, an educational leader is expected to have the capacity to play multidimensional roles in achieving, maintaining and improving school quality. The literature emphasises various approaches to leadership. Certain approaches have become influential in recent years, including those which draw on education-specific ideas about instructional leadership (Marzano, Waters & McNulty, 2005), as well as the concepts of transformational leadership (Heck, 2002), distributed leadership (Gronn, 2000; 2002) and authentic leadership (Duignan, 2002; 2006; Begley, 2007). These approaches place a strong emphasis on the role of the leader in setting a vision for the school, and effectively inspiring and stimulating others in a commitment to the quest of achieving this vision (Leithwood, Seashore-Louis, Anderson & Wahlstrom, 2004; Fullan, 2009).

While school leaders handle the multiplicity of roles, their preparation for functioning effectively is an area of concern among researchers (Jackson & Kelly, 2002; Orr, 2007). Some authors suggest that leadership training has a positive impact on the practices of school leaders if it focuses on the range of knowledge about wider educational and contextual issues, skills and competencies that an educational leader needs in order to fulfil the role (Mulford, 2004; Orr, 2006; Onguko, Abdalla & Webber, 2008).

In the case of a developing country like Pakistan, the scenario for educational leaders is quite different from that of school leaders in developed countries. Educational leaders in Pakistan have less autonomy than their counterparts in other education systems and are less likely to be involved in any major reforms within the school or educational system; most have limited or no professional training to fulfil their roles as instructional or transformative leaders; most have to work in a context which encourages dependency and autocratic leadership styles (Simkin, Sisum & Memon,

2003; Rizvi, 2008). Most educational organisations in Pakistan function without adequately qualified and trained school leaders (Memon & Bana, 2005). This situation emphasises the need for reforms in leadership education in Pakistan.

One of the contemporary and influential ways of achieving reforms in educational leadership in Pakistan is through collaboration with global education providers who can provide alternative options for development. This approach to educational reforms has been adopted by Notre Dame Institute of Education (NDIE), Karachi through its accreditation with Australian Catholic University (ACU). NDIE, with the support of ACU, strives to build capacity among individuals, its graduates, as educational professionals and change agents within the education system of Pakistan. NDIE's vision is that once the cadre of educators is built, there will be increased possibilities of successful system-wide educational reforms in the country (NDIE Handbook, 2006).

This thesis focuses on the capacity building of NDIE Master of Education (M. Ed) graduates to become authentic educational leaders within the education system of Pakistan. The NDIE M.Ed. programme was introduced in 1996-1997 with the aim of developing enthusiastic and committed individuals as educational leaders, educators and researchers, who will bring positive change in the quality of learning processes employed in educational institutions within Pakistan. The M. Ed. programme is considered transnational because its initial development, courses, accreditation, staffing, provision of needed resources was, and continues to be, achieved through collaboration between Pakistani and Australian partners. The study focuses on investigating the perceived impact of the M. Ed. programme on its graduates, how they then brought about change within the education system in which they are working and what insights regarding a transnational M. Ed. programme could be gained while focusing on educational leadership capacity building in Pakistan. A brief account of the distinctive background to the research now follows.

### **Background to the Research Problem**

Pakistan faces many challenges in the education sector. Although subsequent governments have made different efforts to improve the education situation, these

efforts have not led the system to the desired outcomes. Indeed studies over the past 15 years ( Ahmad, 2009; Andrabi, Das, & Khwaja, 2002; Farah, 1996; Simkins, Garrett, Memon, & Nazir-Ali, 1998) have concluded that in spite of various innovations and substantial financial assistance poured into the national education system by both foreign and local aid donors, there appears to be no significant change in the quality of the education system in Pakistan (National Education Policy, 1998-2010). It would seem that in Pakistan education is in a more serious state of decline than it was at the time of independence in 1947 (Hoodbhoy, 2004).

Consequently, Pakistan has continued to search for ways to address the issue of quality in its education system. It could be argued that since 1947, with the setting up of the first educational conference up till the development of the current National education policy, Pakistan has not yet achieved any significant success in any of the eight five-year plans and six national policies developed to address the quality of education. Ahmad (2009) maintains that educational reviews have been conducted to find ways to improve the quality of education and educational innovations have been introduced directly in the schools but they have failed due to a lack of commitment from the bureaucrats and highly centralized decision making.

According to Bergman and Mohammad (1998, p. 2), “if the supply of educational services to children in Pakistan is to improve, teachers will have to be active participants in the learning process”. A solid education foundation for Pakistani children requires quality teachers and effective teaching. Quality teachers, however, can only produce quality if they have quality leadership (De Grauwe, 2000).

In order to bring desired change and improvement into the education system of Pakistan, educational leaders (Head teachers, principals) need to play an important role and also need to be trained in team building, reflection and developing a collaborative culture (Teacher Education: Position Paper, 2004). If the school leaders’ capacities are enhanced through training, there is a possibility that they may improve the capacities of teachers for better teaching in the school; but if the school leaders are not adequately prepared for their role than they may create hindrances for any innovations brought by the teachers. Therefore capacity development of educational leaders is as important as the capacity development of teachers.

NDIE is an institute trying to make a difference in teacher education and educational leadership in Pakistan through the programmes it offers. The B. Ed. and M. Ed. programmes are affiliated to the local university, Karachi University, while the International Graduate Certificate in Education (IGCE) and the M. Ed. are also accredited by Australian Catholic University. The M.Ed. programme aims to enhance the leadership capacity of current and potential school leaders and teacher educators. This study primarily presents insight into a transnational M. Ed. programme focusing on educational leadership capacity building in Pakistan. This study provides insights into the strengths and limitations of an innovative transnational approach to educational leadership capacity building within Pakistan's education system.

### **The Researcher's Professional Journey**

The researcher's own professional journey is the major source of inspiration for this study. I was born and brought up in Karachi and have been associated with the profession of teaching for the past nineteen years. My experience in teaching includes being a primary school and high school teacher, a school leader and a teacher educator. After completing my M.Ed. from NDIE, I took the opportunity to work as a head teacher in one of the reputable private schools of Karachi, educating nearly four hundred children ranging from Year One to Year Ten, with a staff of around thirty teachers. Most of these teachers had no formal teacher training. Consequently, I diverted all my preferential attentions to act as an instructional and transformative leader and guide staff through formal workshops and through informal discussions. The experience of working both as a head teacher and a teacher educator gave me an insight into how my training at NDIE as an M.Ed. graduate enabled me to fulfil my roles professionally in a way which was different from those head teachers who had little or no training in the field. Because of the M.Ed. from NDIE, I realized that the main focus of educational leaders needs to be towards teaching and learning processes. The contribution of NDIE in developing my capacity as an educational leader and change agent motivated me to share its contribution through this study. I am at the stage my life where I feel that conducting this study and publishing its findings will enhance the recognition of NDIE's contribution to educational leadership development in Pakistan. It also is of benefit for my country in which a research culture does not prevail. This study is unique in that it explores the

experiences of those graduates who are working in a most challenging situation. In Pakistan, where education is not valued, there is a lack of readiness among many leaders to bring any positive change; while there are limited resources, there is a hope among NDIE graduates that we can make a difference.

### **Context of Research**

In order to appreciate the purpose of the study, it is important to understand Pakistan's unique educational context. The context of its education system is briefly outlined below to underline the peculiar problems that Pakistan's teachers and educational leaders have to negotiate if the quality of education is to be enhanced.

The Islamic Republic of Pakistan is a federal nation, comprised of four provinces, each with substantial local authority. Muslims constitute 96.7% of the population with the remaining divided among Christians, Hindus, Parsees and Sikhs. Urdu is the national language and there are a number of different regional languages. English is widely used for commercial, legal and other official business in the country. The government of Pakistan is a parliamentary democracy, though there have been significant periods of political instability. There are three layers of government, namely Federal, Provincial and local or district (Shah, 2003).

Pakistan has sustained significant population growth in the past 50 years. In 2008, the estimated population of Pakistan was one hundred and sixty-one million with an annual growth of 1.9%. Nearly 68% of the population lives in country areas and the male/female ratio are 104:100 (Pakistan Year Book, 2008). Educating the masses of population can be a challenge for any nation like Pakistan.

Over 50% of the people of Pakistan live in poverty, with limited access to necessities such as clean water, food, electricity, health and education. The main reason for such level of poverty is not the lack of economic growth of the country but the apparent lack of the commitment and vision by politicians in planning and implementing educational initiatives (Ahmad, 2009). Pakistan spends more than 50% of its GDP on military expenses, compared with 2.5% on education and its proportion of GDP on

education is falling (Pakistan Year Book, 2008). Successive governments have undermined the value of education in terms of the nation's development (NEP, 2009).

### *Education in Pakistan*

The formal schooling system in Pakistan is marked by its multiplicity. There are government schools, semi-government institutions and private schools. In Pakistan, education is organized into five levels: primary (grades one through five); middle (grades six through eight); high (grades nine and ten, culminating in matriculation); intermediate or higher secondary (grades eleven and twelve, leading to an High School Certificate (HSC) in Arts or Science; and university programs leading to undergraduate and advanced degrees (Shah, 2003). There has been an emergence of a number of Madrassa schools in the last two decades. These give emphasis mainly to religious education. The government is making an effort to integrate formal schooling subjects with Madrassa schools to fulfill the demands for more schools (NEP, 2009).

The estimated average literacy rate is 49.9%, with the rate for females estimated at 35.2% and that of males at 61.7%. There are even greater inconsistencies present within the four provinces, and between rural and urban areas (Human Development Report, 2007-08). The net school enrolment rate in Pakistan is only 52%, the lowest among all the South Asian nations in the region. There are even wider male-female, rural-urban and inter-regional disparities in terms of education within the nation and there is a high rate of dropout at any educational level (World Bank, 2009). Most of the schools are poorly resourced to fulfill the demands of contemporary education; teachers are not equipped and trained in innovative ways to teach large classes; school leaders are not trained to become instructional or transformative leaders and the education system itself is highly bureaucratic (NEP, 2009). Nearly one-third of Pakistan's adult population is also uneducated, never having been to school (World Bank, 2009).

The growth of the private school system is increasingly filling the gap in the public system (Ahmad, 2009). According to the Pakistan Social and Living Standards Measurement Survey (PSLM), it is estimated that, overall, private education now accounts for about 26 percent of gross enrolments (PSLM, 2005-06). Most of these

schools are for-profit, but parents are still willing to sacrifice a great deal of their income to get a better quality of education for their children. The private sector also consists of a number of non-profit based Catholic and community schools which offer quality education. In the private school system, principals, teachers, students, and the community are excited about the educational process and take their school very seriously. Dynamic principals and/or community leaders seem to be the prime movers in these successful schools (Andrabi, Das & Kwaja, 2002).

### **Research Problem**

The teacher is considered the most crucial factor in implementing all educational reforms at the grass root level. Academic qualifications, knowledge of the subject matter, competence and skills in teaching and commitment of teachers all have an impact on developing students' learning (Rampal, 2000).

The National Educational Policy (2009) states that there has been a substantial expansion in teacher education since independence; the training capacity of all the formal teacher training institutions is about 30,000 students annually which indicates the quantity of the teacher training capacity but the effectiveness of the programmes offered by these institutions is a major area of concern.

Due to the recent emphasis on ensuring massive access to 'Education for All' in Pakistan, the teacher education system has quantitatively expanded to keep a reasonable balance between demand and supply. The qualitative dimensions of teacher education, however, have received minimal attention, resulting in mass production of teachers (themselves products of the poor system) with shallow or no understanding of subject knowledge and teaching techniques (National Education Policy 1998-2010).

Most of the school leaders in both the private and public sectors are not trained to become school principals. They have come to this position based on length of teaching experience rather than leadership, administration and management experience. Pakistan's various educational policies emphasize trained and qualified school principals but in actual practice this has made no difference nationally (NEP, 2009; Rizvi, 2008; Simkins, Sisum, & Memon, 2003).



The teacher educators in the public educational institutions are the victims of the outdated bureaucratic system and most of them do not have any professional training related to teacher education. These educators are not properly trained to deal with the high demand of quality teacher training, professional development of potential leaders and have little or no culture of research (NEP, 2009).

Due to the failure of the public system in providing quality teacher education and proper leadership programmes, a number of private and Non Government Organizations (NGOs) emerged in order to initiate and sustain quality teacher and leader education programme in Pakistan. In the last twenty years, these private institutions have become a pervasive part of the academic landscape, satisfying the demand for quality teacher education and presenting new challenges for a troubled public system (Pakistan Ministry of Education, 2009).

In order to maintain high standards, a number of private organizations affiliate themselves with one or more universities in first world countries and strive to keep educational standards at an international level (Ahmad, 2009). The issue which needs to be addressed however is how far the programmes offered at these organisations with foreign affiliation are grounded in the local educational context.

Educational institutions need programmes that are relevant to the needs of society and individuals and need competent staff to implement their programmes successfully (Young, Fuller, Brewer, Carpenter & Mansfield, 2007). In the case of most private educational institutions in Pakistan, the programmes are designed with the support of foreign universities and are usually taught by foreign teachers as well (Ahmad, 2009). The programmes may be designed by those who are either unaware of the context of the other country or who have very little information about its educational needs. The programmes, which may have worked successfully in the country of origin, have a much greater chance of working well in another country if the issues such as socio-economic structure, life style, values and culture are given needed consideration (Kanu 2005; Mohamedbhai, 2002).

The question arises concerning how these programmes are influencing local participants. How successful are these programmes in bringing about positive change

in the life of teachers, students and in the society? What sorts of insights regarding transnational education could be gained through this research?

This study focused on one such organisation, NDIE, which is under the management of Australian Sisters of Mercy on behalf of the Catholic Bishops Conference of Pakistan. Little or no research has been done on the area of educational leadership capacity building in the Pakistan context. This study explores the contribution of the NDIE M.Ed. programme to the formation of educational leaders in Pakistan and its impact on graduates in terms of bringing about change in their attitudes and practices as educational leaders. Therefore, the research problem is:

**What insights do staff and graduates of the Transnational M.Ed. programme at NDIE have regarding the course as a means of educational leadership capacity building in Pakistan? How can their insights be applied to similar programmes and contexts?**

### **Purpose of the Study**

The purpose of this study was to provide evidence regarding the effectiveness of a postgraduate educational programme which was developed and implemented in a developing country, Pakistan, with the help of international education providers. In particular, the study explored the contribution of the NDIE postgraduate Masters Degree programme in building the capacity of its graduates as potential educational leaders, educators and researchers.

### **Research Questions**

The central research problem guiding this study is: What insights do staff and graduates of the Transnational M.Ed. programme at NDIE have regarding the course as a means of educational leadership capacity building in Pakistan? How can their insights be applied to similar programmes and contexts?

In order to address the main research problem, three research questions were formulated to guide the enquiry and to determine how the data would be collected.

These research questions reflect the researcher's consideration of the most significant factors of the study (Merriam, 1998). A fourth research question arose for the researcher in the light of the answers to the first three research question.

The first research question focuses on elements of the M.Ed. programme which are perceived by the graduates to have enhanced their capacity as leaders. Therefore the first research question is:

*RQ1 What are the distinctive elements of the M.Ed. programme offered at NDIE?  
How does it focus on capacity building?*

This question explores the distinctive elements of the M.Ed. programme that focus on educational leadership capacity building. The findings suggest elements including broad based content; teaching and learning methods; course components such as research work, internship and Graduate professional experience; and affiliation of NDIE with local and international universities.

The discussion on distinctive elements leads into identification of the contextual factors that have contributed to the leadership capacity building of M.Ed. graduates. Therefore the second research question is

*RQ2 How have contextual factors contributed to this capacity building?*

The question seeks to identify the factors that contribute to capacity building in the M.Ed. programme. In the Pakistani context, this includes issues related to the affiliation of NDIE with foreign and local universities, provision of funding, impact of international staff, NDIE's culture and its impact on individuals and finally the graduates' own background and prior knowledge that has an impact on their capacity to act as educational leaders.

After developing an understanding of the distinctive elements and influential factors in the development of the M. Ed, it is essential to study the impact of the programme on its graduates. Therefore the third research question is:

*RQ3 What impact has the M.Ed. programme had on the development of the leadership capacity of its graduates?*

This question explores the ways in which the graduates perceive the M. Ed. in relation to the development of their capacity to be educational leaders. It addresses such aspects as change in the knowledge, attitude and leadership skills of the graduates and the degree to which they are successful in bringing about improvement in their professional practices as educational leaders in the Pakistani education system.

A fourth broad-based research question arose for the researcher in the light of deeper reflection on the findings of the first three questions. Therefore the fourth research question is:

*RQ4 How does the experience of this case study research contribute to our understanding of issues related to transnational education focussing on educational leadership capacity building?*

In answering these questions, a rich description of the distinctive characteristics of NDIE's transnational M.Ed. programme, the contextual factors shaping its development and its impact on enhancing the capacity of educational leaders in Pakistan is provided. In doing this, the study also contributes to an increased understanding of the role of transnational educational programs in capacity building.

### **Research Approach**

The study is an example of an interpretive enquiry (Sarantakos, 2005); its particular form being a case study of the perceived impact of the NDIE M.Ed. programme on developing the capacity of its graduates as educational leaders within the education system of Pakistan.

Investigation by means of a case study was chosen for this research as is allowed for sensitivity to the cultural context and its flexible framework enabled the collection of data through multiple sources of evidence (Yin, 2003). Data was obtained from

survey questionnaires, in-depth interviews, focus group interviews of the NDIE M.Ed. graduates and staff, analysis of documents and the researcher's journal.

The verification of data was mainly completed through triangulation, the conduct of member checks and maintaining an audit trail. The research data was analysed through constant comparison of the data collected. The findings of the research were explored through a number of themes which emerged under the research questions. The meanings arising from the findings are presented in the form of conclusions. Recommendations and areas for future research are also suggested.

### **Significance of the Study**

The study is significant for a number of reasons. It informs future educators, researchers, and educational authorities about the benefits of transnational education as a means of capacity building for educational leaders in Pakistan. It may identify the weaknesses of such programmes as well. This study provides deeper insight into factors influencing the process of transferring ideas and methodologies from one educational context and their successful application in another very different context.

The research is important because the quality of education in Pakistan needs improvement. In order for this to occur, there must be quality teaching and leadership in the education system. Quality teachers need quality educational leaders who are well equipped to bring positive change within the school system (Simkins et al, 1998). Therefore, this study is significant as its findings provide insights into alternative structures and strategies for developing educational leaders who can become change agents within the Pakistani context and are able to bring positive change within the education system in which they are working.

Relatively little has been written and researched on the role and impact of educational leaders within educational systems in developing countries, especially Pakistan (Simkins et al, 2003). This research is significant as it seeks to contribute to the body of knowledge related to the impact and relevance of a transnational programme which was designed by the collaboration of local and international education providers as a postgraduate teacher education programme in a developing country.

The study is also valuable in that it highlights the contribution of Australian Catholic University, Australian Sisters of Mercy, and the Catholic Education system in the educational leadership field in Pakistan. It is therefore informing local Pakistani authorities regarding the contribution of non-government, non-profit organizations in bringing about positive change within the educational system and Pakistan society in general. ACU may also benefit from the identification of key elements of this transnational venture, and use this new knowledge to inform current and future transnational projects in which it is involved.

Finally, this study not only fills the gap in knowledge about approaches to leadership capacity building in the context of a developing country like Pakistan but it also points to possible directions for future research.

### **Limitations and Delimitations**

Limitations are research dilemmas that are out of the control of the researcher, while delimitations are the boundaries a researcher puts around the project to make it manageable. A major limitation of the study was that the findings of the research are applicable only to the M.Ed. graduates of NDIE. However, the perceptions and experiences of the respondents might provide important insights into the contribution of a similar M.Ed. programme to the development of its graduates as educational leaders in another developing country. The findings might inform further research in the same context.

Another major limitation was the lack of up to date and valid statistical information relating to education in Pakistan. The researcher also faced the difficulty of contacting potential participants from among NDIE M.Ed. graduates due to lack of a current data base for the addresses. Because of the limited financial resources available to the researcher, it was only possible to have two visits to Karachi for data collection. Consequently, the researcher had to stay in touch with the institute through other sources of communication such as emails and telephone calls.

Throughout the various stages of this report, other limitations of the research have been identified. These include possible weaknesses of research design and data-gathering techniques and biases in data analysis and conclusions. The researcher was also conscious of her own bias, having a unique position of being an insider/outsider in this study.

The delimitations of the study included the contextual setting for the investigation of the research problem, in which the researcher restricted participants to the 1996-2004 M.Ed. batches to make the study manageable. In particular, participants needed to have had sufficient leadership experience. The selection of a 'convenience' sample of graduates for the study was adopted by the researcher due to financial constraints. Most participants were based in Karachi as the researcher could not travel to certain parts of Pakistan due to the time factor and security issues.

The study was restricted to the perception of the M.Ed. graduates and staff. While the perception of other two main stakeholders, ACU and the Australian Sisters of Mercy are recognised as important, the decision was made to focus on the graduates and staff in order to make this study manageable.

The researcher, however, is confident that the integrity of the research design has produced a rich description of the relevance and impact of the M.Ed. programme offered at NDIE on the graduates who were being prepared to become effective leaders in various educational settings in Pakistan.

### **Definitions of Key Terms**

Graduate Professional Experience	Field-based course component of the M.Ed. programme.
Transnational Education	Programs in which students are located in a country other than the one in which the awarding institution is based.

## **Outline of the Study**

### *Chapter 1 Introduction and Overview*

This chapter lays the foundation for the thesis. It introduces the study and outlines the focus, the research problem and the research questions and the research approach. This chapter also presents the significance of the research. The outline of the thesis is then briefly described. On these foundations, the thesis proceeds with a detailed description of the research.

### *Chapter 2 Research Context*

This chapter places the research study site in an historical, economic, cultural and educational context. The chapter begins with a description of the changes affecting international education and the growth of transnational education. The discourse surrounding Pakistan's education system is outlined, in addition to Pakistan's cultural background and the politico-economic rationale for quality education and leadership development. The chapter also provides background information about the NDIE M.Ed. programme, the focus of the study.

### *Chapter 3 Literature Review*

This chapter provides a theoretical framework for the study, drawing upon literature which indicates the key factors influencing the development of educational leaders in the context of Pakistan. It reviews the literature concerning the impact of globalization on education, contemporary approaches to leadership and their implications for the essential elements and key features of leadership capacity-building programmes. The literature review also addresses the Islamic concept of leadership and contemporary leadership practices in Pakistan.

### *Chapter 4 Research Design*

This chapter describes the research design, data collection methods and procedures, and data analysis techniques. It addresses dependability, credibility and generalisability issues. It concludes with a discussion of ethical considerations.



*Chapter 5 Findings and Discussions*

This chapter reports on data collected in the conduct of the research, addressing the four research questions and providing a comprehensive description of the research findings.

*Chapter 6 Conclusions and recommendations*

In this chapter the research findings and their significance are discussed, recommendations arising from the study are presented, and areas of further research are suggested. It concludes with a reflection from the researcher on the experience of conducting the study.

## **Chapter Two**

### **Research Context**

#### **Introduction**

This chapter places the research study site in an historical, economic, cultural and educational context. The chapter begins with a description of the changes currently affecting international education and addresses the growth of offshore education. The discourse surrounding Pakistan's educational policy is outlined as well as Pakistan's unique cultural background and the politico-economic rationale for quality education and leadership development. The chapter also explores the historical development of Notre Dame Institute of Education. It provides a brief profile of the institute and describes the M. Ed. programme.

#### **The International Education Context**

Increasing globalization and an international market economy have brought developing nations into closer ties with educational providers from advanced Western countries, especially in the past two decades. At an international level, this is frequently accomplished through agencies such as the United Nations Education, Scientific and Cultural Organization (UNESCO), The World Bank, The Asian Development Bank and the Organization for Economic Co-operation and Development (OECD). Such agencies have played an influential role in the education and training policies of developing nations, a role that is frequently supported by aid programs (Daniel, 2002). Their programs are framed in terms of 'capacity building', the goal of which is to address a shortage of "appropriately skilled people" in such nations. This has been described as the search for "a proper balance between the creation of human capital and the creation of social capital" (Daniel, 2002, p. 5). Joint endeavors by UNESCO and The World Bank to elevate 'Education for All', by promoting 'free compulsory education of good quality' for all students by 2015 is an example of a major humanitarian initiative which is having

substantial influence upon education in developing nations at present and Pakistan is an active participant in this project (Kazmi, 2005). Pakistan is also actively involved in the United Nations Millennium Development Goal (MDG) project which has a far-sighted goal to free a large portion of humanity from the shackle of extreme poverty, hunger, illiteracy and disease by 2015 (The Millennium Development Goal Report, 2009).

One of the aspects of this entangling of Western and developing nations is the development of training and award-bearing courses between nations. In the past, the prevailing form of such interaction involved students from developing nations travelling to advanced Western nations for formal studies and then returning to their home states. The past decade, however, has seen an expansion in visits to Western nations, participation in short courses offered by Western education providers, and the delivery of programs at sites in the developing nations themselves. This makes possible more economical delivery of training to larger batches of students and professionals (Larsen, Morris & Martin, 2002). Australian universities and TAFE colleges are major providers in this process. According to Australian higher education statistics, during 2005-2007, the enrolments of foreign students in Australian institutions operating abroad represented about 26.5% of all international tertiary students enrolled in Australian institutions, compared with 18% in 1996 (AEI, 2009; Larsen et al, 2002). Out of all the offshore programmes conducted by Australian universities, 70% of the programs are conducted in Asia (Universities Australia, 2007). The emergence of online delivery has expanded this provision even further and has enormous potential for future developments (Knight, 2006). In 2007, around 5% of all the offshore students of Australian universities attained degrees through distance education (AEI, 2009).

During the past decade, the scale of offshore provision of education has grown dramatically, particularly in Asia, where British, Australian and American institutions have been at the forefront of educational innovation, delivering programs through local partner organizations such as private colleges, universities and professional associations. The UK is the largest provider of transnational education, with over 200,000 offshore students enrolled in UK universities including both distance learning and study at a

foreign campus (Fearn, 2009). More than 70,000 offshore students are enrolled in Australian universities, which represents more than one fourth of the international students in Australian universities (AEI, 2009). Most of such off shore programmes are run by these international universities to generate revenues for their universities (Ahmad, 2009), but there are those who lend their support to developing countries to build their indigenous capacities (Vincent-Lancrin, 2007)

The M.Ed. programme offered at NDIE, Karachi, provides an opportunity for its students to build their capacities as educational leaders by obtaining a foreign degree through ACU, along with the degree from a local university, while living in Pakistan. The affiliation with ACU is on a non-commercial basis, thus providing an opportunity for lower or middle socio-economic class Pakistani students (especially Christians) to obtain an international degree by paying nominal course fees or obtaining scholarships. These fees are much more affordable compared with what other students pay at international universities for a similar degree. The affiliation through ACU has opened doors for all the M. Ed. graduates from Pakistan to contribute to build their leadership capacity and to further enhance their learning, not only at national level but also at international level.

In order to understand the specificities of the M. Ed. programme at NDIE, it is important to understand Pakistan's unique educational context. The context of its education system is explored to underline the peculiar problems that Pakistan's teachers and educational leaders have to negotiate if the quality of education in Pakistan is to be enhanced. There is a lack of available current literature, especially statistical data, in the context of education in Pakistan, therefore the researcher has attempted to obtain as much updated information as was available for the period under study.

## **The Pakistan Context**

### *Geographic and Demographic Outline*

The Islamic Republic of Pakistan covers an area of 796,095 sq km, situated in South Central Asia. It is bounded by the Arabian Sea, Iran, Afghanistan, USSR, China and

India. Pakistan is administratively divided into four provinces: Punjab, Sindh, North-West Frontier Province (NWFP) and Baluchistan. It also includes the Federal capital of Islamabad and seven Federally Administered Tribal Areas (FATA). In addition, Pakistan administers one part of the disputed territory of Kashmir, known as Pakistan Administered Kashmir (PAK) and the Northern Areas (See Map of Pakistan in Appendix A).

Punjab is Pakistan's most populous province and produces a substantial proportion of agricultural output. NWFP produces many varieties of citrus and dried fruits, as well as timber. To the south, Sindh is also known for its agricultural productivity and its capital, Karachi, is Pakistan's largest city and port, and its industrial and financial hub. Baluchistan is the largest province in terms of geographical area but is the least populated as it is largely covered by desert. Baluchistan contains Pakistan's largest natural gas reserves (UNDP, 2008).

The government of Pakistan is a parliamentary democracy. There are three layers, namely Federal, Provincial and local or district government. The capital, Islamabad, is a Federal territory and the territories in the northwest are also under the administration of the Federal government. The prime minister serves as the head of the government and is elected by the National Assembly (Malik, 1992). However, there have been a number of leaders who were not elected but who came into power due to martial law in the country. In 2008 a new democratic government was elected, throwing away the past military regime which had ruled since 1999 (Akhtar, 2008).

Most of the country has a hot, dry climate, except in the north in the mountainous areas. Southwestern Pakistan is the nation's most productive region, receiving waters from the four main rivers which drain into the Indus. Pakistan is basically an agricultural country; it is one of the world's largest cotton producers, with cotton being one of its primary export earners. Other significant exports include rice, leather goods, sports goods, carpets and rugs.

It is very difficult to obtain accurate and reliable national statistics. Existing demographic information is based on estimates, as there has not been a national census since 1998. In 2008 the estimated population of Pakistan was 161 million, with an annual growth rate of 1.9%. Approximately 37% of the population is younger than fourteen years of age. The ratio of male and female is estimated to be 104:100, although there is possibility that the birth of a female child may not have been registered, so these figures may be inaccurate. Approximately 68% of the country's population lives in rural areas. Population distribution throughout the country is unequal however, with the Punjab having approximately 56% of the population, Sind 23%, the North West Frontier Province 13% and Baluchistan 5%. The remaining 3% live in Islamabad and the tribal territories (Pakistan Year Book, 2008).

The country suffers from a scarcity of infrastructure especially in the water, irrigation, power, and transport sectors. The provision of clean water to drink and for irrigation is difficult. The 2008 World Bank report suggests water resources are also diminishing rapidly. Roads and transport services are not up to standard and transport becomes hazardous at times. A number of rural areas are without electricity, while urban areas usually suffer with load shedding (World Bank, 2008).

Due to the high illiteracy rate, the radio and television are the main mediums of communications, with the government radio broadcasting in more than thirty-one languages, covering 96.5% of the population of the country (Pakistan Broadcasting Corporation, 2005). Although Pakistan Television covers 89% of the population, it is still out of reach of the majority of the population due to a lack of electricity supply. Recently, there has been a huge increase in the number of people using mobile phones and internet. There are 1.3 million users of mobile phones and internet connectivity is only available in a thousand cities and towns to more than four million users (Net Pakistani, 2008).

The factors contributing to Pakistan's disappointing economic performance are excessive spending on defence at the expense of human capital development; double digit inflation especially food inflation; weak governance; corruption; instability; sectarian violence and the draining conflicts at the borders (UNDP, 2008). There are 50% more soldiers than

teachers and 20% more soldiers than doctors when a number of people are dying from curable diseases (Shah, 2003).

For all of these reasons, the capacity development of teachers and educational leaders in Pakistan presents a huge challenge to those responsible for developing and implementing educational policies and procedures.

### *History*

Pakistan's people and traditions reflect a mixture of many varied cultural influences. Although the modern Pakistani state was founded in 1947, it is home to one of the earliest known human civilizations, the Indus Valley civilization, dating back at least five thousand years. It became the home for many people who migrated from the northwest passes and within the subcontinent over the years. These include the Aryans, Persians, Greeks, Scythians, Arabs, Afghans, Turks and the Mughals (Mongol). The association of many different cultures over many years has developed a fascinating variety of cultural aspects on the Indian subcontinent (UNDP, 2008).

Pakistan's Islamic history began with the arrival of Muslim traders in the seventh century. It was in the early thirteenth century that the foundations of the Muslim rule in India were laid with extended boundaries and Delhi as the capital. From 1206 to 1526 A.D., five different dynasties ruled the sub-continent. Then, during the sixteenth and seventeenth centuries, the Mogul Empire dominated most of South Asia, including much of present-day Pakistan (InfoPak, 2006).

British traders arrived in South Asia in 1601, but the British Empire did not strengthen control of the region until the latter half of the eighteenth century. Their rise to power was gradual, extending over a period of nearly one hundred years. After 1850, the British or those influenced by them, governed virtually the entire subcontinent. The political movement towards division of the subcontinent into Hindu and Muslim regions was first indicated in the Hindu-dominated Indian National Congress in 1885 and in the All-India Muslim League in 1906. By 1940, Muhammad Ali Jinnah, leader of the Muslim League,

officially announced the ‘Lahore Resolution,’ calling for the creation of an independent state in Muslim-majority regions which eventually came into existence in 1947 (InfoPak, 2006).

The country was geographically divided into two parts, East and West Pakistan being separated from Hindu-majority India. The less developed areas of Baluchistan, Sindh and the North West Frontier became part of Pakistan, while the Punjab and Bengal were divided between India and Pakistan. Jammu and Kashmir are still disputed territories. The partition of the subcontinent into Pakistan (with two sections, West and East) and India was never satisfactorily resolved, and India and Pakistan fought two wars, during 1947-48 and in 1965, over the disputed Kashmir territory. A third war between these countries in 1971, in which India intervened in support of East Pakistan, eventually led East Pakistan to break away to become Bangladesh. Since then Pakistan has seen much political volatility and unrest, including long four periods of martial law. The authority of elected governments has also been characterized by political turbulence at provincial and national levels (InfoPak, 2006).

### *The Islamic Culture*

Pakistan is an Islamic Republic. Muslims constitute 96.7% of the population (one fifth of whom are Shia Muslims and the rest are Sunni Muslims) with the remaining divided among Christians, Hindus, Parsees and Sikhs. Urdu is the national language and there are a number of different regional languages such as Punjabi, Sindhi, Pashto and Baluchi. English is widely used for commercial, legal and other official business in the country; it is also commonly used as the medium of instruction in most colleges and universities, while some classes are also taught in Urdu (Shah, 2003).

The formation of Pakistan was based on Islamic ideology, a place where Muslims can live and practise religion freely. Since 1947, succeeding governments have tried to bring about an Islamic social, political, economical and ideological order in the country. Pakistan’s Constituent Assembly passed the Objectives Resolution in March 1949 that declared Islamic ideology as the bedrock of the country’s constitution. Among the



objectives was that the educational system should be instrumental in shaping a value-based society, protecting and promoting its Islamic heritage, and transferring ethical values to new generations. Though all the policies over the time have been very clear and well formulated, they generally failed to translate the words into action, particularly with respect to ‘Islamization of Education’; a term which lately acknowledges by the government that it had been used loosely and unsuccessfully in bringing the desired result (Ahmad, 2009). That is why they find it more tenable to close this issue of ‘Islamization of Education’ once and for all (Khalid & Khan, 2006).

The traditional Islamic religious education system exists alongside, as well as being a part of, the formal education system in Pakistan (See Appendix C). Islamiyat (Islamic Education) has been taught as a compulsory subject from primary to degree level classes (NEP, 2009). There also exists *Maktab* in urban and rural areas of Pakistan. These *Maktab*s are usually next to the mosque which provides facilities for elementary religious instruction, including the learning and memorizing of the Holy Quran. Dar-ul-Uloom or Madrassah (Religious seminaries) schools provide advanced studies in Islamic education (Nayyar, 1998). Efforts are currently being made to neutralize the religious seminaries by bringing them into the educational mainstream with the aim to increase their capacities in modern subjects like English, Mathematics, Computer Science, and Economics into the curricula and to regulate the working of these schools starting by making their registration compulsory (Ahmad, 2009).

### **The Education System of Pakistan**

The educational system of Pakistan was based on the British colonial educational system. The colonial system was elitist; it was meant to educate a small portion of the population to run the government. Despite changes since independence, the Pakistani educational system has retained its colonial elitist character which had great emphasis on higher education and very little provision for primary and secondary education, a factor preventing the eradication of illiteracy (NEP, 2009). Regardless of the intentions of successive Pakistani governments to enhance the capacity for the quality and quantity of

the educational system, the implementation of policy initiatives was unfavourably affected by numerous issues.

### *Major Challenges in Educational Capacity Building*

Those working for the capacity development of education in Pakistan are faced with a number of challenges and difficulties. After Pakistan's independence, the recorded literacy rate was 13.8% in 1951 (International Crisis Group, 2004). In the year 2005, the estimated average literacy rate was 49.9%, with the rate for females estimated at 35.2% and that of males at 61.7% (Human Development Report, 2007-08). There are greater inconsistencies present within the four provinces, and between rural and urban areas. The World Bank Report (2009) indicates that the literacy rate swings from 80% for urban males to a low 32% for rural females among the four provinces. The reasons for such a disparity in literacy rate are due to the low rates of participation in primary education, where only 22% of girls complete primary school compared to 47% of boys. In the rural and tribal areas of Pakistan, the traditional attitudes towards the education of young girls and women still prevail; recently girls' schools were burnt down in NWFP (World Bank, 2009). The change of mindset of the people towards importance and benefit of women's education is a prominent challenge in Pakistani society.

Another issue related to primary education is the absence of meaningful literacy programmes in the education system. There is an acknowledged lack of reading material in many regional languages and other educational resources and textbooks are not available. Teachers are not appropriately trained for the challenges of large classrooms. As a result there is high rate of student dropout from schools, especially at secondary level (Pakistan Ministry of Education, 2009). Teachers' capacities are not enhanced according to the ground realities to deal with the issues of low resources and large classrooms.

The population increase is another issue being faced by the planners and policy makers of Pakistan. According to the State Bank of Pakistan report "Pakistan makes up 2.5% of the

world's population which makes it the sixth most populous country and its population growth is still among the highest in the region" (cited in Daily Times, 2004, para 2). Educating the masses to increase the literacy rate is a complex process.

According to UNDP (2008), nearly one-fourth of the population in Pakistan lives below the poverty line, that is, 944.47 rupees (USD \$16 approx) per adult equivalent per month; therefore poor families seem not to encourage their children to attend school. A number of programmes were launched by the government to combat the literacy problem but could not succeed due to inadequate planning, under-funding of resources and irrelevant programming (UNDP, 2008).

There is a need for a clear and effective literacy policy, not only for students who are in schools, but for those outside the school system and those who have never been to school and are functionally illiterate. Even if the government reaches its target of Universal Primary Education by the end of 2015, there will be around fifty million adults who will all be illiterate. This represents approximately one-third of the total population. According to Mohammad Salim, coordinator of Education For All (EFA):

Political will, especially at district level, is crucial for adult literacy. Funding constraints, lack of awareness, absence of interdepartmental coordination and proper evaluation and monitoring of ongoing programmes are other main areas to be addressed to check the low literacy level. (IRIN, 2004, p. 1)

Another major issue related to the failure of National policies in bringing about desired change is the highly centralized top-down approaches to system reforms. All the reforms instigated in education were from the bureaucratic level without the understanding of grass root realities. It is only recently that there has been a major paradigm shift in the policy and reform movements. "The ESR 2001-2004 is very explicit about its decentralisation policy, which is part of the overall devolution plan of the then government through its devolved District Governments in 2001" (Ali & Tahir, 2009, p. 9). The most recent education policy also acknowledges the importance of decentralization but recommends further clarity of inter-tier roles between Federal, provincial and district levels (NEP, 2009).

The National Education Policy (2009) outlines a number of reasons for the inability of the country to tackle the literacy problem successfully, despite the many declarations of policies, plans and programme outlines which have constituted the six education policies and eight five-year plans developed since 1955. The aspects which present challenges for capacity development include the low participation rates at various level of education; limited participation of women in education; slow progress towards universal education; the poor quality of public education instruction; irrelevant textbooks; overloaded and outdated curricula; limited availability of technical and vocational institutions; a drop in efficiency and effectiveness of higher education institutions; a narrow and corrupt research base; limited resources; limited and ineffective use of media for promoting education; no public-private partnership; and the inability of the school to act as an agent for positive social change. The government acknowledges that

Decades of neglect have drawn (educational institutions) and more generally the higher education in Pakistan at levels which are not compatible with the national objectives to develop as a modern and competitive society... it may become an obstacle to the continuation of the current rapid economic growth, instead of becoming its engine. (Green Papers 2006, p. 25)

There are massive challenges faced by the policy makers and planners when they introduce a new policy and then further challenges arises at the level of implementing and evaluating these policies.

The National Education Policy (2009) recognizes that one of the main and important factors for capacity building of the nation through education is to put emphasis on teacher education and especially leadership education. Since school leaders are the direct link between the school community and senior authorities, their capacity building needs to be seen broadly in terms of instructional and leadership roles for effective engagement of all in school development. The highest priority of the present government in terms of education is to reform teaching quality. The capacity development of educational leaders is also crucial in terms that if their capacities are enhanced they can further enhance the capacities of teachers to bring the whole school reforms (Rizvi, 2008).

### *Educational Structure*

The formal education system in Pakistan is multi-staged (See Appendix B). The school education is organised in a 5+3+2+2 model: the *primary stage* consists of five years (Classes I – V); *middle stage* consists of years (Classes VI – VIII); the *lower secondary stage* consists of two years (Classes IX – X); and the *upper secondary or higher secondary stage* consists of two years (Classes XI – XII). The last two years can be commenced at higher secondary schools or at the intermediate stage in the university or degree colleges.

*Technical and vocational education* is offered at various levels. There are different courses offered for boys and girls. Girls can enter the technical education system after the completion of class V and boys can enter after finishing class VIII.

*Pre-school education* for children under five, known as ‘Katchi,’ was established in the 1970s but later was discontinued during the 1980s. It was reintroduced with the National Education Policy, 1998-2010. Pre-school education has been largely expanded through the private sector (Juma, 2004).

*Special Education* services were expanded through the Ministry of Social Welfare and Special Education from 1985. There are fifty-nine special education institutions run under this ministry and the training of special education teachers is mainly done by the National Institute of Special Education, Islamabad, established in 1986 (National Institute of Special Education, 2004-2005).

Provision of Adult and Non Formal Education was enhanced in 1979 after the establishment of Allama Iqbal Open University. This University’s contribution was not only providing tutorial and media-based courses for adults but it also played a vital role in training ten thousand teachers to conduct literacy programmes in their areas (Teacher Education Position Paper, 2004).

Table 2.1 below shows the growth of public educational institutions, student enrolments and teaching staff in Pakistan between 1947/48 and 2005/06 (the most current official figures available at the time of the study)

**Table 2.1 Pakistan: Type and number of Educational institutions, enrolments and teachers, 1947/48 and 2005/06**

Type/ Institutions	Number of Institutions		Enrolments		Number of Teachers	
	1947/48	2005/06	1947/48	2005/06	1947/48	2005/06
Primary	8413	137,751	770,000	11,572,634	17800	348,290
Middle	2190	14,982	221,000	3,545,836	12000	114,076
High	408	9,110	58000	1,452,035	6800	161,225
Higher Sec/Inter Colleges	46	1,075	4000	679,317	n/a	27,359
Degree Colleges	40	753	14000	282,199	n/a	14,599
Professional colleges	n/a	488	4368	202,451	n/a	6,438
Universities	2	59	644	362,906	n/a	31,312

n/a Figures unavailable

(Sources: Ghafoor & Farooq, 1994, p. 4265 & Pakistan Education Statistics, 2008)

The analysis of the information given in the table above suggests that the teacher student ratio in the primary classes in 1947/48 was 1:43 students, in middle schools 1:18 and in high schools it is 1: 9, while during 2005/06 the ratio in the primary classes was 1:33, in the middles schools 1:31 and in high schools 1: 9. The ratio indicates that there may be an increase in primary school teachers with the increase of enrolments, but there seems to be shortage of teachers at the middle level. The low ratio at the high school level could be an indication of the low rate of participation at this level.

It was not possible to obtain data regarding trained teachers in each type of institution mentioned above. A recent report, however, published by the Pakistan Ministry of Education (2009) indicates that according to the National Education Census 2005, one-fourth of all the teachers in the workforce in the public sector are untrained and nearly half have not completed even a two year undergraduate degree beyond year twelve.

*Curriculum development* is a Federal affair supervised by the Federal Curriculum Wing in the Federal Ministry of Education. The understanding is that the Federal Curriculum Wing and the Provincial Curriculum Bureaus work together setting and implementing national educational standards. Curriculum is being taken and understood in a narrow form, such as using only textbooks to teach any subject area. Also, the assessment of students is done on the basis of the information given in the textbook. In 2005, the Curriculum Wing, along with educational professionals including teachers, leaders, and educationalists, started reviewing the curriculum of primary and secondary education. This continued till the end of December 2009. The aim was the refinement and revision of content and preparation of uniform curriculum formats consisting of standards, benchmarks and learning outcomes, like other countries in the sub-continent. The ministry is also aiming to integrate contemporary issues like environmental education, information technology education and HIV Aids education into the curriculum (NEP, 2009). This seems to be the right step towards capacity development by involving all the stakeholders in reviewing the curriculum.

*Textbooks* are produced by provincial textbook boards and one textbook is approved in each province for each grade and subject area. The textbooks also serve as a teachers' guide as there is no separate teachers' guide produced. The textbooks produced by the board are mostly sub-standard, poorly written books that have frequent conceptual, pedagogical, and printing mistakes (Green Paper, 2006). Efforts are being made by the government to increase the access of students and teachers to educational resources by the development of school libraries and supplementary reading, teacher guides, teachers' training and learning materials (NEP, 2009).

The *medium of instruction* at primary level is Urdu, or a permitted regional language. There are some English medium schools at secondary and higher secondary school level, while the majority of students are taught in Urdu. Higher education is taught mostly in English with some classes conducted in Urdu as well (Jalalzai, 2005).

Pakistan education is strongly *examination* driven. The course of instruction up to and including Class VIII is similar throughout the country and promotion to the next level is usually done through annual examinations at the end of the year. Public examinations are being conducted by the Board of Secondary Education and Board of Intermediate Education for students in Class IX-X & XI-XII. These examinations have long been criticized for being corrupt, dysfunctional and inefficient (NEP, 2009). Major initiatives are required if the system is to contribute to raising the present low standard of teaching and learning through enhancing capacities of problem-solving and analytical skills. More appropriate means of assessment and reporting are needed to enable Pakistani students develop to their full potential and contribute to the national economic progress in an increasingly competitive world.

Responsibility for *higher education* in Pakistan is shared between the Federal government and the provincial governments. The Higher Education Commission (HEC) is an actor of central importance to the development of higher education in Pakistan. The HEC was established in 2002, replacing the University Grants Commission (UGC) which until then was responsible for higher education under the management of the Federal government. Higher education takes place in universities and colleges. Research is confined to the universities only, while both universities and colleges can have their own staff to teach in their respective institutes. Universities and colleges that have been given a deed by the Federal government or one of the provincial governments are recognized and have the right to grant degrees. Affiliated colleges are run by the Government or by private, religious or philanthropic organisations. They are affiliated to a university and are under their authority; the university determines the courses of study, prescribes the syllabus and conducts the examinations. The university is also responsible for the awarding of degrees. The role of the affiliated colleges is to prepare the students for the examinations of the universities (Report on the Education System of Pakistan, 2006). The percentage of students in the higher education system in Pakistan is relatively small; the tertiary enrolment rate for students was 4.7% in 2008. There are fifty-two universities and degree awarding institutions operating in the public sector (Draft National Education



Policy, 2008). The quality of education in these institutions varies. According to the Draft National Education Policy (2008):

There are deficiencies in the quality of both skills and research output of the sector. Few of Pakistan's public sector universities are ranked among the world's top 500 universities. The number of faculty members having PhD degrees is low at 25%. The pass rates of undergraduates are also low and international recognition of qualifications limited for most universities .... the sector is poorly funded for appropriate infrastructure including libraries, laboratories, scientific equipment, teaching aids, and high speed internet connection (p. 50).

This may be one of the main reasons that a number of higher educational institutes in Pakistan consider a transnational approach to educational capacity building.

### *Finance and Administration*

The Federal government is mainly responsible for the planning, policy making, coordinating and reviewing of education. The Federal government also has control over finances. The provinces are responsible for the execution of policies and the actual running of the system, namely the training and supply of teachers, curriculum development and preparing textbooks (Ahmed, 2003). The boundaries, however, between the Federal and provincial jurisdictions are blurred, resulting in conflicts between the two levels which cause overall damage to educational outcomes (Green paper, 2006). Capital expenditure is funded by the Federal government and recurrent spending by the provincial governments on a matched basis. The percentage of Pakistan's Gross Domestic Product (GDP) spent on education is 2.73%. The bulk of this expenditure is recurrent, with teachers' salaries constituting about 90% of the total recurrent expenditure. The development budget is almost entirely financed through foreign aid (Green Paper, 2006).

### **Role of the Private Sector in Educational Capacity Development**

Before the nationalization of private schools in 1972, the private sector was catering for 22% of primary enrolments and 55% of higher education enrolments. The nationalization

of education briefly interrupted the contribution of the private sector. By 1977, enrolments in this sector fell to 1.4% and 4.1% respectively (Baqir, 1998). But the private sector resumed their functioning in 1979. After the denationalization of schools there had been a large increase in the number of private schools, leading to substantial cost savings for the government in the provision of education (Andrabi, Das & Kwaja, 2002).

The private education sector in Pakistan is considered better than the government sector in terms of enhancing students' learning capacities (Andrabi, Das & Kwaja, 2002). One reason may be that the medium of instruction in most of the private schools is English. A number of these private institutions offer college entrance examination administered by educational agencies in the USA and UK. Many graduates of these schools have better opportunities to obtain admission in international universities overseas. The division of the system of education into a government-controlled sector and a western-oriented private sector has widened the gap, adding to the income disparities, as generally students from private systems have a higher probability of being selected for white collar jobs (Ahmad, 2009).

There was a boom of private schools in the 1980s "as a result of disenchantment with the government's increasingly strong and centralizing control over the curriculum and administration of public schools" (Ahmad Ali, Abul Qasim, Jaffer, & Greenland, 1993, p. 737). In 1983 there were approximately 3300 private primary and secondary schools in the four largest provinces (Sindh, NWFP, Balochistan and Punjab) of Pakistan. In 2000, it was estimated that the same four provinces had over 36,000 such schools, an almost ten-fold increase in less than two decades (Andrabi, Kwaja, Das, 2002, Shah, 2003). The most recent statistics reveal that there are around 55,000 private educational institutions in the four provinces of Pakistan (Pakistan Education Statistics, 2008). Some received government registration, most of them did not. The Education Sector Reforms (ESR) of 2001-2004 actively encouraged the public-private partnership in order to increase "access to quality education" and to meet the increased "demand for education" (Pakistan. Ministry of Education, 2002, p. 52). The National Education Policy (2009) also attests to the continuation of the public-private partnership at various levels of education provision.

The private institutions in Pakistan proclaim a range of motives for attracting new pupils, with the most common being that they claim to offer English medium and new teaching materials and methods which tend to enhance students' learning. A number of these institutions are overcrowded and do not have adequate physical facilities. These schools are usually charging high fees and the majority of these institutions are functioning in rented buildings (Shah, 2003).

The recent statistics indicate that nearly 47% of the all the teaching workforce of Pakistan are in the private sector. More than 70% of all the teachers working in the private sector are female (Andrabi, Das & Khwaja, 2002). The data also indicates that in this sector the majority of teachers are employed at the middle and secondary level with very few at primary level. Private education providers also invest in professional development of teachers with special emphasis on content area preparation (Pakistan Ministry of Education, 2009). This indicates that enhancing the knowledge capacity of teachers may bring positive enhancement in student learning. This also suggests that private schools are also catering for under-privileged groups in the society, especially women. There are chances that if more women work as teachers parents may not hesitate to send their daughters to school.

While it is difficult to refer generally to systems existing within the huge number of private schools in Pakistan, the main divisions within the private sector are the commercial 'for profit' schools and the community based 'not for profit' schools. Among the community based schools, the Catholic schools and the Aga Khan Education Services (AKES) have the potential for facilitating educational capacity building throughout the country. The development of these two networks is briefly discussed below.

### *Catholic Education*

Missionary, Catholic and other Christian denominational schools are considered separately from other private schools because of the distinguishing viewpoint underlying their establishment. While the majority of the Christians in Pakistan are poor, the church and all its institutions had their foundation and expansion as a part of the British Raj (Bhatti, 2008a). In the past, the Catholic Church and other Christian churches have played an important role in the development of education in Pakistan. The missionary schools were the source of education for 57% of students in Pakistan in 1947 (Bhatti, 2008a). Students of all denominations and family status have attended many of the older established Catholic schools in the major cities and towns of Pakistan. Historically, “the church provided English medium schools. Originally intended for the Catholic children of the British soldiery, these schools soon attracted a clientele of wealthy Muslims who thus helped finance Urdu medium schools for the local people” (NCEC Pakistan, 1992, p. 7).

A number of Pakistan’s political leaders have studied in these schools, including the former president of Pakistan, Pervez Musharraf, who received his earlier education from St. Patrick's High School, Karachi. Many of the Christian schools have both English and Urdu sections, with the Urdu section catering in particular for the poorer Christian students.

In 1972, the nationalization of private schools and colleges resulted in a decline of education standards throughout Pakistan, including within church schools. During nationalization, church organizations initiated nursery schools, coaching centres and organized scripture classes in an effort to continue providing education to young Christians (CBCEP, 1996). The nationalization policy was overturned in 1979; however it has taken many years for the schools to be returned to the dioceses, parishes or the religious congregations who formerly owned and managed them. For example, in 2003, Forman Christian College of Lahore, the most prominent Christian-founded educational institution in the country, was denationalized and it was handed back to its original owners after three decades. The Sind Government handed back St. Patrick's and St.

Joseph's Colleges in Karachi to the Catholic Board of Education after thirty-three years of nationalization. A number of the applications made by missionary schools to be denationalized are still unresolved. These schools and colleges had not received any compensation from the government in 1972 when they were nationalized (International Religious Freedom Report, 2006).

The Catholic education system exists in the two archdioceses of Karachi and Lahore and the four dioceses of Hyderabad, Multan, Faisalabad and Rawalpindi-Islamabad. These schools are run under the administration of the Catholic Board of Education (CBE) catering for around 552 educational institutions including kindergarten, primary, secondary, high, technical schools and schools for disabled children. There are 101 educational institutions running in Karachi, 51 in Hyderabad, eight in Quetta, 104 in Lahore, 77 in Multan, 77 in Faisalabad and 80 in Rawalpindi-Islamabad. These institutions provide education to more than 150,000 Christian and Muslim students (Catholic Directory of Pakistan, 2006).

The role of the CBE is much wider than just managing these schools. The CBE works in collaboration with foreign and national agencies to design and implement education projects. The CBE teams conduct different training programmes in each diocese. Recently, the Minister of Education for Punjab attended a gala award ceremony organised by Lahore Diocese CBE where he congratulated the CBE for many years of outstanding service in education and appealed for more Catholic contributions in the future, urging the CBE to open professional colleges and universities (CBE, 2009).

In general, the curriculum in Catholic schools is the same as that of the government schools, except that Christian Religious Education is included as an extra subject. Some Catholic schools in major cities also offer 'O' and 'A' level certificates through Oxford and Cambridge Universities. Many Catholic schools have a majority of Muslim students and face extreme pressure for admissions at the time of new enrolments.

The main problems faced by Catholic schools are the lack of basic resources and the high number of untrained teachers. This is aggravated, however, by the fact that most of the

Christian population of Pakistan belongs to the poorest group of society and the nationalization of so many schools further deteriorated the standard of education in rural Catholic schools (Bhatti, 2008b). The recent data reveals that only half of all the Christian population in Pakistan are literate and only 1.5% of the total Christian population reaches professional colleges and obtains a respectable place in government employment (Bhatti, 2008b).

The formation of NDIE was a significant effort of the Pakistan Catholic Bishops' Conference (PCBC) for the capacity building of the teachers in Catholic community. It was established in order to address the problem of the deteriorating standard of education in Catholic Schools by providing quality teachers and leaders to improve the overall development of Catholic school systems (NDIE Handbook, 2006).

#### *The Aga Khan Education Service*

The Aga Khan Education Services (AKES) is a private benevolent educational organisation. AKES is part of the Aga Khan Development Network (AKDN), a group of private development agencies established by His Highness, the Aga Khan, the 49<sup>th</sup> hereditary spiritual leader of the Ismaili Muslims. From community-based literacy classes taught in remote rural settings in Africa and Asia at the turn of the 19th century, the AKES has emerged as one of the largest private educational networks for educational capacity building in the developing world. Today, comprehensive school systems from pre-primary to higher secondary are underpinned by innovative capacity development programmes for teachers (AKES, 2003). AKES has introduced a number of programmes to upgrade curricula and improve the quality of teaching, in addition to establishing schools mainly in NWFP and in some areas of Sind and Baluchistan (AKES, 2003). As happened in the Catholic schools, the decline of the educational standards and physical requirements of denationalized schools on their return to the AKES in 1984 was a cause of concern. Consequently, a programme of school improvement was undertaken with specific emphasis on teachers' capacity building through training and the formation of supportive networks between the schools. With the establishment of the Institute of

Educational Development (IED) in Karachi, the AKES now has a base for ongoing professional capacity development, not only for those who are in the AKES system but also for those in government and private institutions (UNESCO and USAID, 2006).

It seems that community based organisations have developed their own networks for the capacity building of teachers and teacher educators within their systems.

### **Teacher Education in Pakistan**

The National Education and Training Commission is responsible for the supervision of teacher education in Pakistan. In order to enhance teaching capacities of teachers, teacher training is offered within the tertiary sector for those who have completed at least ten years schooling and is also offered after the completion of twelve to fourteen years of education.

#### *Formal Training Courses*

The Primary Teaching Certificate (PTC) course trains teachers for Classes I-V and requires one year of study after Class X. The Certificate of Teaching (CT) is for teachers trained to teach all classes and subjects up to Class VIII. This course requires one year of study after Class XII. The certificate for PTC and CT are awarded by Government Colleges of Elementary Training (GCET). The Bachelor of Education (B. Ed.) is required for those who wish to teach higher secondary school levels. This one year course is offered after the completion of a bachelor's degree. An M. Ed. requires a further two years of study after B. Ed. (Shah, 2003; Green Paper, 2006).

Teachers are the largest set of professionals in the public sector in Pakistan, numbering around one million. There are ninety Colleges of Elementary Education which offer teacher training programs for PTC and CT; there are sixteen Colleges of Education, offering graduate degrees in education and there are departments of education in nine universities which train teachers at the Master's level. There are only four institutions

which offer in-service teachers' training. Besides these, the Allama Iqbal Open University, Islamabad, offers a very comprehensive teachers' training program based on distance learning to around ten thousand students per year (Teacher Education: Position Paper, 2004)

### *Problems with Teacher Education and Leadership Education*

Government and external agencies have identified a number of concerns with regard to the capacity development of teachers through teacher education in Pakistan. There are insufficient numbers of primary and secondary teachers to meet the growing demand and pre-service and in-service teacher education programmes lack quality (Green Paper, 2006; Teacher Education: Position Paper, 2004). There is a high shortage of female-trained teachers in the rural areas of Pakistan; as a result there is a very low school enrolment rate among rural females, while teachers are generally reluctant to work in rural areas (Pakistan Ministry of Education, 2009).

There have been weaknesses identified in the length and content of teacher education curricula. In the view of education experts, the teacher education curricula are identified as obsolete and unproductive for the capacity development of teachers. Generally, teachers' capacities are not enhanced to meet the curriculum challenges arising from scientific and technological developments and the demands for change in education. Teacher educators and educational leaders are also not qualified in an approved manner and lack sufficient school experience to properly train their students.

The National Education Census data indicates that 26% of teachers in the workforce are untrained, 37% have only rudimentary (training) at the PTC and CT levels, 44% have not completed even a two year undergraduate degree beyond 12 years of basic education. These constitute by any measures, the least qualified teachers, and the majority of them are teaching at the primary school level in rural areas. Some educationists reported even a more dismal picture of professional qualifications of teachers at the primary level, where only 21% have completed B. Ed. and M. Ed. degrees (Pakistan Ministry of Education, 2009, p. 7).



In schools and teacher training colleges, there is a lack of suitable textbooks, resource material, library, and laboratory facilities. A heavy reliance on external examinations for students' assessment makes the quality capacity building of teaching and learning almost unworkable (Pakistan Ministry of Education, 2009; Teacher Education: Position Paper, 2004).

A disturbing fact is that the neglect of the education sector as a whole has been bad enough, but the need for quality teacher educators has also gone largely unrecognised for years. Interest in the natural and social sciences may have attracted a few capable people to these subjects, but such interest has been minimal in the area of education due to the prevailing inadequate salary and service conditions for teachers. There is no cadre of teacher-educators in the public education system (Pakistan Ministry of Education, 2009; Green Paper, 2006; Teacher Education: Position Paper, 2004). The low proportion of the national budget allocated to education contributes significantly to an increase in many of these problems (NEP, 2009).

The educational leadership capacity of school head teachers or principals has not been developed enough to enable them to fulfil their roles as instructional and pedagogical leaders. The school heads occupy the last place in the top-down hierarchy in the government education system. These government structures emphasize rigid rules and fixed programmes to be institutionalized by the principal. The principal is considered to be the sole authority for systematizing and controlling all functions of the school. A question arises, however, concerning how well the principals, who have been recruited or promoted on the basis of their seniority or teaching experience rather than their leadership qualifications and experience, are able to perform complex leadership functions and become a connection between the school community and the national education system (NEP, 2009).

*Attempts at Capacity Building through Teacher Education*

In Pakistan, teacher education institutions are included in the category of professional colleges. Pakistan has made notable achievements in higher education since independence (See Table 1). Quality improvement by means of proper policy development, planning, implementation and allocation of sufficient resources however, is hampered by political interruption, civil turbulence and regional inequalities (NEP, 2009).

The need to better recognize the importance of teacher education in Pakistan to make it more effective is acknowledged (Pakistan Ministry of Education, 2009). The key areas for improvement in teacher education for capacity development have been identified in different government documents and by other agencies. These areas include improving the quality of teacher training institutions; increasing the number of years of formal schooling for those who would like to enter this profession and improvement in the social status and morale of teachers (Green Paper, 2006; NEP, 2009; Teacher Education: Position Paper, 2004).

Ever since the first Pakistan education conference was held in 1948, the subject of teacher education has been raised again and again. Attempts have been made at national, provincial, regional and institutional level in two major areas of teacher training that is, pre-service and in-service educational courses. Change initiatives have come from different sources, government and non-government, and have achieved a limited degree of success, perhaps reflected by the fact that eight different five year plans and six educational policies have been in existence since 1947 and the goals (e.g. Universal Primary Education) prepared by the policy makers in the early years of independence are still unachieved (Sheikh & Iqbal, 2003).

The 2004 Position Paper on teacher education in Pakistan revealed a low level of performance on the part of teacher educators, indicating that the problem with teacher certification arises for a variety of reasons. These include deficiencies in the vision and

policy of teacher education; in the leadership of college principals and instructors; in the curriculum and the involvement of teacher educators in the development of curricula; in the teaching methods and examination system; in the maintenance of buildings and equipment; and political interference in the students' admission processes and in the appointment of teacher trainers (Pakistan Ministry of Education, 2009; Rahman, 2005; Teacher Education: Position Paper, 2004).

### *Attempts at Capacity Building within the Private Sector*

The setting up of teacher education institutions by the private sector is relatively recent in Pakistan. The former practice was to restrict the privilege of teacher training to the public sector or to affiliate private colleges of teacher education with the public university that would conduct the examinations and grant the awards (Ahmad, 2009). Once it was identified that capacity development of teachers and educational leaders does not seem possible through public teacher education providers, a number of private education providers developed their own systems through transnational partnerships.

Private teacher training institutions in Pakistan include self-governing bodies, private universities, and degree awarding and chartered institutions enhancing the capacities of teachers and educational leaders to become positive change agents in Pakistan. These include leading institutions such as AKU-IED, Ali Institute of Education (AIE), Notre Dame Institute of Education (NDIE), Beacon House National University (BNU), City School, University of Management Training UMT/ILM, Hamdard University, and IQRA University. Many of these institutions have foreign university links to the UK, Canada, Australia, and Sweden. There are also a growing number of other providers such as Tamir-e-Nau TTC, Dawn Elementary College of Education, Ghazali Teacher Training Institute, Sindh Elementary TTI in Jamshoro, Larkana, and Jacobabad (Teacher Education: Position Paper, 2004).

In 1977, the Beaconhouse schools commenced operation in Lahore. They tend to cater for the more affluent medium class in the larger cities of Pakistan. Soon those leading this

system realized that to become more effective they needed to invest in capacity development of teachers through training as most of these teachers usually did not have any formal training. Therefore, the Beaconhouse system offers capacity development programmes for its teachers in conjunction with Bradford University in UK, leading to the award of certificates, diplomas and eventually, an Honours degree. Beaconhouse has so far produced at least eighteen trainers who have been accredited to deliver the Bradford certificate course through Beaconhouse National University in Pakistan to international standards (Beaconhouse School System, 2006).

During the 1980s, the Pakistan Federal government decided to allow the setting up of private universities which proved to be the beginning of many new initiatives in capacity development of teachers through teacher education.

In 1986, the establishment of the Teachers' Resource Centre (TRC) in Karachi was the result of initiatives taken by the Heads of private schools in Karachi. TRC was formed as a response to the declining standards of education in both government and private sector schools. The main aim of TRC is to enhance the capacity of the less privileged schools by bridging the gap between less privileged schools in the public and private sectors and well-resourced private sector schools by sharing resources, information and expertise, as well as providing a forum for the professional development of teachers, and to enhance their professional and social status (Rizvi, 2008). TRC offers a wide range of workshops for its members and for donor-supported projects, in Karachi and throughout the country. TRC provides for the educational and training needs of teachers from pre-primary through to secondary levels, as well as for managers, coordinators and heads of public and private schools. An important national contribution of TRC has been their collaboration with the Curriculum Wing of the Federal Ministry of Education of Pakistan for the development of national *Katchi* (pre-school) curriculum launched in August 2002. TRC has been influential in providing teacher observation instruments, training manuals and other materials for the national *Katchi* curriculum (Rizvi, 2008; UNESCO & USAID, 2006).

The Field based Teacher Development Programme (FBTD) was developed by the Aga Khan Foundation (AKF) and jointly implemented with the Pakistan government in the northern areas in 1983. The programme builds capacities of teachers who have no formal education for government certification and is extensively used by the schools all across northern Pakistan (AKES, 2003).

During the period of 1986-1990, the Aga Khan Education Services Pakistan (AKESP) developed a School Improvement Programme involving three of its schools in Karachi and one in Hyderabad. After the denationalization of these schools, AKESP decided to develop this programme in order to increase the collaboration between heads of school and staff, to provide school-based professional development and to develop a career structure through the establishment of positions of responsibility within the schools. AKESP has established over one hundred and eighty schools from remote far-flung areas of Broghil (Chitral) to the southern parts of Karachi and conducts teachers' training programmes. (AKES, 2003)

In 1993, the Ali Institute of Education (AIE) was established from the private educational trust of a distinguished family in Lahore. AIE offers a one-year post-graduate diploma in primary education to students who have completed their B.A. /B.Sc. The institute graduates more than one hundred teachers each year in its pre-service programme, while more than four to five hundred in-service teachers attend short-courses and workshops annually. The AIE has linkages with the Stockholm Institute of Education and Teachers College, Columbia University and has support from UNDP as well as the government of Sweden (Ali Institute of Education, 2007).

The Aga Khan University - Institute of Educational Development (AKU - IED) was established in 1993. The IED offers a two-year M. Ed programme to in-service teachers with a Bachelor's degree and five years of teaching experience in primary or secondary schools. The IED has a highly trained faculty with leading educationists from Canada and the United Kingdom. The University of Toronto and Oxford University serve as partner institutions. The IED emphasises the role of professional development centres in teacher

education. IED also conducting an advanced diploma course for head teachers. (Teacher Education: Position Paper, 2004).

Private sector provider numbers in Pakistan have mushroomed in teacher training as a response to the growing need for capacity building requirements while the public sector organizations were able to provide limited opportunities teacher and leadership development with a very minimum level of success.

### *Attempts at Capacity Development within the Public Sector*

To meet the increasing demands being placed on education, both national and international agencies have attempted novel and innovative approaches to enhance educational capacity building (Khamis, 2006). The innovations initiated by the Pakistan government at the national level have generally been unsuccessful in building educational capacities of teachers.

Due to lack of available data, it was difficult to identify the particular initiatives taken in the public sector during the 1950s and 1960s; however, it has been mentioned by Kizilbash (1998, p. 113) that during the late 1950s and early 1960s:

The Commission on National Education proposed the setting up of extension centres for organising regular refresher courses, improvement of curricula of teacher training courses, setting up a council for educational research, and the establishment of college for the training of teachers.

A description of some of these initiatives follows below.

Allama Iqbal Open University (AIOU) was established in 1970 in Islamabad. It is mainly engaged in educational capacity building by providing distance education and provides teacher education courses leading to the PTC, CT, and B. Ed. degrees (Kizilbash, 1998). The university also offers courses in education for managers and planners. Its courses include pre-service and in-service programs for teacher certification and other graduate

and post graduate professional qualifications in education. It enrolls ten thousand students annually for various certifications and diplomas (Teacher Education: Position Paper, 2004).

In 1976, The National Teaching Kit Project was implemented in primary schools. The kit contained one hundred and two low-cost items to help teach science, mathematics, social-studies, and Urdu (Kizilbash, 1998). The innovation was ineffective because only half the schools received the kits and few teachers received training in how to use them, so it was impossible to use the kits in large classrooms and provision was not made to repair or replace lost items (Warwick, 1995). Warwick (1995, p. 124) maintains that the innovation “was driven more by belief in the power of technology than by the concerns of teachers and school heads....., it became a top-down experiment that was force fed on the school system not ready for it”. The educational capacities of the teachers were not enhanced to use the kit effectively and their contextual issues were not considered important while initiating such programmes.

Another innovation in the late 1970s and early 1980s was the addition of the government school curriculum to approximately thirty thousand mosques (Madrassa Schools). These Madrassa schools were opened in poor villages where there were no primary schools (Khamis, 2006). The initiatives were compatible with the local context that is, the culture and religious ideals of parents and did lead to an increase in female enrolments; however, there was a growing concern regarding the quality of the education being received from the leaders of the mosques and their assistants, some of whom were seemingly illiterate and had no capacity to teach such subjects. There are also reasonable doubts about the outcomes of the Madrassa teaching which is creating a culture of hatred towards other religious groups and sects of Islam. There are more than forty thousand Madrassa schools at present in Pakistan (Ahmad, 2009; Hyat, 2008).

In 1979, the Government of Pakistan and the World Bank introduced a new set of education officials called Learning Coordinators (LCs). District Education Officers (DEOs) replaced the school inspectors and became responsible for improving

performance and efficiency within the schools, while LCs were introduced to enhance the capacities of primary teachers by working on their personal and professional problems. Warwick (1995) reveals that the combination of old models of supervision with new concepts of administration and professional development gave rise to tension. An interview with LCs made known that many of them have received no capacity enhancement for their task, limited or no adequate provisions to get to the schools and they felt there was little appreciation for their work (Kizilbash, 1998).

In 1982, the Academy of Educational Planning and Management (AEPAM) was established as a professional organisation within the Ministry of Education. AEPAM's main task is the collection, processing and production of statistics for the provision of Basic Education that is, pre-primary, primary and secondary education at the national level (Diagnostic Report: Pakistan, 2005). One of the main statistical publications by AEPAM is 'Pakistan Education Statistics' produced in 2008. According to the most up-to-date available data, AEPAM also carries out the training for educational administrators, managers, and planners in the country; it also conducts research regarding issues related to educational development and provides professional guidance to the Ministry of Education. AEPAM usually faces shortages of staff due to the high level of bureaucracy involved in their appointment and selection. It seems that at the Federal level, with few professional staff, AEPAM is under-resourced to fulfil the broader institutional mandate mentioned above (Diagnostic Report: Pakistan, 2005).

The Teacher Training Project (TTP) was started by the government through collaboration with the Asian Development Bank during 1992-2000. The TTP aimed to support the national goal of capacity building of teachers through quality teacher training in all provinces. Under this project, four Provincial Institutes of Teacher Education (PITE), two new model government colleges for elementary school teachers, and sixty six outposts (OTs) were established (Kizilbash, 1998). The project also aimed at increasing the number of female teachers in the rural areas, upgrading the quality of teacher performance, and ensuring greater relevance of materials, methodology and content (UNESCO & USAID, 2006).



In order to improve the quality of technical education, the TEP continued from 1996 to 2004. The project aimed to upgrade the training of existing teachers; establish a Bachelor in Education Degree (technology) (B.Ed. [Tech]) programme; assist the National Institute of Science and Technical Education (NISTE) and strengthen and upgrade technical teacher training centres within the public and private sector (UNESCO & USAID, 2006). The improved teacher training facilities are now offering pre-service and in-service programs, such as short courses, diplomas in associate engineering and a B. Ed. (Tech.) degree. The degree of B. Ed. (Tech.) was first awarded in 2003. A large in-country training program through NISTE and other provincial teacher training facilities upgraded the skills of many teachers (UNESCO & USAID, 2006). Despite the fact that the government is increasing its focus on vocational technical education at the secondary level, there is currently inadequate personnel and financial support for the capacity building of teachers in the technical education sub-sector. There are also minimal linkages with polytechnics (Teacher Education: Position paper, 2004).

In 2003, the Government of Pakistan, in liaison with the United States Agency for International Development (USAID), launched the Education Sector Reform Assistance (ESRA) programme initiated in the province of Sind and Baluchistan involving school-communities in nine districts. ESRA operates across six technical areas: policy and planning, professional development, literacy, public-community partnerships, public-private partnerships and information and communication technologies. The main aim of ESRA is to develop a Professional Development Infrastructure (PDI) a network of government, non-government, and private sector entities that can deal with the various capacity development requirements of teachers and administrators throughout the education system (UNESCO & USAID, 2006). Khamis argues, however, that “given the history and context of the country, it is pertinent and crucial for us to ask whether this initiative will encourage greater access to quality education that is relevant to its beneficiaries, the children who attend the school” (2006, p. 215). NDIE played a major role in developing all the resource material and monitoring and evaluation of the programme instigated in the four districts of interior Sindh as well as enhancing the

capacities of the Master trainers, School Support Teams and the Administrators through intensive training (NDIE Newsletter, November 2004).

A three year Pakistan Teacher Education and Professional Program (PTEPDP) began in 2003 with some United States teacher training institutions. This was carried out by arranging certificate courses in the US for as many as two hundred and fifty teacher trainers; providing opportunities for leadership and professional capacity building; establishing linkages between teacher training institutions in the U.S. and in Pakistan; and implementing in-country activities to support use of the U.S. training, the development of linkages, and the sharing of newly-gained skills among colleagues. In 2005, one hundred and seventy-two Pakistani teacher educators had completed their certificate programme in the US. The participants were provided with an opportunity to join different international teachers' associations and received a laptop computer. The later stage of the program focused on in-country training of an increased number of master teacher trainers, while continuing to build the capacity of Pakistani teacher training institutions and facilitating relationship between US teacher training institutions and their counterparts in Pakistan (UNESCO & USAID, 2006).

The main criticism of teacher education in the public sector is that it has not resulted in sustainable capacity building or any enhancement in student learning outcomes proportionate to the degree of expenditure that has been allocated by the government and other agencies to train teachers over the years. Teacher education, however, cannot be viewed as the only expounding variable for student outcomes. Although numerous policy documents emphasised teachers' educational capacity building, there is a lack of a comprehensive vision and policy to develop teaching so that it has a full-fledged professional status. A purposeful social discourse, which would systematically involve teachers, experts, and teacher organizations in policy-making, does not exist in Pakistan (Teacher Education: Position Paper, 2004).

The inability of the successive governments to achieve the desired level of educational improvements suggests that further innovative approaches to educational capacity building need to be encouraged within the public and private educational sectors. One

such innovative approach came from educational leaders within the Pakistan Catholic Church when they invited the Australian Sisters of Mercy to work with them in their schools and establish a teacher education institute.

### **Notre Dame Institute of Education (NDIE)**

The contribution of the Australian Sisters of Mercy to the establishment of NDIE has been significant. It seems appropriate at this stage to outline a brief account of the establishment of the congregation - one which has a long history of involvement in education.

#### *The Sisters of Mercy*

The Sisters of Mercy were founded in 1831, in Dublin, Ireland, by Catherine McAuley, a noble person who had desires to provide practical assistance to those in need, especially women and children. She and her two companions established the original House of Mercy in the heart of Dublin in 1827. There they dedicated all the resources and their services for the education of poor women and children, the care of the sick and needy and the visitation of families in need (Sullivan, 2004).

At the age of fifty-two Catherine began her religious training with the Presentation Sisters at Georges Hill, Dublin, and when she was fifty-three years of age, she began her own religious order, the Sisters of Mercy. More women came to join Catherine and they became known as ‘the walking nuns’ because, unlike other congregations, they did not stay inside their convents. By 1841 there were approximately one hundred members of the Order of Mercy (Sullivan, 2004).

The Mercy Congregation expanded rapidly in Ireland, England, Australia and the Americas, the areas to where many Irish were emigrating in order to escape oppression from harsh penal laws and the poverty of the potato famine, or because they had been transported to distant penal colonies. In the first ten years between the commencement of

the congregation in 1831 and Catherine's death in 1841, she opened ten new Convents in Ireland and two in England. From 1842 to 1851 new foundations were established in New found land Great Britain, Australia, New Zealand, and the United States. From 1876 to 1899 the growth included new foundations in Central America, Jamaica, and South Africa. A third wave of expansion began in 1946 with missionary outreaches to the Pacific, Africa and Latin America. Today the global Mercy presence includes twelve thousand sisters who, together with their Associates and co-workers, are continuing the work of Catherine McAuley in forty-six countries (Sullivan, 2004).

The first group of Sisters of Mercy arrived in Australia in 1846 at the Swan River Colony, Perth and the communities of Sisters of Mercy quickly established throughout the country. It was from Australia, in 1985 that the first community of Sisters of Mercy set out for Pakistan.

### *Sisters of Mercy in Pakistan*

The Australian Sisters of Mercy received their first invitation to work in Pakistan in 1979, from the Bishop of Lahore, the largest of the six Catholic dioceses in Pakistan. He mentioned the urgent need for sisters to work in the areas of catechetical and pastoral work, primary education, and health care. At that time, the Australian Sisters of Mercy were in the process of developing a new national organisation called the Institute of Sisters of Mercy of Australia [ISMA]. At that stage it was decided to launch an investigation into the possibility of undertaking some work in Pakistan.

In 1981, at the first National Chapter of the Institute of Sisters of Mercy of Australia, the question for a mission in Pakistan was considered. It was decided to appoint a group to investigate the areas in which sisters were most needed in Pakistan.

Bishop Simon Pereira approached the Sisters of Mercy in 1983 to work in the diocese of Rawalpindi. He identified the urgent need for a hospital administrator and nurses with midwifery training, a primary educator and hostel supervisor in Gujrat and sisters to do

pastoral work and conduct primary schools in Rawalpindi and in Peshawar (Schneider, 1997).

In May, 1984, ISMA officially accepted the Pakistan project as a National project on the basis of the report prepared by the two members of the Melbourne Congregation who visited Pakistan after the Bishop's invitation. The sole responsibility was given to the Melbourne Congregation for administering the project (Schneider, 1997).

Australian Sisters of Mercy started working in Pakistan in 1985 in the city of Gujrat, and in 1986 went to the city of Peshawar. The sisters began developing a mission statement to provide both a focus to their work in Pakistan and a framework for ongoing reflection on the issue arising from their involvement. In August 1991, two Australian Mercy Sisters arrived in Karachi to form the core of the staff for NDIE (Schneider, 1997).

### *The Development of NDIE*

In 1989, Bishop Anthony Lobo, the chairman of the Bishops' Conference for Education in Pakistan, and other educationists of Pakistan, invited Deirdre Jordan RSM, Chancellor of Flinders University, South Australia, to visit Pakistan. During her visit to different cities of Pakistan, she provided advice to Bishop Lobo about the possibility of commencing a teacher training programme in Karachi. The report of her discussions with the wide range of educationalists highlighted a number of problems which needed to be addressed (Schneider, 1997).

It was commonly understood that the nationalization of teachers' colleges and schools in the mid-1970s resulted in an almost immediate fall in the standard of education in Pakistan. Cheating was prevalent, rote learning appeared to be the norm, and textbooks were outdated. It was a common practice for exams to be set and textbooks bought and memorised without the student having any experience in teaching practice. Teaching was not seen to be a high-status occupation with its low salaries and poor circumstances and

there was an observable lack of commitment on the part of many teachers (Schneider, 1997).

The main priority was to improve the standard of teacher training; however, to achieve this number of factors needed to be addressed. These included the need

to raise the standard by ensuring that teacher educators had appropriate qualifications and experience; to divert emphasis away from learning by rote to direct it to developing and understanding of the nature of learning, personal formation and the formation of the committed teaching services; and to socialize students and their parents into the idea that regular attendance at school was essential (Schneider, 1997, p. 66).

Jordan realized the need for change, for improved teacher education in Pakistan, and decided to seek help from Australian educationalists and sisters for a small project supported by the Catholic Bishops Conference in Pakistan located at St. Patrick's High School, Karachi. With respect to implementing change, it was assumed that a micro - planning approach was more likely to be effective at first, and then innovative methods would spread gradually (Jennings, 2001).

On Jordan's return to Australia, on behalf of Bishop Lobo, she approached a number of people about participating in the project. Gabrielle Jennings RSM (Melbourne), Bernadette Marks RSM (Adelaide) and Mary and Mathew Coffey (Adelaide) responded to Deirdre's invitation. Gabrielle Jennings RSM and Bernadette Marks RSM, along with Jan Geason RSM, Congregational Leader of the Melbourne Sisters of Mercy, visited Pakistan in September 1990 to investigate the feasibility of the planned project.

The academic assistance for preparing the courses to be conducted was obtained through Australian Catholic University, Macquarie University and the University of Sydney. Resources were collected from these institutes, the Sydney Catholic Education Office and from various secondary schools in Victoria and South Australia. To cover the cost of essential resource materials and equipment and to provide bursaries for needy students,

donations were sought through various Australian businesses and groups (Schneider, 1997).

NDIE was formally opened on October 1, 1991 and classes commenced the following day. NDIE received its affiliation through Karachi University in 1992. A newspaper report of NDIE's affiliation with KU stated that "the course offered is conducted in English and aims to train competent and confident teachers for secondary schools using modern and innovative methods and AV resources"(Daily News, July 12, 1992).

### **A profile of NDIE**

NDIE was formed in 1991 under the auspices of the Catholic Bishops' Conference of Pakistan. It is located on the campus of St. Patrick's High School in Karachi. NDIE is a registered body incorporated under the Catholic Board of Education for the purposes of the Societies Registration Act of 1960. NDIE's Constitution (1991, p. 1) describes the institute as:

a non profit, philanthropic, benevolent, social welfare and educational organisation which aims at providing training of the highest academic, professional and ethical standards for male and female teachers who will be equipped to play a meaningful, responsible and effective role as resource persons to improve the quality of education in Pakistan.

In the past eighteen years, since NDIE's commencement as a B. Ed. college, its course offerings have endeavoured to develop capacities of the teachers and educational leaders such as the NDIE Certificate of Education, the International Graduate Certificate of Education (IGCE through ACU), Certificate in Secondary School Teaching (CSST in English & Urdu medium), Master of Education (preliminary) and Master of Education through KU and ACU (NDIE Handbook, 2006).

NDIE also has a Publications' Department, catering mainly for curriculum support material for Urdu Medium Primary Schools and publications of school based research conducted by Pakistani teachers, many of whom are NDIE graduates. NDIE also works with other in-service providers such as TRC and AKU- IED and the Bishops National

Programme Office for Education to conducts workshops especially in the field of educational leadership. NDIE is also actively involved through the United Education Initiatives (UEI) in developing public sector and private sector relationships for the development of teachers in the government schools in the province of Sind (NDIE Handbook, 2006). Figure 2.1 provides an overview of the educational development areas in which NDIE is currently involved and which are in line with its mission.

**Figure: 2.1** The extended work of NDIE for educational development in Pakistan.



Figure 2.1 (adapted from Mercy Works, 2002 & NDIE Handbook, 2006)

NDIE initiated its Bachelor of Education Programme in 1991 with seventeen students. Now, the average annual enrolments in the B. Ed. programme are fifty-five, with thirty in the various stages of the M. Ed. programme. NDIE caters for people of all faiths and



backgrounds, but most are from religious minorities and economically disadvantaged groups. Students come from all the four provinces of Pakistan to study at NDIE. According to Sr. Catherine Ahern, former Deputy Director, “The greatest joy each year at NDIE is watching students achieve personal milestones and gaining competence to work confidently with children in classrooms from the most isolated villages in the mountains to the most densely populated cities in Karachi ” (Alfred, 2007, p. 3).

A significant number of students at NDIE, especially the women, are the first in their families to receive tertiary education. Less than one percent of the students speak English as their first language, so to be studying their professional degree in English is an enormous achievement (Mercy in Action, 2007).

NDIE is affiliated with Karachi University for its degree programme of B. Ed. and M. Ed. Accreditation with ACU for the IGCE and M. Ed. programmes provided an opportunity for NDIE graduates to build their educational capacities as teachers and leaders within education system of Pakistan.

### *Administration*

NDIE has a local board of governors consisting of the Patron, Chairman, Executive Secretary, and Treasurer and from eight to eleven other members selected from governmental, educational, business and church groups. These board members have the responsibility for the direction of the institute. The Board determines the general policy, reviews the Institute’s achievement, determines the annual budget, prepares and distributes the annual report to persons and organisations supporting NDIE and is involved in the appointment of the Institute’s Director, Deputy Director and Treasurer.

The Director and Deputy Director are assisted by the administrative staff of NDIE who undertake routine administrative tasks and deal with general enquiries. The administrative staff also regularly liaise with ACU’s Melbourne, Sydney and Brisbane Student Offices which ensure that the M. Ed. students’ enrolment details and records are

maintained at Australian Catholic University. The matters related to the academic course, field based work and monitoring of student progress are handled by the academic staff (NDIE Handbook, 2006).

### *Building Facilities and Educational Resources*

The institute is situated on the third and fourth floor of St. Patrick's High School compound, Karachi. In order to build the leadership capacity of the M. Ed. students with a range of teaching, administrative and research knowledge and skills, NDIE has provided a learning environment contributing to students' development through the provision of well-equipped classrooms, library, computer laboratories, resource room and social areas.

The Gabrielle Jennings RSM Memorial Library provides a service to staff and students of NDIE and beyond. The library is staffed by a qualified librarian and two assistants. Currently there are books and journals available in the library as curriculum resources for the M. Ed. course. The library resources are upgraded continuously to enhance the knowledge of the students for research and reference purposes. It offers institutional and individual membership to a wider range of clients within the educational community of Karachi (NDIE Handbook, 2006).

NDIE students and staff are encouraged to attain a high-level of information literacy skills. The computer labs are equipped with upgraded computers to which students have log on access. The academic staff is also provided with computers for their own teaching and research purposes. All the computers are centrally networked and have an internet facility. M. Ed. students can access the internet to retrieve information for their research and assigned tasks. The M. Ed. students are expected to have acquired the skills to integrate their ICT knowledge and abilities for writing their assignments, presentations and research tasks. They are also encouraged to use available multimedia facilities whenever it is appropriate across all aspects of their work (NDIE Handbook, 2006).

NDIE has provided a resource room equipped with resources for teaching and learning. These resources equally contribute to enhancing students' learning and the faculty's quality of teaching. Some of the equipment available includes: overhead projectors, DVD/VCD players, home theatre, slide projectors, tape recorders, educational software, CDs, audio tapes, video tapes, posters, charts and access to low cost/no cost materials (NDIE Handbook, 2006).

NDIE provides hostel accommodation for female and male students from outside Karachi. The women's hostel is situated in the compound of St Patrick's High School and the men's hostel is close to campus. Both provide full board, including meals. In Pakistani culture, especially in the countryside, parents are reluctant to send their daughters to study away from home in different cities. Having hostel facilities on the campus provides an opportunity for many women to come and study at NDIE. As the M. Ed. graduates of 2003-2004 mentioned, "we are thankful to NDIE for providing us residence at the hostel. This 'home' in Karachi gave us an opportunity to learn sharing, giving respect and taking care of each other as one family" (NDIE Newsletter, November 2004, p. 6).

### **The Master of Education Programme**

The journey to develop an M.Ed. programme began in 1993 when NDIE instituted a programme for primary school educators. It was decided during the meetings of the NDIE Board of Governors to establish a Development Committee to investigate all the aspects of establishing a degree course to train educators for primary schools.

The Development Committee was based in Karachi, Pakistan with a course development group based in Adelaide, Australia. The membership of the Karachi-based group was drawn from the wider educational community of Karachi while the Adelaide-based group was drawn from primary educators with cross-cultural experience (NDIE, 1996).

The initial plan was to develop a two year B. Ed. (primary) course but it was modified to develop an M. Ed. primary course.

Research indicated that the goal of forming educational leaders who could bring change to elementary education in Pakistan would be better served by a Master's degree. On 16<sup>th</sup> January 1994, the committee decided to proceed with the development of a Master of Education – Primary degree to specifically prepare leaders and teacher developers for primary schools and primary school systems (NDIE, 1996, p. 36).

The main aim of the M. Ed. programme was to provide an opportunity for professional teachers to obtain professional certification necessary for leadership positions within the educational systems of Pakistan (NDIE, 1996). The M. Ed. Development Committee with its Australian-based sub-committee, academic staff of NDIE and in consultation with University of Karachi Master of Education Revision Committee, had the responsibility of developing this course (NDIE, 1996).

The Affiliation Committee of University of Karachi granted affiliation status to NDIE to teach its Course which awards successful candidates with the University of Karachi a Master of Education Degree. NDIE also worked closely with the office of the ACU Dean of Education to ensure that the M. Ed. course met the requirements of ACU. Although the course reflected cultural difference in approaches to learning, it did so within the parameters of an ACU M. Ed. In order to address quality assurance issues in licensing courses to be taught overseas, it was decided that the sample assignments of the M. Ed. students would be second marked by ACU staff to ensure standards were met and maintained, and it was planned that each year a staff member from ACU would visit NDIE to work with staff there and monitor the library support. The course was to be reviewed in three years (NDIE, 1996).

#### *Aims and Objectives of the NDIE M.Ed. Programme*

The aims and objectives of the current NDIE M. Ed. programme are outlined in the institute's handbook (NDIE Handbook, 2006, p. 123), as follows:

*Broad Aims*

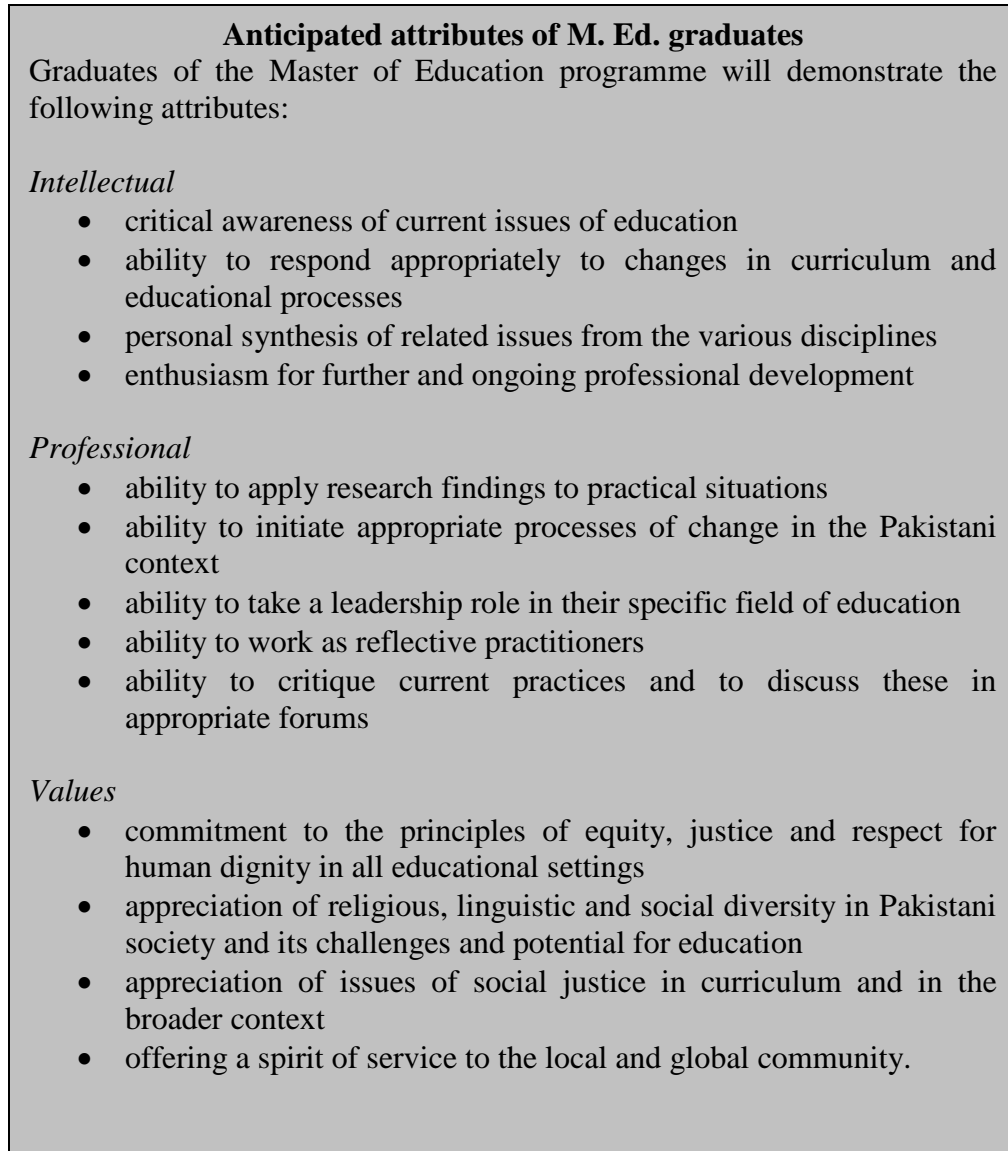
- To provide the opportunity for professionals in their field of education to pursue advanced studies and apply new learning with confidence to their specific area.
- To analyse and critique the challenges and changing demands of education in the context of justice and equity informed by a religious ethos that respects the Christian and other religious faith traditions in the context of Islamic society.
- To enable participants to become informed professionals who have read and analysed research and considered its implications and application.

*Specific Objectives*

The principal objective of the course is to provide graduates with learning opportunities and experiences, which enable them to:

1. explore and critique the knowledge base for educational leadership
2. interpret and apply research in the Pakistani context
3. acknowledge the broader social and economic issues that shape education and respond to developments in the field of education in Pakistan and throughout the world.
4. reflect critically on their professional practice from a concern of ethics, social justice, social inclusion and the religious values of the Pakistani society.
5. develop confidence in their expertise as leaders, researchers and curriculum innovators in their local educational communities.

NDIE's handbook (2006, p.129) also outlines the anticipated intellectual, professional and values-based attributes of its graduates. See Figure 2.2 for anticipated attributes of M. Ed. graduates.



**Figure 2.2 Anticipated attributes of Graduates**

(NDIE Handbook, 2006, p.129)

### *Student Selection*

The applicants enrolled in the M. Ed. programme come from different ethnic and cultural backgrounds within Pakistan. The normal entry requirements (NDIE Handbook, 2006, p. 124) for the M. Ed. programme are:

1. Applicants need to have an approved Bachelor of Education (B. Ed.) degree from one of the recognized universities of Pakistan, or another internationally

accredited university, with a minimum aggregate of 60 pass percent or a minimum of credit level in the International Graduate Certificate in Education (IGCE) from ACU (See Appendix D for B. Ed. and IGCE course outline).

2. A post-Year 12 undergraduate Degree such as a Bachelor of Arts, Science, Applied Science or Commerce, with a minimum B Grade from an approved University in Pakistan or elsewhere.
3. Applicants are also required to have successfully completed the Master of Education Preliminary Course from NDIE Karachi (See Appendix E for M. Ed. Preliminary Course outline).
4. A high degree of proficiency in all aspects of English is required
5. Candidates need to have a minimum of three years full-time teaching experience.
6. It is expected that the students who enrol for the M. Ed. programme have the academic capacity to undertake the course and suitability for the teaching profession.

Applicants whose educational qualifications or experience of teaching do not satisfy these requirements for admission to the M.Ed. programme may be considered, provided they demonstrate the academic capacity to undertake the programme and an aptitude for the teaching profession and provide authentic documentation. In such conditions they may be granted admission if they satisfy the special admission criteria, determined by the NDIE Board of Governors (NDIE Handbook, 2006).

#### *Interconnection of the M.Ed. Programme with other Courses*

After completing their two years of preliminary studies, the first at NDIE which supplements the B. Ed. course and the second working full-time in schools in an internship, the M. Ed. candidates undertake a third year of full-time study which includes assignments, external examinations and research work to fulfil the requirements of both KU and ACU. Table 2.2 indicates the structure of the courses interconnected to the M.Ed. programme.

**Table 2.2 Structure of the courses connected to the M.Ed. programme.**

<b>Years</b>	<b>Full time Courses</b>	<b>Part time Course</b>
<u>First year</u> TEACHER AS STUDENT	<u>B. Ed. + IGCE</u> Classes and teaching experience five days a week.	<u>M. Ed. Preliminary I</u> Classes once a week
<u>Second Year</u> TEACHER AS PRACTITIONER	<u>M. Ed. Preliminary II</u> Internship in a Primary/Middle Secondary/teacher professional development. Initiations of Qualitative Research Project.	<u>M. Ed. Preliminary II</u> Quarterly workshops on Research Methodologies and Curriculum Studies
<u>Third Year</u> TEACHER AS EDUCATIONAL LEADER	M. Ed. Programme	-

(Adapted from NDIE Handbook 2006)

The courses are designed this way to provide an ongoing capacity development for the individuals to become professional teachers and teacher educators.

The Master of Education Programme builds on the foundation laid in the IGCE and the NDIE M. Ed. Preliminary programmes. During both these pre-requisite courses, the students' approach to their own learning is transformed from rote memorisation of prescribed textbooks to a confident, investigative and self-expressive attitude towards their studies (NDIE Handbook, 2006, p. 127).

### *Course Outline*

The NDIE Master of Education programme meets the requirements for both ACU and KU. It has developed a unique course outline which satisfies the demand of both the universities. The KU M. Ed. has three basic components: five compulsory papers, four areas of specialization and three areas of research study. The ACU M. Ed. has two components, that is, six institute-based units and two field-based units. Table 2.3 shows the list of units outlined by the KU and ACU M.Ed.



**Table 2.3 List of units as per KU and ACU M. Ed. programmes.**

ACU M. Ed.	KU M. Ed.
<p><i>Institute Based Units</i></p> <ul style="list-style-type: none"> <li>• Perspective and Issue in Education</li> <li>• Psychology and Education: Teaching and Learning Issues</li> <li>• Educational Research Methodologies</li> <li>• Curriculum Planning and Development</li> <li>• Theory and Practice of Educational Administration and Leadership</li> <li>• Educational Planning for Change and Development</li> </ul>	<p><i>Compulsory Papers</i></p> <ul style="list-style-type: none"> <li>• Foundations in Education</li> <li>• Advance Education Psychology</li> <li>• Research and Statistics</li> <li>• Testing and Evaluation</li> <li>• Curriculum Planning and Development</li> </ul> <p><i>Areas Of Specialization Option:</i></p> <ul style="list-style-type: none"> <li>• Educational Administration and Supervision</li> <li>• Educational Planning and Development</li> <li>• Management in Education</li> <li>• Individual Study (Literary Research)</li> </ul>
<p><i>Field Based Units</i></p> <ul style="list-style-type: none"> <li>• Research Project (Qualitative)</li> <li>• Graduate Professional Experience</li> </ul>	<p><i>Research Study</i></p> <ul style="list-style-type: none"> <li>• Thesis (Quantitative)</li> <li>• Thesis Viva Voce</li> <li>• Comprehensive Viva Voce</li> </ul>

The units are taught in conjunction to fulfil the demands of both the universities. The units are taught by qualified staff members using a variety of teaching strategies.

The faculty adopts the contemporary strategies that encourage learners to actively enter into the learning process and gain mastery from enquiry and discovery, however, the traditional approach to pedagogy is also an element in the teaching learning process (NDIE Handbook, 2006, pp. 127-128).

The qualitative research project begins in M. Ed. Preliminary II, as most of the students choose to do either action research or a case study. The qualitative research is conducted during the final year. The students are supported during their research work by faculty members who act as mentors. “The M. Ed. faculty strives to create a mentoring environment which provides a high level of challenge to its students with an equal level of support” (NDIE Handbook, 2006, p. 127). The research work is carried out in school-based areas of individual interest, making possible the capacity development within a special area of expertise.

The assessment for the KU course is done through examinations by means of the compulsory and optional papers at the end of the year. Students sit for a three hour examination for each paper. The assessment of the quantitative research thesis and literary research is done by the external examiners (Examiners from KU) and internal examiners (NDIE M. Ed. faculty). Students also have to participate in a thesis viva and the comprehensive viva focusing on all their M. Ed. subjects (NDIE Handbook, 2006).

The assessment for ACU takes a variety of forms including student presentations, case studies, short papers, long papers, seminars and peer testing. Students have to do written work of approximately four thousand five hundred words for each unit. Students are expected to a certain mastery of content and ability to maintain arguments at an advanced level.

The overall emphasis is on processes that promote the learning of the candidates. Students participate in collaborative learning processes as well as independent reading and research tasks. Students are expected to access on-line material and participate in discussion groups or in tutorial groups (NDIE Handbook, 2006, p. 128).

The marking of student work is done by the faculty; however a selection of assignments from a range of units is forwarded annually to the Dean of Education at ACU for second marking by ACU staff to ensure consistent application of ACU's standards.

#### *Brief Profile of the M.Ed. Graduates*

The first enrolment of seven M. Ed. students occurred in 1994/95, with a further enrolment of eleven in 1995/96. Since the beginning of the M. Ed. programme in 1994/1995 till 2008/2009, there have been more than eighty students who have graduated with an M. Ed. from NDIE. The first batch of students completed the final year of M. Ed in 1996/97. Table 2.4 describes the selected characteristics of the NDIE M. Ed students population during the period mentioned above.

**Table 2.4 Selected Characteristics of NDIE M. Ed. students, 1996/97 to 2008/09**

Characteristics	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>Total M.Ed. Students</b>	6	9	8	6	2	2	11	4	6	7	10	5	4
<b>Gender</b>													
Female	5	8	5	6	2	2	6	3	4	4	2	1	0
Male	1	1	3				5	1	2	3	8	4	4
<b>Religion</b>													
Christian	5	6	6	3	1		4	2	3	3	2	1	2
Muslim	1	3	2	3		2	7	2	3	4	8	4	2
Bahai					1								
<b>Current Occupation</b>													
Head teacher/ Principal		1	1	1			1				3	1	
Academic Coordinator				1					1		2	2	
Teacher			1						1				
Teacher Trainer	3	3	4	4	2		2	4	1	2	1	1	
Unknown	1	3	1	1		1	8		2	5	5	1	4
<b>Further Education</b>													
PhD/ Ed.D	2	3	1			1		1					

NDIE graduates are contributing to educational change through their participation in various national, provincial and church-sponsored education forums. Six of the M. Ed. graduates are now studying for, and one has already completed, a doctoral degree abroad. Most of the M. Ed. graduates are now working as school heads, in-service members, coordinators, teachers and resource persons in different educational institutions in Pakistan. M. Ed. graduates have also contributed to writing textbooks and teachers' manuals for schools. In fact, six of the M.Ed. graduates are now full-time staff members of NDIE (Alfred, 2007). The career paths for NDIE graduates are shown in Figure 2.3

**Figure 2.3 The career paths for NDIE M.Ed. graduates.**

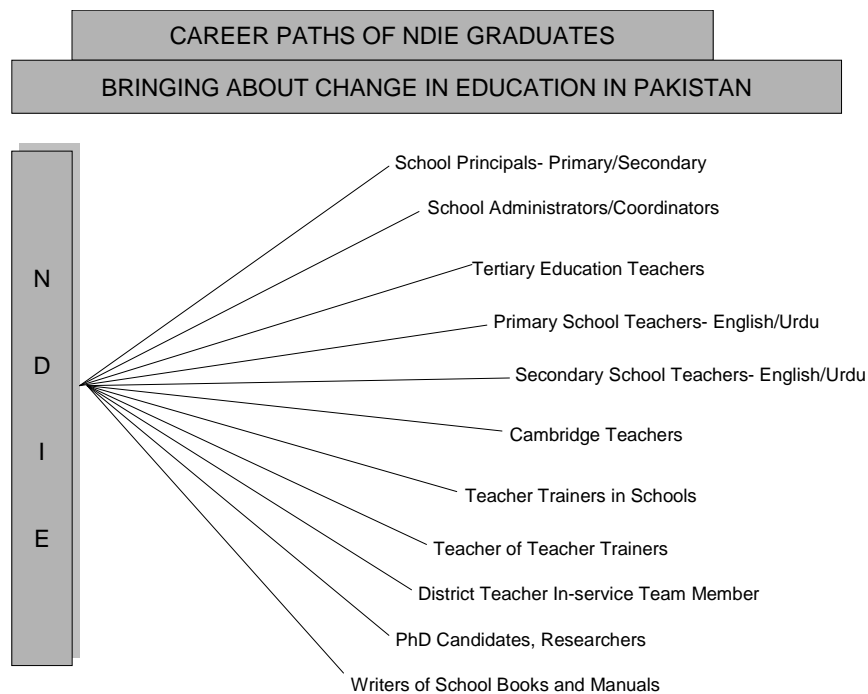


Figure 2.3 (adapted from NDIE Newsletter, March, 2002 and NDIE Handbook, 2006)

In order to understand the significant contribution of the NDIE M. Ed. programme towards the educational leadership capacity building, it was essential to be acquainted with the Pakistan educational context. The context outlined in this Chapter indicates that problems arising from the country's socio-cultural, economic and political situation have affected the provision of quality education in Pakistan and continue to encroach on attempts to improve education, particularly through the capacity building of teachers and educational leaders as change agents. The lack of an established research base and research culture further hampers efforts to plan, implement and evaluate educational capacity building approaches adopted by the education providers. The following chapter reviews the literature concerning the issues of globalisation of education, approaches to educational leadership capacity building, leadership development issues and addresses briefly some challenges associated with the leadership of educational change.

## **Chapter Three**

### **Review of Literature**

#### **Introduction**

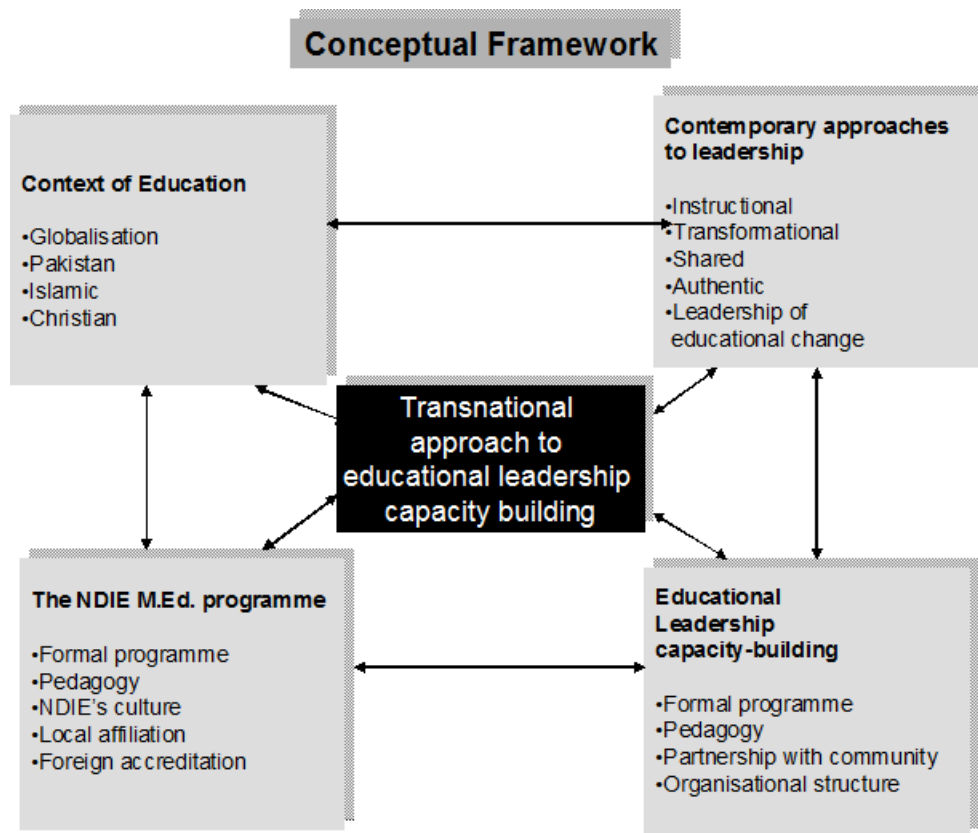
The purpose of this study is to gain insights into the transnational M. Ed. programme of NDIE as a means of educational leadership capacity building in Pakistan. An outline of the nature and scope of the study was presented in Chapter 1 and an outline of the Pakistani context and educational system was presented in Chapter 2. This review of literature highlights the impact of globalisation and the need for capacity building in education with special reference to developing countries. The chapter includes a detailed discussion of contemporary leadership approaches and key features of leadership development programmes. The literature review briefly addresses some challenges associated with the leadership of educational change and the issues associated with the Islamic concept of leadership and contemporary leadership practices in Pakistan. The conceptual framework arising from the literature review indicates the key factors influencing educational leadership capacity building in the context of Pakistan.

#### **Conceptual Framework**

A conceptual framework provides an overview of the issues identified in the literature review. Figure 3.1 indicates that this study is focusing on a transnational approach to educational leadership capacity building. There are four distinct elements in the framework; they are interconnected and each element played a significant role in the transnational leadership capacity building approach studied in this research. The first element addresses the unique context of the research under which prevailing global, national and religious educational trends were explored and their implications for transnational capacity building approaches for developing countries are highlighted. The second element addresses the contemporary understandings of leadership and leadership for educational change which seems essential for understanding the effectiveness of the

educational leadership programme under study. In the third element, the important aspects of leadership capacity building programmes are addressed in order to understand the processes involved in the preparation of leaders for educational change and reform. The fourth and final element addresses the NDIE M. Ed. programme and its distinctive features that are the main contributors in developing the capacity of M. Ed. graduates to be authentic educational leaders in the Pakistani context.

**Figure 3.1 Conceptual Framework**



### **The Impact of Globalisation on Educational Capacity Building in Developing Countries**

Globalisation is the multi-faceted set of processes by which the nations and people of the world are progressively drawn together into a single entity (Power, 2000). It means that

“shrinking space, shrinking time and disappearing borders are linking people’s lives more deeply, more intensely and more immediately than ever before” (UNDP, 1999, p. 1). Globalisation from an economic point of view can be perceived as free market capitalism in the world (Middlehurst & Woodfield, 2003). From the cultural perspective, globalisation makes our societies multicultural, and increases the intercultural interactions which may lead to homogenization of human culture (Power, 2000). Finally, globalisation could be viewed as a new form of colonisation, where the global empirical regime dominates politics, economic and communication ventures (Power, 2000).

According to Held, McGrew, Goldblatt, and Perraton (1999) globalisation affects a wide variety of sectors in the world including the cultural, economic and legal sectors. Even education is widely affected by the process of globalisation, which is reflected in the field of education provision, decision-making and financing. International education agencies and consultants flourish and the global transmission of policies and practices have increased beyond national and cultural boundaries. Multi-national educational institutions are likely to be a significant development, in one form or another, in the twenty first century (Marginson & van der Wende, 2006).

Four apparent streams of globalization can be identified in the international education industry (Altbach & Knight, 2006; Knight 2006; Vincent-Lancrin, 2007). The first involves students traveling to a host nation to study at a chosen institution. This was the usual model throughout much of the last century and remains common today. The second involves institutions moving forward into the export channel—usually through an alliance or coalition—and establishing a presence in international markets through ‘twinning’ programs (Altbach & Knight, 2006). In Asia throughout the 1990s, this integration became common, with many privately owned colleges providing a channel for students to study a foreign degree in their home country (Larsen et al, 2002). New approaches have emerged recently. These involve the creation of branch campuses in foreign countries and the development of online delivery of courses through information and communication technologies (Knight, 2006). The fourth stream is the mobility of the

persons, including professors and researchers, who travel temporarily to another country to provide educational services.

### *Offshore/Transnational Education*

The expansion of educational opportunities internationally provides major opportunities for universities to expand their activities and to raise their profiles. Programs in which students are located in a country other than the one in which the awarding institution is based are referred to as 'offshore' education in Australia and 'transnational', 'borderless' or 'cross-border' education in much of the rest of the world (Hussain, 2007; Knight, 2005). The Global Alliance for Transnational Education (GATE) defines transnational education as:

Any teaching or learning activity in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country), this situation requires that national boundaries be crossed by information about the education, and by staff and/or educational materials (GATE, 1997, p. 1).

Transnational education provides individuals with the opportunity to obtain foreign degrees without the need to leave their home bases and expands human resource capacity development opportunities for governments and employers (World Bank, 2002). While the international mobility of students is a well-established and growing feature of higher education, the international mobility of institutions and courses on a large scale is a more recent phenomenon (Kazmi, 2005). Transnational education is becoming a key feature of the globalisation of higher education, as a growing number of internationally mobile programs operate as tradable services. These are made possible by recent information and communication technologies and the use of innovative forms of delivery including international partnerships to respond to increasing demand for Western degrees, highly strengthened by the rapid integration into the global economy (Altbach & Knight, 2006; Middlehurst, 2002; Mohamedbhai, 2002; Larsen et al, 2002).



According to Mohamedbhai (2002), transnational education has especially helped in promoting life long learning and continuing professional development. Foreign providers are perceived as “potentially more flexible entrepreneurial, employment relevant and innovative than the more strictly rigid public sector” (Middlehurst & Woodfield, 2003, p. 32). Studies undertaken through foreign providers are perceived preferable due to their superior reputation, better resources, English language instructions and potential passport to further study and jobs abroad (Hussain, 2007; Vincent-Lancrin, 2007; World Bank, 2002). Transnational higher education is also cost effective. Learners do not have to travel overseas to get education; rather, they have access to foreign providers at a significantly lower cost while working and staying with their family. It also helps the country to cut back net foreign currency out-flow (Mohamedbhai, 2002; Vincent-Lancrin; 2007).

The diminishing boundaries around nations have provided an opportunity for developing countries to come closer to developed countries. There is significant emergence of ideas, policies and resources from developed countries being implemented in order to reform the education system of the developing world. According to Kanu:

The crisis in education in many developing countries—deteriorating facilities, instructional personnel who are poorly educated, overstretched, under-paid and demoralized, inadequate teaching materials and, more recently, a lack of clear vision of how to navigate the educational demands of globalization and development—has necessitated requests from these countries for increased involvement of western external agencies with not only financial aid to education but also educational development plans and advice (2005, p. 494).

Despite the rhetoric about international exchanges of knowledge ideas in the present global/ international climate, there are certain risks associated with a huge interflow of foreign providers. The damaging distortion of the local academic provision results in creating two-tier academic communities; labour market distortions; and exposure of learners to high-cost courses and programmes which may not meet local needs (Bennett, 2003). In Kanu’s (2005) view this trend has not only created a situation of dependency on international providers, but it also creates a form of cultural imperialism for the

participants which undermine local cultures. Altbach (2002) argues that Western countries have created neo-colonial circumstances; they dominate knowledge and resources by virtue of their possession of the new scientific system, leading academic institutions, the new technologies, and the supremacy of the English language as the medium of instruction and research.

Mohamedbhai (2002) suggests that with little additional precision, transnational reforms can bring about a productive outcome. He suggests that international funding and donor agencies need to promote collaborative ventures between education institutes of developing and developed countries. Kanu (2005) highlights the importance of conducting a cultural analysis of the countries at the receiving end of cross-cultural knowledge transfers because theories and models which have produced successful results in the country of origin can be questionable or even lead to failures in developing countries. Kanu (2005) also recommends that knowledge which intends to be taught or transferred needs to be valid and grounded in the local situation; this in turn will reduce the risk of failure in implementing the transfer.

One of the approaches to transnational education that seems to address most of the issues discussed above and is seen to be appropriate for educational reforms in developing countries is the approach of ‘capacity building’ (Vincent-Lancrin, 2007) which is now considered as a core of human, societal and state development (UNDP, 2009).

### *Capacity Building*

The concept of ‘capacity building’ or ‘capacity development’ is explained by the well-known English proverb: “give someone a fish and he eats for a day; teach someone to fish, and he can feed himself for a lifetime” (Vincent-Lancrin, 2007, p. 4). This indicates that capacity building is a process which progresses from obtaining assistance to a less reliant self-help approach (Vincent-Lancrin, 2007). In the context of the developing world, capacity building means helping those in the developing world in any field to ‘stand on their feet’ to resolve and further develop existing systems.

The United Nations Development Programme (2009) identifies the key elements of capacity development as follows:

Capacity development is the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time (p. 5).

Capacity development starts from the principle that people are best empowered to realize their full potential when the means of development are sustainable – home-grown, long-term, and generated and managed collectively by those who stand to benefit (p. 5).

Capacity development is about transformations that empower individuals, leaders, organizations and societies (p. 6).

Thus, capacity building is based on learning, on the acquisition of skills and resources by individuals and organisations. Skill acquisition certainly relies on imported capacity but, rather than relying excessively on foreign expertise while distorting national priorities, this foreign capacity needs to be used as a knowledge-sharing device, focusing on empowering and strengthening endogenous capabilities.

One of the important aspects of capacity building emphasized by the UNDP is that of long term sustainable development rather than short term traditional donor funded projects. The latter are usually criticized for their ‘one time attempts’ rather than their sustainability, and the perception that they are not always receptive to the recipients’ contextual needs.

Within the framework of capacity building, development depends on the contextual needs of the developing countries, which, under this framework, are mainly responsible for the identification of their needs, and then for designing and implementing the best suitable development strategy. “Its ultimate aim is to make developing countries less dependent on aid. As a process, it builds on monitoring and evaluation in order to identify existing

capacities, deficiencies, and the progress and achievements of development,” (Vincent-Lancrin, 2007, p. 54).

In general, foreign aid depends less on what the developing world needs than on what the donor can offer. Such foreign aid through foreign expertise is often unsustainable once the foreign providers are gone. However, capacity building emphasises a sustainable and recipient-centred development approach. According to Vincent-Lancrin:

Capacity development principles correspond to a transfer of ownership of development projects from the donor to the recipient community ... For this reason, capacity development does not necessarily refer to aid development but can depict countries' efforts towards their development goals regardless of development assistance (2004, p. 5).

Another important facet of capacity building is its multi-level approach to development: it acknowledges the need to consider several levels of intervention and understands their interconnectedness and their influence on each other – the strength of each level determines and depends on the strengths of others (UNDP, 2009). Drawing on the perspective of the UNDP (2009, p. 11), three levels of capacity are considered in this review:

*The enabling environment:* is the broad social system within which people and organizations function. It includes all the rules, laws, policies, power relations and social norms that govern civic engagement. It is the enabling environment that sets the overall scope for capacity development.

*The organizational level:* refers to the internal structure, policies and procedures that determine an organization's effectiveness. It is here that the benefits of the enabling environment are put into action and a collection of individuals come together. The better resourced and aligned these elements are, the greater the potential for growing capacity.

*At the individual level:* are the skills, experience and knowledge that allow each person to perform. Some of these are acquired formally, through education and training, while others come informally, through doing and observing. Accesses to resources and experiences that can develop individual capacity are largely shaped by the organizational and environmental factors described

above, which in turn are influenced by the degree of capacity development in each individual.

The UNDP (2009) considers capacity building as an evolving approach to development. In their view capacity building is the new-found solution to old problems, as the following comments illustrate:

The old model has been based on [the] mistaken assumption... that it is possible simply to ignore existing capacities in developing countries and replace them with knowledge and systems produced elsewhere—a form of development as displacement, rather than development as transformation. (p. 7)

The evolutionary model of the UNDP's approach towards capacity building is presented in Table 3.1 below. It indicates how over the years assumptions about the developing world led the practices of the interventions of countries from the developed world into the developing world. It also indicates the results of such assumptions and practices.

**Table 3.1 The Evolution of the UNDP’s capacity development approach**

THE EVOLUTION OF UNDP’S CAPACITY DEVELOPMENT APPROACH			
	THE ASSUMPTION...	THE PRACTICE...	THE RESULT...
FIRST	‘Developing countries need money.’	<i>Development Aid</i> developed countries lend or grant money to developing countries	<ul style="list-style-type: none"> <li>• Greater focus on investment and reporting than on results</li> <li>• Mounting debt</li> <li>• Dependence on foreign aid</li> <li>• Projects end when money runs out</li> </ul>
THEN	‘Developing countries should just model themselves after the developed ones.’	<i>Technical Assistance</i> foreign experts come in to operate their own projects, which they expect to yield similar results to those seen in developed countries	<ul style="list-style-type: none"> <li>• Projects launched, but disconnected from local goals or priorities</li> <li>• Assumes few or no resources available locally</li> <li>• Dependence on foreign experts</li> <li>• Expertise not always transferred from foreigners to locals</li> <li>• The externally driven model may ignore local realities</li> <li>• Idea of ‘assistance’ highlights unequal relationship between developed and developing countries</li> </ul>
FOLLOWED BY	‘Developing countries should partner with developed ones’	<i>Technical Cooperation</i> greater emphasis on training, transferring knowledge, based on national policies and priorities	<ul style="list-style-type: none"> <li>• Local expertise enhanced</li> <li>• Projects somewhat more in line with local priorities and goals</li> <li>• Driven by outside forces, opportunities missed to develop local institutions and strengthen local capacities</li> <li>• Expensive</li> </ul>
AND CURRENTLY	‘Developing countries should own, design, direct, implement and sustain the process themselves’	<i>Capacity Development</i> A focus on empowering and strengthening endogenous capabilities	<ul style="list-style-type: none"> <li>• Makes the most of local resources – people, skills, technologies, institutions – and builds on these</li> <li>• Favours sustainable change</li> <li>• Takes an inclusive approach in addressing issues of power inequality in relations between rich and poor, mainstream and marginalized (countries, groups and individuals)</li> <li>• Emphasizes deep, lasting transformations through policy and institutional reforms</li> <li>• Values ‘best fit’ for the context over ‘best practice’; as one size does not fit all</li> </ul>

(Source: UNDP, 2009, p.8)

This study presents the educational leadership capacity building approach adopted by NDIE in the light of the assumptions, practices and results articulated by the UNDP. The enabling environment for the transnational capacity building of the M. Ed. graduates of NDIE as educational leaders was formed through the collaboration of different educators from Pakistan and Australia who identified the educational needs and set the scope for capacity development. At the organisational level, NDIE created a culture learning and mutual respect and provided all the human and material resources for sustainable capacity development. Now it was the task of the individuals to increase their capacities by acquiring the knowledge, skills and experience that allow them to perform well and become change agents. As Fullan (2005, p. 212) suggests,

[Teachers and educational change leaders need to] develop [their] own individual capacities to learn and to keep on learning and not to let vicissitudes of change get [them] down. This is also the route to system change...If more and more people speak out and work with those who have different views, it is likely that system will change.

Underpinning this study is the belief that reforms in educational systems are possible through capacity building. This approach refers to the process of individual and organisational development that becomes sustainable through creating social equality in the society. It also acknowledges the involvement of indigenous people and values diversity and differences among the races. It is important at this stage to discuss another broader approach to development, namely, the capability approach to human development which also emphasises democracy, active participation of native people and acknowledges human multiplicity (Seddon & Cairns, 2002).

### *Capability Development*

The capability approach to development has been influenced by the work of the Nobel Prize winner in economics, Amartya Sen (1999). He argues that the heart of the capability approach is that social arrangements should endeavour to promote and expand

people's human capabilities so that they "lead the lives they value, and have reason to value" (Sen, 1999, p.18). This suggests that the core of any development is the 'expansion of freedoms'. In other words, removal of political, social and economic constraints that constrict individuals' preferred ways of living (Seddon & Cairns, 2002) or in Sen's (1999, p. xii) terms, removal of "unfreedoms". According to Sen, "development consists of the removal of various types of unfreedoms that leave people with little choice or little opportunity of exercising their reasoned agency. The removal of substantial unfreedoms...is *constitutive* of development".

Seddon and Cairns (2002) suggest that expanding human capabilities does not refer to enhancing peoples' capacity or potentiality to perform in preferred ways; instead, it means increasing the actual realisation of their preferred 'agency'; that is, the 'ability to pursue and realize goals that they value and have reason to value'. Capabilities in this regard are alternative combinations of "functionings" that "reflects the various things a person may value doing or being" (Sen, 1999, p. 75) In other words, "the substantive freedom he or she enjoys to lead the kind of life he or she has reason to value" (Sen, 1999, p.87). According to Walker, "freedom and capabilities cannot be separated. The opportunities to develop capabilities and the process of deciding collectively on valuable capabilities both require and produce freedom" (2005, pp. 103-104).

In order to expand people's agency and freedom, the capability approach emphasises the holistic development of individuals and stresses the multiple dimensions of development including the social, cultural and spiritual elements rather than just emphasising the material aspects of development (Gigler, 2005; Walker, 2005). Thus, a "capability approach provides a fuller recognition of the variety of ways in which lives can be enriched or improvised not only based on real income, wealth, resources and primary goods" (Gigler, 2005, p. 4).

The capability approach to development is "really interested in what persons are actually able to do or be – that is, in their functionings" (Alkire, 2005, p. 3) – not how much



access to resources they have. The capability depends on the personal characteristics of the individual that allow exchange of resources into their preferred ways of living (Seddon & Cairns, 2002), thus using the resources as a means of expanding capabilities “to lead more worthwhile and more free lives” (Sen, 1999, p. 295).

The capability approach views people as active agents in the process of development or change; it puts effective and meaningful participation of people in the centre of development. According to Sen (1999, p. 53), “the people have to be seen in this (development as freedom) perspective, as being actively involved – given the opportunity – in sharing their own destiny, and not just (as) passive recipients of the fruits of cunning development programmes.” Sen emphasizes the role of ‘agency’ and ‘democratic processes’ to encourage people to make their own choices and to define which capabilities are more valuable within the specific local and cultural context (Gigler, 2005).

Sen (1999) further points out that expansion of capabilities depends also on social and economic arrangements (e.g. education, security, health care) and on political (responsible use of power) and civil rights (democratic participation). Individual functionings could be modulated by one’s comparative advantages in society and enhanced by facilitating public and policy environments, for example via equal opportunity policy in any organisation (Walker, 2005). As Sen clarifies:

What people can positively achieve is influenced by economic opportunities, political liberties, social powers, and the enabling conditions of good health, basic education, and the encouragement and cultivation of initiatives. The institutional arrangements for these opportunities are also influenced by the exercise of people’s freedoms, through the liberty to participate in social choice and in the making of public decisions that impel the progress of these opportunities (Sen, 1999, p. 5).

Through the lens of a capability approach, the emphasis of any educational development programme needs to be on knowledge and learning, within a holistic view of

individual capability development. This is in contrast to considering the narrow view of development in terms of income and resources. The capability approaches emphasises the democratic involvement of people in selection of the capabilities within the particular context. In view of this approach, individual development, social development and freedom are all interwoven and have an effect on each other. As Sen highlights, development is “a process of expanding the real freedoms that people enjoy” (1999, p. 1).

In any contemporary educational initiatives, reforms and developments, “building capacity and enhancing capability through learning which leads to knowledge development are seen to be significant processes which sustain organisational and social progress, with important implications for leadership” (Seddon & Cairns, 2002, p. 742). It is therefore essential to review educational leadership understandings in the literature and its implications for educational leadership capacity building.

### **Contemporary Approaches to Leadership and its Implications for Capacity Building**

Effective educational leadership is widely accepted as being a key element in achieving school improvement (OfSTED, 2000). Research findings from diverse countries and different school contexts have revealed the intense impact of leadership in securing school development and change (Harris, 2002; Hopkins, 2001; West, Jackson, Harris, & Hopkins, 2000). De Grauwe (2000 p. 1) argues that

Much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than on the abundance of available resources, and that the capacity of schools to improve teaching and learning is strongly influenced by the quality of leadership provided by the school principals.

What is apparent from literature on leadership is the struggle to discover and articulate forms of leadership appropriate for the demands of changing times. What is evident in a concise review of the literature on leadership is the shift away from a positivist and

rational stress on predicting, rational decision-making and controlling, towards a newer generation of leadership ideas which stresses the intangible, the affective, and the naturalistic and symbolic kind of leadership (Fairholm, 2002; Starratt, 1993; Uhl-Bien, Marion & McKelvey, 2007). Insights from this 'newer generation' of leadership approaches contributed to the educational leadership capacity building explored in this study.

Writing over thirty years ago, Burns (1978, p. 2) maintained that "Leadership is one of the most observed and least understood phenomena on earth". Harris (2005) claims that the literature is abounding with definitions of leadership and there is considerable philosophical confusion around the use of term. Gronn (1999) maintains that two attributes which best define a leader are interpersonal influence and identification, and leading itself is understood as the construction of meaning and mobilization of support for a meaningful course of action. Leithwood and Reihl (2003, p. 2) explain that "at the core of most definitions of leadership are two functions: providing direction and exercising influence. Leaders mobilize and work with others to achieve shared goals."

The literature of the 1980s presented and promoted educational leaders who were strong and authoritarian, had clear roles and responsibilities for staff and ensured that system and structure were firmly in place for the school to meet its set academic goals (Blase & Anderson, 1995). The conceptualisation of the leaders' role has changed considerably over the past decades. There is a shift towards understanding of leaders as change agents (Fullan, 2005), instructional leaders (Marzano et al, 2005), transformational leaders (Heck, 2002), distributed leaders (Gronn, 2000, 2002) and authentic leaders (Begley, 2007; Duignan, 2002, 2006).

### *Instructional Leadership*

Over the last two decades, an influential approach in education has been that of instructional leadership (Marzano, Waters & McNulty, 2005). According to Sheppard (1996, p. 326) "instructional leadership entails all leadership activities that affect students' learning." The main emphasis of the leader is the overall development of school

through the teaching and learning process. In Sergiovanni's (2001) view, instructional or pedagogical leadership is based on 'capacity building', providing opportunities for social and academic capital for students and intellectual and professional capital for teachers. Peeke (2003) suggests instructional leadership concentrates on the leadership at the curriculum and teaching and learning levels and has close links with school effectiveness.

Elmore (2000, p. 14) suggests that "the skills and knowledge that matter in leadership are those that can be connected to, or lead directly to, the improvement of instruction and student performance". Blasé and Blasé's (1999) research with eight hundred principals in American elementary, middle and high schools suggests that effective instructional leadership characteristics comprise the following aspects:

- encouraging and facilitating the study of teaching and learning
- facilitating collaborative efforts among teachers
- establishing coaching relationships among teachers
- using instructional research to make decisions
- using the principles of adult learning

Harris (2005) argues that the efficacy of the instructional leadership could be found in the studies of teacher leadership and these two concepts overlap.

Earley and Weindling (2004) share their research findings regarding 'outstanding leaders'. In their study they found that one of the characteristics of outstanding leaders was that they were involved in instructional leadership in different ways; either supporting teachers, middle managers or students to address the particular teaching learning issue, or by doing a substantial amount of teaching themselves or monitoring teachers' planning.

Finally, researchers suggest instructional leadership also has links with transformational leadership (Earley and Weindling, 2004; Marzano, et al., 2005). According to Leithwood et al. (1999, p. 20), transformational leadership is an expansion of instructional leadership because it "aspires, more generally, to increase members' efforts on behalf of the organisation as well as develop more skilled practice."

### *Transformational Leadership*

To transform essentially means to change in form, appearance and structure, so in this respect any leader who tries to bring about change can be viewed as transformational. In the view of leadership literature, transformational leadership is concerned with relationships, engagement, commitment and capability of individuals within the organisation in pursuit of higher level goals that are common for all (Harris, 2005; Leithwood et al, 1999; Sergiovanni, 2001).

In the view of Fairholm (2002, p. 25), the transformational thread of educational leadership “examines the relationships between leader and follower and the activity of sharing, or coming to share common purposes, values, ideals, goals, and meaning in our organisational and personal pursuits.” A transformative framework of leadership seems appropriate for those leaders who are seeking to develop leadership capacity within their schools through the implementation of shared leadership models.

It seems clear that transformational leadership is an approach which focuses on people and their relationships within the organisation rather than focusing on bureaucratic structures. This approach is concerned with cultural change rather than structural change (Harris, 2005). Transformative leaders practise the principle of power investment; they share out the power among others in an effort to get more power in return (Sergiovanni, 1999). Under this approach leaders do not exercise power over others but try to use power with or through other people (Harris, 2005). Transformative leaders understand that they have to empower teachers in an organisation by giving necessary responsibilities that develop their potential and enable their decisions and actions to count.

In Bass’s (1990, p. 218) view there are four distinctive criteria for transformational leaders, known as the four Is. “They are:

- **Inspirational leadership** – motivation – communicating high performance expectations
- **Individualized consideration** – giving personal attention to members
- **Intellectual stimulation** – enabling followers to think of old problems in new ways
- **Idealized influence** – modelling behaviour through personal achievements, confident, dynamic.

Harris (2005) highlights that there is ample research evidence linking transformational leadership to the improvement of organisational and student learning outcomes. Improvement is especially in terms of building the school culture which contributes to overall school improvement.

According to Burns, (1978, p. 4) transformational leadership forms “a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.” Transformational leadership is the kind of leadership that is ‘distributed’ throughout the organisation and the capacity for change is possible due to this kind of leadership (Leithwood et al, 2004). This raising to higher levels of motivation and morality is also expressed and explored through frameworks of distributed or shared leadership and authentic leadership.

### *Shared Leadership*

The concept of distributed leadership or shared leadership is considered essential to thinking about leadership in education settings (Beatty, 2008; Gronn, 2002; Harris et al, 2003). A distributed view of leadership implies that leadership is an empowering process enabling others within the organization to exercise leadership (Dimmock, 2003). Gronn (2000; 2002) describes it as concrete action, a phenomenon where individuals work conjointly to pool their expertise and share responsibilities for an outcome, which is significantly greater than the sum of their individual actions. Spillane (2004, p. 3) proposes that “from a distributed perspective, leadership practice takes shape in the

interactions of people and their situation, rather than from the actions of an individual leader”.

In Beatty’s (2008) view, the core of distributed, shared or participative leadership is the focus on decision making processes within the organisation. The instructions are not delivered through a top-down approach but rather, an approach whereby all the teachers are involved in the decision-making process. Bennett et al. (2003, cited in Bolden et al, 2009, p. 259) suggest that:

distributed leadership is based on three main premises: first, that leadership is an *emergent* property of a group or network of interacting individuals; second, that there is *openness* to the boundaries of leadership (that is, who has a part to play both within and beyond the organization); and third, that *varieties of expertise* are distributed across the many, not the few.

Within the leadership literature, however, questions are raised concerning culture, power and ultimate accountability (Degenhardt, 2006). Mitchell and Sackney (2000) insist that if shared leadership is to be practised in schools, there needs to be a particular culture in place that can support and sustain these sorts of practices. The level of authority of school leaders may highly embedded within a wider society and that could be fundamentally hierarchical (Mitchell & Sackney, 2000).

Thus distributed leadership can be represented as permeable, interdependent, dynamic, inclusive and situated in a particular context. The ability to lead is dependent upon the capabilities of leaders in creating relationships and networks with others within the organisation (Fullan, 2001).

### *Authentic Leadership*

Authentic leadership is emerging as an alternative perspective on leadership in educational settings and has been explored by several scholars in recent years, including Begley (2001; 2003; 2006), Duignan (2002; 2006), Starratt (2004) and Taylor (1991).

The core of this approach is that it formally acknowledges the role played by values in influencing leadership behaviour (Avolio, Luthans and Walumbwa, 2004; Day, 2000; Duignan, 2003). The authentic leader, who leads “from the heart and soul as well as from the head and hands” (Duignan, 2002, p. 183) would appear to be what is required in today’s world of rapid change and uncertainty which demands that leaders live according to higher moral purpose.

According to Duignan (2003, p. 23) authentic leaders have a “deeper understanding of their personal values”. It implies that they are aware of their capabilities and limitations and as a result they are tolerant of imperfections in others and assist others to learn, develop and be successful. Duignan also believes that authentic leaders win the loyalty of their subordinates by building trusting relationships and by being reliable and sincere in their work and manners.

Authentic leaders take action to bring change, to move us closer to the ideal authenticity. They raise themselves and others to higher levels of motivation and morality. They infuse their leadership practices with a higher purpose and meaning. They are able to identify and articulate this higher ideal in order to elevate the human spirit of those whom they engage (Duignan, 2002, p. 183).

Authenticity in leadership calls for a revolutionary move from much of the traditional, conventional understanding about leadership. It is based on personal integrity and credibility, trusting relationships and commitment to moral and ethical conduct. More specifically, authentic leaders are described as:

those individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others’ values, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and high on moral character” (Avolio, Luthans and Walumbwa, 2004, p. 4).

In Starratt’s (2004) view, a commitment to three ethics: the ethic of authenticity, the ethic of responsibility and the ethic of presence requires authentic educational leaders who promote and endorse authentic learning. He recommends that leaders have responsibility for developing and sustaining authentic working connections with the teachers, students, parents and the community; they also have responsibility for creating a caring and



prolific learning environment. In order to achieve this, leaders have to present themselves truthfully to those with whom they work. This will lead to developing healthy relationships. It is then possible to share ideas and solve problems together. Starratt (2004) further emphasizes that both responsibility and presence are essential for authenticity. He views the connection this way:

Thus, to be authentic, I have to take responsibility for the self I choose to be. To be responsible, I have to choose to be authentic. To be authentic and responsible, I have to be present to my authentic self and be present to the circumstances and situations so that I can connect my authentic self to the roles I have chosen to play (p. 105).

The presentation of authentic self and connection of the authentic self to the roles are achieved through self knowledge. In Branson's view, self knowledge enables leaders to analyse and review their own motivation and underlying values in order to confirm, amend or reject them as valid guides for action (Branson, 2007). To understand why they are acting in a particular way and what the likely outcomes from their actions might be, "they need to be able to engage in a [continuous] self-reflective process in order to cultivate self-awareness and self-knowledge so as to discover their inner world and, thereby, reach greater authenticity as a leader" (Branson, 2007, pp. 238-239).

A prerequisite for authentic educational leadership is that leaders understand the *context* in which they act. Begley (2004) explains that authentic leadership must also account for institutional policy and other related perspectives connected to the context within which leadership attempts to make a difference. In the view of Walker and Shuangye (2007, p. 186) authentic leadership "is ongoing between how well one understands oneself within the meanings of a given educational context; and what can best be done to improve student lives and learning within this context".

Day et al (2001) emphasize that leaders need to understand the internal and external environment of the organisation, including understanding of the external cultural context (society, community and economy at local, regional and national scales, history, faith) and culture brought to the organisation by teachers, pupils and parents The challenge for

educational leaders is to recognize and conceptualize internal and external cultural spheres and understand how they impact upon, shape and provide implications for their own institutions (Lumby & Foskett, 2008). This implies that leaders operating in different educational contexts need to incorporate the understanding of the community needs and other contextually relevant perspectives to build their authenticity.

It is also essential for this study to discuss leadership for educational reforms and change and its important aspects.

### *Leadership for Educational Change*

In today's organizations, change is an inescapable reality which needs to be dealt with by reformers, policy makers and educational leaders constantly. In the history of educational innovations and reforms, good ideas or policies have often failed due to either an implementation problem or a problem with unsuccessful transfer of innovations in different circumstances (Fullan, 2005b). Fullan, Cuttress and Kilcher (2005, p. 54) argue that:

A missing ingredient in most failed cases is appreciation and use of what we call change knowledge: understanding and insight about the process of change and the key drivers that make for successful change in practice. The presence of change knowledge does not guarantee success but its absence ensures failure.

In the view of different researchers (Fullan, 2006; Fullan, Cuttress & Kilcher, 2005; Lambert, 2002; Mitchell and Sackney, 2001), there are some key dimensions which need to be concentrated on in order to bring reforms into educational settings.

One of the significant dimensions is information about the 'why' of change. Fullan, Cuttress and Kilcher (2005) suggest engaging everyone in the change process through moral purpose. They maintain that moral purpose in educational change is about improving society through reforming educational systems. They argue that moral

purpose is a process in which educators, community leaders and society are engaged in reforms for the betterment of the society through education.

Reforms in any educational setting require building the capacity of leaders which involves them in continuously developing new knowledge, skills and competencies; using new resources in terms of time, ideas and material resources and building a shared identity which connects and motivates all to work together for greater reform (Fullan, Cuttress & Kilcher, 2005). Educational institutions need to provide capacity-building opportunities for all when any new reform is instituted, so that teachers and educational leaders implement such reform with conviction (Mitchell & Sackney, 2001; Lambert, 2002). Fullan, Cuttress and Kilcher (2005) suggest that building capacity should also include the knowledge of change processes. In their view, to just lay out the purpose and plan and implement it reflects a narrow understanding of the change process. They suggest that “making change work requires the energy, ideas, commitment, and ownership of all those implementing improvements...ownership is not something available at the beginning of a change process, but something created through a quality change process” (p. 55).

Another key dimension for educational change is developing a culture of learning which involves adopting techniques and strategies to give an opportunity to people to learn from each other and together committing to improve the organisation (Fullan, Cuttress & Kilcher, 2005; Lambert, 2002). Mitchell and Sackney (2001) maintain that in the formation of a community of learners within an educational organisation, the learning of teachers and leaders is as important as that of the students. The culture of learning needs to be coupled with a culture of evaluation, when educational institutions “increase their collective capacity to engage in ongoing assessment for learning, they achieve major improvements” (Fullan, Cuttress & Kilcher, 2005, p. 56).

A significant dimension in educational change is focusing on the kind of leadership essential for change (Lambert, 2002; Mitchell & Sackney, 2001). Leadership can only

become effective if it is spread throughout the organization (Fullan, Cuttress & Kilcher, 2005). Lambert (2002, p. 37) argues that:

The old model of formal, one-person leadership leaves the substantial talents of teachers largely untapped. Improvements achieved under this model are not easily sustainable; when the principal leaves, promising programs often lose momentum and fade away. As a result of these and other weaknesses, the old model has not met the fundamental challenge of providing quality learning for all students.

Therefore leadership must be shared and should be the professional work of everyone in the organisation. The organization needs to look for the leaders who have “the capacity to develop leadership in others on an ongoing basis” (Fullan, Cuttress & Kilcher, 2005, p. 57)

Fullan, Cuttress and Kilcher (2005) also discuss a powerful learning strategy, that of ‘lateral capacity building’, in which schools and communities learn from each other within a district or region or suburb or beyond. If the communities are kept in isolation, there will be no opportunities to learn from each other and grow together. Lateral capacity building is an effective way to change an education system. The need is “to foster the development of practitioners who are ‘system thinkers in action’. Such leaders widen their sphere of engagement by interacting with other institutions...when several leaders act this way they actually change the context in which they work” (Fullan, 2006, p. 113).

The need is to develop leaders who have moral purpose, who desire to improve their society; who have understanding of change processes; and who can develop leadership in others. According to Fullan, Cuttress and Kilcher, (2005) when leaders and others involved have an opportunity to learn more deeply in the context, there are possibilities that they can transform the contexts that hamper learning.

All the approaches discussed above share an understanding of leadership as framing meaning, providing direction, exercising influence and mobilizing support and

relationships. Other leadership studies have focused upon values - the moral purposes and moral skill of leadership, suggesting that the vision and practices of leaders are underpinned by a number of core personal values which might be part of strong religious values; the role of leaders in creating a community of learners and the capacities of leaders to make a difference through their ability to transform (Day et al, 2001; Fullan, 2003).

The review of contemporary leadership approaches identifies that the common expectations regarding the knowledge, skills, and dispositions of educational leaders are grounded in principles of powerful teaching and learning. Educational leaders need to develop a deep understanding of how to support teachers and manage the curriculum in ways that promote learning. Leaders are also expected to have the ability to transform institutions into more effective organisations that foster powerful teaching and learning for all (Davis, Darling-Hammond, LaPointe & Meyerson, 2005).

The current practices of educational leaders in Pakistan are far from what is being suggested here in the discussion of recent approaches to leadership in education and leadership for educational change. It is essential here to review the Islamic perspective on leadership and the trends and perceived inadequacy of leadership practices within the Pakistani educational context. This provides a comparison between contemporary leadership understandings and Islamic understanding of leadership and current leadership practices in Pakistan.

### **Contemporary Educational Leadership Practice in Pakistan**

Pakistan is an Islamic republic so, in order to review the understanding and practices of leadership in Pakistan, it is vital to understand the Islamic perspective of educational leadership and its implications within the Pakistani educational context.

*Islamic Perspective of Educational Leadership*

The idea of educational leadership is usually linked with the aims and theories of education. In Islam, the theory of education is fundamentally based upon Quranic concepts and teachings which provide a basis for similarities of concepts and practices within the overarching umbrella of the Muslim world (Shah, 2008).

In spite of differences across the range of Muslim societies, the religious text remains the basis for any variations within and across these societies. Any educational development perceived as a deviation from Islamic teachings faces intense scrutiny (Shah, 2006), as has been the case in Pakistan over recent years, in relation to efforts towards curriculum development (Nayyar & Salim, 2002) and improving the system of examinations (Ali, 2004; Hussain, 2005).

One of the basic understandings of Islam is the emphasis on seeking and acquiring knowledge. The Qur'an is full of exhortations to pursue knowledge, "O my Lord! Advance me in knowledge" (The Qur'an 20:114); it declares the superiority in God's eyes of those who have knowledge, "Are those equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition" (The Qur'an 39:9); however it also emphasizes wisdom and guidance rather than the blind acceptance of tradition (The Qur'an 6:48, 17:36).

Learning and knowledge are not a matter of individual choice or priority determined by individual needs or economical forces. It is a duty enforced by God, making it Farz (incumbent) upon every Muslim male and female, and seeking knowledge is jihad, an effort in the way of God, focusing at the development of the individual as a whole being, so that a person can act for the sake of God (Shah, 2006).

Proceeding through this, knowledge is expected to contribute to the holistic development of self and society. Thus the most important aim of education is an ongoing development of self (Shah, 2008). Education is expected to "facilitate developing those values whose roots are in the attributes of God and which God has planted within human being as

potentialities” (Ashraf, 1995, cited in Shah, 2008, p. 132). The role of the teacher/leader is to bring out learners’ potentialities and to guide the learners nearer to God (Shah, 2008, 2006; Halstead, 2004).

Educational leadership from an Islamic perspective, with the notion of high respect for the teacher/ leader, covers three aspects according to Shah (2006, p. 370):

- Teaching with knowledge and understanding—educator
- Guiding with wisdom and values—prophet/leader (Beekun & Badawi, 1999).
- Caring with responsibility and commitment—parent

The educator (aalim) can only be a well-educated person who has the knowledge. Knowledge is the source and justification of status and leadership in Islam, therefore “an educational leader must be a constant seeker and giver of knowledge, who acquires the right and responsibility to lead through knowledge, in the tradition of the prophets” (Shah, 2006, p. 373).

In the Islamic scriptures, the Prophet was also considered as teacher and leader who was teaching and guiding people with wisdom and values towards the path of God. The prophet himself was a role model, therefore it is expected in the Muslim community that the leader should possess a particular character and exhibit values, knowledge, skills and dispositions that together facilitate their development into leadership roles (Beekun & Badawi, 1999).

The teacher/leader also has the authority and status of a parent—the highest authority in the Islamic social system. The teachers/ educators are also called ‘Spiritual parents’ of the individual and share the responsibility of personality development and character building of individuals along with parents. This concept of parent-like authority vested in the teacher/leader has its emphasis on values, responsibilities and accountability (Shah, 2006).

Regardless of a philosophical uniqueness located in faith, Islamic ideas of educational leadership share significant characteristics of different leadership concepts promoted in the Western literature. Similarities can be perceived across certain dimensions of Islamic understandings of educational leadership and the leadership concepts such as instructional leadership (Teacher/educator), transformational leadership (Prophet), and moral value-based leadership and authentic leadership (Prophet, Parents). Conclusively, it can be said that the principles of religion in Pakistani society provide a source of great inspiration for educational leadership capacity building if, and only if, any leader considers undertaking his/her practices through it.

Generally in Pakistan, all teachers and leaders are expected to “possess certain religious knowledge to fulfil their roles as guides to knowledge and conduct and in keeping with the Quranic teachings” (Shah, 2006, pp. 372-373). However, educational leaders’ actual leadership practices in Pakistan do not always reflect the Islamic understandings of leadership. The educational leadership practices seem to follow the political, traditional style of leadership trends within the educational system of Pakistan, rather than follow the teachings of Islam. The teachings of Islam especially in the area of education have been taken in their narrow understanding as only reading the Qur’an in Arabic and learning some basic rules of prayers, rather than taking it as system of learning and transforming societies.

### *Contemporary Leadership Practices in Pakistan and their Implications for Capacity Building*

The focus on educational leadership capacity building is fairly recent in Pakistan and educators are still in search of a clear understanding of effective educational leadership initiatives. The traditional view of educational leadership adopted from the British Raj still remains in most of the schools in Pakistan. This entails that authority is held completely with the principal as ‘the leader’ with limited or no handing over of responsibilities (Memon, 2003). In recent times, however, there is a realization that this



kind of leadership falls short and does not meet the social and psychological demands of individuals within the school community (Retallick & Farah, 2005; Rizvi, 2008).

The role and impact of leadership in schools in developing countries such as Pakistan is an under-researched area (Rizvi, 2008; Simkins et al, 2003). The reason may be because most of the education improvements in such countries have been based on top-down, system-wide change rather than on change originating at the individual school level (Simkins et al, 2003).

Most of the educational leaders in both the private and public sectors of Pakistan are not trained to become school principals. They have come to this position based on teaching experience and may have little idea about leadership and leading. Pakistan's various educational policies emphasize the importance of having trained and qualified school principals but this has made no difference nationally to the actual practice (Simkins, Sisum, & Memon, 2003).

Due to a lack of training and understanding regarding leadership functions, school leaders do not have the capacity of understanding their role and they tend to rely on the bureaucratic style of leadership which they had been observing within the whole educational and national system. The majority of school leaders predominately spend more time dealing with administrative and financial tasks rather than on developing teaching and learning processes which are the core of any educational organization and are emphasized in Islamic teachings (Memon, 2003; Memon & Bana, 2005; Rizvi, 2008).

According to Simkins et al (2003), there are considerable doubts among researchers about the degree to which educational leaders in education systems of developing countries can effectively become visionary leaders. They identify different reasons that create barriers for school principals to act as dynamic transformational leaders:

- Highly bureaucratic and hierarchical structures of educational institutions especially in the public sector

- Limited professional training for school leaders and limited contact with other local, national and international communities
- National culture, which may appreciate dependency, and an autocratic management style (pp. 278-279).

Some studies, however, in the context of educational leadership in Pakistan, show some recent development in leadership styles and the teaching learning environment. The study conducted by Memon and Bana (2005) with two school leaders from North West Frontier Province (NWFP) shows that leaders seem both to be operating within the framework of pedagogical leadership and have begun to transform their schools into learning organizations. This paradigm shift became possible through enhancing their capacities by intensive training and re-conceptualizing of the leadership role through the collaboration of international education providers.

It is further apparent through the study conducted by Rizvi (2008, p. 90), with four different schools, that there is a “shift from the more traditional patterns of leadership to the new practices of decentralized, devolved and shared leadership that ... enhance teachers’ professional capabilities and practices.” She indicates that teacher involvement in school leadership is dependent upon the opportunities and support provided by the school leaders. She further emphasizes that

[Educational leaders] need training that goes beyond developing sound technical expertise to include understanding of how [different] styles [of leadership] encourage teachers’ emotional commitment towards their work; how a clear vision for schools they lead is based on certain fundamental values and beliefs; how teachers are engaged in the activity of leadership both individually and collaboratively; and how power within a school organization is devolved, distributed and shared (Rizvi, 2008, p. 98).

The question arises as to what sort of sustainable capacity building approach should be adopted for educational leaders in Pakistan so that they can become authentic, educational leaders and change agents within the context of Pakistan. Most of the available literature on effective educational leadership capacity building is drawn from the experience of developed countries; most of the recent educational reforms in Pakistan

were achieved through collaboration with western educational institutes; the concern is the degree to which the concept of leadership in the developed countries can be transformed and translated from one cultural context to another (Dimmock & Walker, 2005).

This case-study highlights the contribution of NDIE's M. Ed. programme in developing the capacity of its graduates to be authentic educational leaders in Pakistan. The M. Ed. programme is designed, prepared and implemented in collaboration with educators from Pakistan and Australia. It is therefore significant for this study to review the important aspects of educational leadership capacity development programmes.

### **Important Aspects of Educational Leadership Capacity Development Programmes**

It is understood from other research that leadership capacity building can have a positive effect on the way schools are managed (Mulford, 2004; Orr, 2006; Young, Fuller, Brewer, Carpenter & Mansfield; 2007). "The skills and knowledge associated with effective leadership can be taught and, indeed, their development must not be left to chance" (Onguko, Abdalla, Webber, 2008, p. 717).

There is a growing consensus among educators about how leadership training programmes are best developed and implemented. Huber and West (2002) proposed that those who plan and design school leadership training programmes should strive to anticipate the range of knowledge, skills and competencies that the future generation will need. Mulford (2004) highlighted the involvement of groups of principals or professional collective alliances in preparing leadership programmes. Goddard (2004) noted that leadership expertise cannot be developed spontaneously and called for leadership development initiatives with a stronger social agenda. Onguko, Abdalla and Webber (2008) proposed that leadership preparation should focus simultaneously on broad educational issues and on the distinctiveness of the local context.

The review of literature suggests that important features of leadership programmes lead to better understanding if categorized under the headings of selection of participants for leadership training; curriculum of leadership training programme; pedagogy of the programme; partnership within the community; and the organisation and culture of the training institution. Each of these is discussed below.

### *Selection of Participants*

Young and Grogan (2008) suggest that those who reflect leadership potential and have an ability to learn can be successful participants in a leadership programme. They also emphasise selecting those participants who will gain from and contribute to the programme in meaningful ways. The selection process may include an evaluation of the applicant's portfolio, observation of classroom practice to assess their teaching quality and a personal interview with the applicant and his or her principal (Young and Grogan, 2008). Mansfield and Carpenter (2008) suggest that the participants should be selected from a diverse group of the society. This will provide an opportunity for all the participants to put their differences behind them and work for one cause, that is, the development of education; participants can then learn and blend with each other. In leadership training programmes, priority needs to be given to women, racial/ethnic minorities and under-served groups within the societies (Young et al, 2007).

### *Curriculum within Leadership Training Programmes*

In an effective educational leadership programme, a clear and well-defined curriculum is based on the blend of knowledge, skills and dispositions needed for educational leaders (Day, 2003; Jackson & Kelly, 2002). Mansfield and Carpenter (2008) emphasize coherent curriculum that links goals, learning activities and assessment of the leadership preparation experience around a set of shared values, beliefs, and knowledge about effective practice.

Mansfield and Carpenter (2008) state that one of the important features of quality leadership programmes is the research-based content that focuses on knowledge for instruction, organisational development and change management. In order to have a good knowledge-base, leadership development programmes need to be focussed on contemporary leadership approaches and research in school leadership. The content of the leadership training programme needs to be linked with the programme's philosophy and the courses should be built upon each other by incorporating important disciplinary theories (e.g. theories of education, learning, leadership) and concepts (e.g. professional development; curriculum development; planning and implementing change) and connecting them to internship experiences (e.g. field work, action research) (Davis et al, 2005).

According to Foley (2004), adults learn by addressing real problems in everyday life. This means that leadership training courses need to pay huge attention to the relationship between theory and practice. According to Karstanje and Webber (2008), theories should not be taught in isolation; rather, teaching practices should provide an opportunity for the participants to exercise theory in practice to find solutions to problems in real life settings. This type of problem-solving, where "learning activities provide a scaffold on which new self-directed knowledge is constructed, foster deep self-reflection, link past experiences with newly acquired knowledge, are problem- centred rather than subject-centred, and offer multiple venues for applying new knowledge in practical settings" (Davis et al, 2005, pp. 9-10).

The literature on leadership capacity building also highlights the need for developing ethical leadership practices (such as through courses on ethics, collaboration, shared leadership) and for a developed understanding of social and cultural impacts that affect the structure of schooling (such as national/provincial education systems, policies, its success, impact, loopholes, ways of improvement) (Davis et al, 2005; Young & Grogan, 2008). School conditions differ from one place to another so it will be beneficial for the leadership training participants to think more critically of their particular context and practices (Onguko, Abdalla & Webber, 2008). Davis et al maintain that "concern with

values and social contexts provokes greater attention to issues of diversity, race and gender, and equity” (2005, p. 9).

Educational leaders need to commit to becoming life long learners, thus their training should inculcate the habits of reflection, critical thinking skills and research skills, particularly action-research skills which will provide an opportunity for them to learn from practice (Davis et al, 2005; Onguko, Abdalla & Webber, 2008).

### *Pedagogy of Leadership Training Programmes*

The content of leadership training programmes will be more effective if it is delivered through a variety of methods which comply with the needs of adult learners and allow leadership training participants to apply the content in authentic settings in order to resolve real-world issues and dilemmas (Davis et al, 2005). Methods identified through literature as fundamental for developing educational leaders are problem-based teaching, critical self reflection, cohort groups, mentoring and field-based research. Each of these methodologies is outlined below:

*Problem-based or case-based teaching* methods are considered the primary mode of instructional activities and assessments in educational leadership preparation programmes. They are a means of grounding optimistic leaders in the problems of their field, intensifying their problem-framing and problem solving skills and capabilities, and working on issues collaboratively with others (Karstanje & Webber 2008; Mansfield and Carpenter, 2008; Young & Grogan, 2008).

There is an ample body of research that suggests most adults learn best when they are in a situation that requires the application of acquired skills, knowledge, and problem-solving strategies within real settings, and when guided by *critical self-reflection* (Bush & Jackson, 2002; Davis et al, 2005; Karstanje & Webber, 2008; Kelly and Peterson, 2007). Cross disciplinary studies on practical learning show that exposure to concrete elements of real-world practice can increase a leader’s ability to reflect, analyse, and methodically

plan strategies for action (Kolb & Boyatzis, 1999). Therefore, an integral part of the leadership training programme ought to be formal and informal *reflection* work.

The use of *cohort groups* is another effective strategy for leadership programmes. The teachers in the leadership training programme emphasise that adult learning is best accomplished when it is part of a socially cohesive activity structure that emphasizes shared authority for learning, prospects for collaboration, and teamwork in practice-oriented circumstances (Barnett, Basom, Yerkes, & Norris, 2000; Mansfield and Carpenter, 2008).

The positive effects of cohort structured learning experiences include enhanced feelings of group affiliation and acceptance, social and emotional support, motivation, persistence, group learning, and mutual assistance. Cohorts can help learners build group and individual knowledge, think creatively, and restructure problems from multiple perspectives (Davis et al, 2005, p. 11).

There is an increasing emphasis on *mentoring*, coaching and shadowing-type programmes and approaches to professional leadership learning (Anderson, Kleinhenz, Mulford & Gurr, 2008; Barnett & O' Mahoney, 2008; Davis, et al, 2005). Mentoring lessens the distance between a learner's independent problem-solving accomplishment and his/her potential developmental level achieved through problem solving with guidance from an expert (Anderson et al, 2008). The most important role of the mentor is to direct the learners in their search for strategies to solve problems, to understand the connection between their daily actions and educational theories, to build up self-confidence, and to construct different leadership skills (Barnett & O' Mahoney, 2008). Proficient mentors achieve this "through (a) modelling, (b) coaching, (c) gradually removing support as the mentee's competence increases, (d) questioning and probing to promote self-reflection and problem solving skills, and (e) providing feedback and counsel" (Lave, 1991, cited in Davis et al, 2005, p. 11).

In recent years, *field-based internship* and experiences have become central to leadership training programmes (Karstanje & Webber 2008; Mansfield and Carpenter, 2008; Young

& Grogan, 2008). Field-based experiences allow individuals to apply their new knowledge and skills under the watchful eye of an expert mentor, with reflection tied to theoretical insights through related coursework (Davis et al, 2005; Mansfield and Carpenter, 2008; Young et al, 2007). Furthermore, adult learning strategies of problem based learning, transformative learning and reflection have been incorporated into internships to encourage ‘theory to practice’ associations and on the whole make for more meaningful learning experiences (Young & Grogan, 2008).

Mansfield and Carpenter (2008) also highlight the need for systemic and different forms of evaluation techniques for the overall programme and for individual course work which will engender and improve the quality of leadership training.

#### *Partnership within the Community*

Mansfield and Carpenter (2008) emphasise that one of the specific features of high quality leadership capacity building programmes is the collaboration of leadership training institutions with the local educational community in order to facilitate consistency between theory and practice. Ideally, the local educational communities (schools, district, and other leadership training providers) need to work as equal partners with leadership training institutions in the design, implementation, and assessment of leadership training programmes. The nature of the collaboration needs to be substantive and reciprocal (Young & Grogan, 2008).

The collaboration among the leadership training institutions and local educational community enhances “programme consistency and helps to develop a sense of shared purpose and a “common vocabulary” (Davis et al, 2005, p. 12). In such collaborative programmes, practising principals and teachers are commonly used to mentor leadership training participants, assist the leadership faculty in training institutions in the assessment of training participants in the field, participate in leadership training institutions’ screening and admissions processes, serve as members of the leadership training programme’s advisory committee and sometimes teach courses (Norton, O’Neill, Fry & Hill, 2002).



The construction of in-service professional development programmes also indicates an inclination toward closer collaborations between leadership training institutions, local schools and the community (Davis et al, 2005). The faculty of leadership training institutions serve as advisors to schools and the local educational community in developing in-service programs and can offer tailored educational training courses on-site in the local school or community. Such collaborative efforts are thought to sustain and support both leadership training programs and school initiatives (Young & Grogan, 2008).

#### *Organisational Arrangements and Culture of the Leadership Training Institution*

A supportive, friendly and respectful environment and culture in the educational institution can play a vital role in leadership development (Ashraf, Khaki, Shamatov, Tajik & Vazir, 2005). Valentine (2001) suggests that leadership education programmes transform leaders' beliefs and practices if accomplished through more effective approaches and these leaders are perceived by others as more effective in managing schools. Mansfield and Carpenter (2008) maintain that supportive organisational arrangements promote student retention and engagement in the programme and provide opportunities for future career placements.

The important aspect of organisational arrangements in any institution is the selection of *faculty* members. Young et al (2007) suggest that effectiveness of leadership training programmes is highly dependent on full time tenure-track faculty who are actively engaged in promoting appropriate knowledge on the key challenges of leadership and teaching. Participants in leadership training programmes have identified that most of their leadership practices are influenced by the attitudes and conduct of the faculty member in the leadership programme. Such practices include equal participation in team work, thirst for acquisition of new knowledge, problem-solving strategies and use of reflective practices (Ashraf, Khaki, Shamatov, Tajik & Vazir, 2005).

Mansfield and Carpenter (2008) suggest that the high quality of leadership programmes also depends on a low student-faculty ratio, such as twenty to one, that is conjoined with

student-centred instructions and activities. They also maintain that professional development opportunities need to be readily available to the faculty and progressive-minded faculty would eagerly embrace such opportunities.

After reviewing educational leadership development programmes across eleven countries, Hallinger (2003, p. 290) identified seven global issues critical for the preparation of school leaders in the future:

- Evolving from passive to active learning;
- Creating systematic solutions that connect training to practice;
- Crafting an appropriate role and tools for using performance standards;
- Creating effective transitions into the leadership role;
- Evaluating leadership preparation and development;
- Developing and validating an indigenous knowledge base across cultures;
- Creating a research and development role for universities.

These issues pose significant challenges for the provision and support of professional learning of prospective school leaders. Pakistan's education system is not sufficiently expert in addressing such issues; however, the growing awareness towards quality leadership capacity development may bring changes in the near future.

This literature review has highlighted the global trends in transnational education and capacity building and capability approaches to development. It also has discussed the multi-dimensional and contextual nature and function of leadership. In particular, the literature review has established that, although leadership in Pakistan is generally equated with positional leadership, alternative approaches to leadership which promote a more distributed, value-based and participative approach have developed. Such leadership is collegial-based and empowering and focuses on building leadership capacity in all members to bring about educational change. It was the task of this study to explore perceptions and experiences of the graduates of the NDIE, M. Ed. programme regarding the development of their capacity as educational leaders and change agents. An outline of the research design adopted for this investigation follows in Chapter Four.

## **Chapter Four**

### **Research Methodology**

#### **Introduction**

The specific ways in which this study was approached are outlined in this chapter. The characteristics of qualitative enquiry are addressed, followed by an outline of the theoretical framework which influenced the study. The latter parts of the chapter focus on the research design, ethical issues, the role of the researcher as insider, methods of data collection and analysis. It ends with an outline of the trustworthiness and possible transferability of the conclusions reached.

This study describes and analyses how the Master of Education course at NDIE influenced the leadership capacity development of its graduates in Pakistan. It is a case study since it examines how the graduates of a particular institution and culture made meaning and sought to interface with the changing world beyond the institution (Gay, Mills & Airasian, 2009). It is a study of the impact of the M. Ed. programme at NDIE on the development of its graduates as educational leaders. The graduates were students at NDIE at various times between 1995/96 and 2004/05. The intense phase of data collection for the study was between 2005 and 2007, though the antecedents of the case extended back to 1995.

#### **The Research Question**

The essential problem on which this study is based was:

What insights do staff and graduates of the Transnational M. Ed. programme at NDIE have regarding the course as a means of educational leadership capacity building in Pakistan? How can their insights be applied to similar programmes and contexts?

This research problem was answered through the exploration of the following four research questions.

- *What are the distinctive elements of the M. Ed. programme offered at NDIE? How does it focus on capacity building?*
- *How have contextual factors contributed to this capacity building?*
- *What impact has the M. Ed. programme had on the development of the leadership capacity of its graduates?*
- *How does the experience of this case study research contribute to our understanding of issues related to transnational education focusing on educational capacity building?*

As a means of answering the first three questions, a number of research approaches were considered. Answers to the fourth research question emerged from the researcher's critique of the insights gleaned from the first three research questions. In the following paragraphs a detailed outline and justification is given for the choice of a case study approach. The philosophical bases underpinning the research process are also outlined.

### **Theoretical Framework**

The theoretical framework is the structure, scaffolding, and the frame of the study. "It would be difficult to imagine a research study without a theoretical or conceptual framework" (Merriam, 1998, p. 45). The theoretical and methodological framework developed for the study draws heavily on Crotty's (1998) work. According to Crotty (1998, pp. 2-3), the following four basic elements of any research process inform each other: the epistemology, theoretical perspective, methodology and methods. In social research texts, the bulk of discussion and much of the terminology relate in one way or another to these four elements. He distinguishes the differences among the four basic elements as follows:

- epistemology: the theory of knowledge embedded in the theoretical perspective and thereby in the methodology;

- theoretical perspective: the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria;
- methodology: the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes;
- methods: the techniques or procedures used to gather and analyze data related to some research questions or hypotheses.

Based on Crotty’s (1998) classification, the theoretical framework for this study is depicted in Table 4.1. The implicit theories that guide the research are related to the nature of reality and are based on what knowledge means to those concerned. In order to understand the meanings that students derived from their M. Ed. course, the epistemological frame of Constructionism is considered as the most appropriate for the study. Constructionist epistemology informs the theoretical perspective which draws on interpretivism and symbolic interactionism. Interpretivism lies behind the case study research design in the study. Methodology in turn governs the choice and use of the research methods of survey questionnaires, in-depth interviews, and focus group interviews

**Table 4.1 Theoretical Framework for the study**

EPISTEMOLOGY	Constructionism
THEORETICAL PERSPECTIVE	Interpretivism Symbolic Interactionism
METHODOLOGY	Case study
METHODS	Survey questionnaires In-depth Interviews Focus groups Document analysis Researcher’s journal

(Source: adapted from Crotty, 1998)

### **Constructionist Epistemology**

Beneath the theoretical perspectives lie three main epistemological roots: objectivism, subjectivism and constructionism (Crotty, 1998). This study draws on the constructionist epistemological tradition. The word “epistemology” is taken from the Greek and means *episteme*, “knowledge”, and *logos*, “explanation”, that is, the study of knowledge and justification (Audi, 1995, p. 233). Maynard (1994, p. 10) clarifies that “epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate.” An epistemology is a fundamental understanding of the nature of knowledge, at its deepest level.

The foundation of constructionism is that “all knowledge and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social (and cultural) context” (Crotty, 1998, p. 42). Constructionists, therefore, believe that “meaning is not discovered but constructed” as human beings engage and make sense of the world as they are interpreting it (Crotty, 1998, p. 43). According to this view, there is no truth waiting to be discovered. Rather, “truth, or meaning, comes into existence in and out of our engagement with the realities in our world, and meaning is not discovered, but constructed” (Crotty, 1998, p. 8). From this insight into knowledge, it is apparent that in relation to a particular phenomenon, different people may construct meaning in different ways (Crotty, 1998). Constructionism is appropriate for this study because it provides a lens through which experiences and stories of the participants were used in order to understand the multiple social constructions of meanings and knowledge with regard to educational leadership capacity building in the Pakistani context.

Constructionism asserts that the language is the central instrument by which the world is constructed, represented and sustained (Robson, 2002). Construction, representation and maintenance of knowledge are done through negotiation with one another, rather than by

an examination of the world. Therefore, language seems to change locally and historically, time after time, while building in stages (Sarantakos, 2005). If knowledge and truths are constructed and reconstructed locally and historically, then the participants of the M. Ed. course are influenced in their understanding by being a part of this programme. Consequently, each of the participants has a different construct of knowledge due to his or her prior knowledge, experience and social location. This study focuses on the collective generation of meaning, which comes from the interaction between the participants and the M. Ed. programme.

### **Interpretivist Theoretical Perspective**

According to Kayrooz and Trevitt, “theoretical perspectives are like super-structures that dictate the selection and use of methods and, ultimately, the shape of any report on the topics under investigation” (2004, p. 115). Positivism, interpretivism and critical theory are the three dominant paradigms or theoretical perspectives in the research field (Cohen, Manion & Morrison, 2000; Crotty, 1998; Foley, 2000). A constructionist and interpretivist philosophy strengthens this study. A positivist approach follows the method of the physical sciences using a value-free, distant observation, in order to explore the features of human society and history that offer explanation and consequently control and predictability (David & Sutton, 2004). The interpretivist approach, by contrast, looks for culturally-based and historically-situated interpretations of the social life-world (Crotty, 1998). A third approach, critical theory, places a much greater emphasis, not merely on understanding situations and phenomena in social context, but on changing them (Cohen, Manion & Morrison, 2000). In Foley’s view “critical theory focuses on the relationship of knowledge, power and ideology” (2004, p. 14). Interpretivism seems to be different from positivism in its attempts to understand and to explain human and social reality. As Schwandt (1994, p. 125) suggests, “Interpretivism was conceived in reaction to the effort to develop a natural science of the social. Its foil was largely logical empiricist methodology and the bid to apply that framework to human inquiry”.

Interpretivism sees knowledge as both subjective and socially constructed and reconstructed by the human mind (Sarantakos, 2005): its fundamental assumption is that

“people perceive and so construe the world in ways which are often *similar* but not necessarily the *same*” (Bassey, 1999, p. 43). This approach suggests that it is futile to try to discover universal laws. It is more useful to study the different ways people make sense of situations, through language and other symbolic systems. Interpretivists maintain that the way individuals make meaning is not purely subjective or idiosyncratic. The focus is on the interaction of self and social structures and culture. It is by studying these interactions that we can come to understand how people make sense of, and act on, the world. There is often a strong emphasis in this perspective on communication, on how people’s interactions are mediated through language and other symbolic systems (Bassey, 1999; Cohen, Manion & Morrison, 2000; Sarankatos, 2005).

An interpretive approach to the research is considered most suitable since the emphasis is on the purposive actors, who are conscious and have ideas about their world and attach meaning to what is happening in their environment (Robson, 2002). In particular, their behavior depends crucially on these ideas and meanings. In order to understand and explore the meanings that the research participants have constructed, the researcher studied the participants in their local environment. Thus, this study was conducted in the natural setting of NDIE in Karachi, Pakistan.

The interpretivist approach has three historical streams: hermeneutics, phenomenology, and symbolic interactionism (Crotty, 1998). In this study, the specific interpretive theoretical perspective informing the research is symbolic interactionism. According to symbolic interactionism, the social life of the human beings is formed, maintained and changed through interaction and communication (Robson, 2002). Woods (1979, cited in Cohen et al, 2000) identified three postulates that are catalysts to using symbolic interactionism. First, human beings act towards people and objects on the basis of the meanings they have for them, such as in the social world; the existence of symbols, like language, enables them to give meaning to objects. Second, this attribution of meaning to objects through symbols is a continuous process. Third, this process takes place in a social context. According to Patton (2002), through interaction, people create shared meanings and those shared meanings become their reality. Symbolic interactionism is a



pragmatic understanding of people's perceptions, the way they interpret their experiences, piece together their world and attach meaning to their life experiences (Merriam, 2002). Interaction has been defined as the "process consisting of the reciprocal actions of others and the self within a given context" (Charon, 2001, p. 204). Interaction is an ongoing process that employs, manages and changes the meaning in a particular context (Robson, 2002), therefore participants and context are both crucial for the study.

Symbolic interactionism is most suitable for this study as it enables the exploration of the symbolic interaction of language, actions, symbols, content and the rich experiences of the interaction among the participants. Participants in this study have their own unique perspective, as well as shared perspectives with other participants because of their shared culture and learning experience. Meaning and understanding from the participants' perspective have provided a rich description of the impact of NDIE's M. Ed. programme in building the capacities of its graduates as educational leaders in Pakistan.

### **Research Methodology and Design**

The research methodology defines what the activity of the research is, how it proceeds, how progress is measured and what constitutes success. It is a way of thinking about and studying social reality; about how we know the world, or gain knowledge of it (Bassey, 1999). The justification for this methodology draws from the epistemological and theoretical perspectives previously discussed.

A case study approach is adopted as the methodology for this research because of the nature of the research purpose. A case study is a well-established research strategy where the focus is on a real life case of an individual person, a group, a setting, an organization etc. (Cohen et al, 2000; Robson, 2002). The case study approach is effective because it can merge with the interpretive-type research questions as it "investigates and reports the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance" (Cohen et al, 2000, p. 181), while acknowledging that the researcher has limited control over issues the research questions attempt to explore (Yin,

2003). A case study is a useful strategy for exploring the impact of NDIE's M. Ed. programme on its participants as it is proven to be an appropriate strategy for studying educational processes, problems and programmes "to bring about understanding that in turn can affect and perhaps even improve practices" (Merriam, 1998, p. 41).

A case study involves the exploration of a 'bounded system' through in-depth data gathering, using multiple sources of information rich in context over a sustained period of time (Cresswell, 2009). According to Yin (2003) a case study is a research strategy that involves an empirical investigation of a particular contemporary phenomenon within its real-life setting through multiple sources of evidence. Robson (2002) highlights that as an important point for consideration, namely that the central defining characteristic of case study research is "concentration on a particular case or small set of cases studied in its own right, however, the importance of the context or setting is also worth highlighting" (p. 179).

Case study in the context of educational research is an "empirical, systematic, critical and self-critical inquiry, which aims to contribute to the advancement of knowledge and wisdom" (Bassegy, 1999, p. 39). Educational research is a significant inquiry aimed at informing educational judgment and decisions, in turn to improve educational actions (Bassegy, 1999). Educational case study contributes to understanding important concerns associated with this profession. This study was conducted in an educational setting for the purpose of exploring the underpinning issues and successes regarding NDIE's M. Ed. course. The study highlights the significant features of the transnational M. Ed. course which have contributed to building the capacity of its graduates as leaders. Its findings may be helpful to other foreign programme developers and providers working in the educational leadership field specifically in Pakistan or in other developing nations within Asia.

The strength of a case study lies in its attention to the sensitivity and complexity of a case in its own right; however, it can be weakened by the difficulties of organizing data and generalizing results (Cohen et al, 2000). Despite these limitations of the case study

approach, Merriam (1998) has confidence that a properly conducted case study outweighs its limitations and makes valuable contributions in the following ways:

- It offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon;
- Anchored in real life situations, the case study results in a rich holistic account of un-researched phenomena
- It offers insights and illuminates meaning that can be construed as tentative hypotheses that help structure future research (p. 41).

This case study has focused on the M. Ed students and staff of NDIE in order to gain a deeper understanding of how this course helped develop their educational leadership capabilities. It is a unique contribution to the field as a study such as this has not been undertaken before. This in-depth study was undertaken in order to understand more fully the impact and relevance of the programme that was designed by Australian and Pakistani educators to improve educational leadership capacity in the Pakistani education system. Robson (2002) stresses that the case study captures unique features of a phenomenon that may otherwise be lost in a large scale study; these unique features might give more insight to understanding the situation. Therefore, this research has identified themes of development and change, presenting alternative approaches for leadership capacity building through NDIE's M. Ed. programme. The findings of this case study may not be generalized; rather, it is the case of an in-depth study of one particular situation (Cresswell, 1998). Table 4.2 indicates the overview of the research design along with the sub-questions and its purposes.

<b>Table 4.2 Overview of the research design</b>				
<b>Research Question</b>	<b>Purpose of questions</b>	<b>Data required</b>	<b>Source of Information</b>	<b>Data Analysis</b>
<b>Question 1.</b> What are the distinctive elements of the M. Ed. programme offered at NDIE? How does it focus on capacity building?	To explore the elements of the M. Ed. programme	<ul style="list-style-type: none"> <li>• Institutional details</li> <li>• Programme details and</li> <li>• History</li> </ul>	Survey questionnaires  In-depth interviews  Focus Groups  Document Analysis  Ongoing Data Analysis  Member Checks  Research journal	Coding of data  Translating of data from interviews/  Focus group interviews.  Grouping of main and sub-categories of data.  Final analysis of data
<b>Question 2:</b> How have contextual factors contributed to this capacity-building?	To identify the factors that shaped the development of the M. Ed course	<ul style="list-style-type: none"> <li>• Supporting factors</li> <li>• Barriers</li> <li>• Personal experiences</li> </ul>		
<b>Question 3:</b> What impact has the M. Ed. programme had on the development of the leadership capacity of its graduates?	To understand how educational leadership in Pakistan can be improved through a post-graduate programme	<ul style="list-style-type: none"> <li>• Personal experiences, learning.</li> <li>• Success stories</li> <li>• Areas needed to be improved</li> <li>• Transfer of learning Networks</li> </ul>		
<b>Question 4:</b> How does the experience of this case study research contribute to the understanding of issues related to transnational education focusing on educational capacity building?	To understand the matters related to transnational education focusing on educational leadership capacity-building in Pakistan	Analysis of the research questions 1, 2 & 3		

### **Research Participants**

The main stakeholders in this case study were the students and teachers of the M. Ed. course at NDIE. In the survey data collection stage of the research, the entire population of M. Ed. graduates from 1996 to 2005 was offered the opportunity to contribute data

through surveys. In the interview and focus interview data collection stage, sampling was necessary to manage the amount of data, to control for distortion and bias, and to ensure the views of different segments of the case study population were included in a representative way (Leedy & Ormrod, 2001). A purposive sampling technique was adopted, in which M. Ed. graduates and teachers were selected for the particular understanding and insights they offered to the study (Gay et al, 2009; Merriam, 1998). Table 4.3 provides an overview of the research participants.

**Table 4.3 Overview of Research Participants**

Categories of Participants	Total Population	Data collection Method	Total Participants in Sample	Numbers who Actually Participated
M. Ed. graduates 1996-2005	54	Questionnaire Survey	54	25
		In-depth Interviews	10	9
		Focus Group Interviews	10	8
Academic Staff	10	In-depth Interviews	7	7
		Focus group Interviews	3	3

The M. Ed. graduates of NDIE were the most influential participants in this study because they are implementing what they have learnt from the course. The M. Ed. students commenced each year as part of a batch (group or cohort), and they are identified by their batch dates. Due to the limited number of M. Ed. graduates, and the possibility that some may choose not to participate, all the graduates were given an opportunity to participate in this study by completing a survey. From 1996 till 2005, fifty-four students completed their M. Ed. from NDIE. These graduates are scattered in all four provinces of Pakistan and are working in different educational fields and capacities. The perceptions of these students were most crucial in this study because they are the prime link between the M. Ed. programme offered and the reality of their leadership practices in educational institutions in Pakistan.

In addition, ten graduates were also selected to be involved in in-depth interviews. The selection of this sample was specifically based on the different professional areas in which the participants were working in order to ensure a diverse range of professional experience and expertise amongst the sample. NDIE M. Ed. graduates are working professionally as teachers, lecturers, coordinators, vice-principals, principals, teacher trainers, and resource persons. Due to limited funds and time available to travel, however, the researcher had to choose the ten participants for in-depth interviews from those who were mostly either residing in or who came to visit Karachi who also matched the selection criteria.

The sample of M. Ed. graduates selected for focus group interviews at NDIE in order to confirm and discuss the results from the survey questionnaires was similarly restricted to availability and proximity. The researcher tried to invite all those graduates who were not involved in in-depth individual interviews; however, due to the unavailability of some participants, the researcher had limited choice in determining the final sample.

All the teachers of the M. Ed. programme were incorporated in that component of research because they are the prime implementers of the course. In addition, they are responsible for the development and teaching of the curriculum. They interact and observe students inside and outside of the institution. All the M. Ed. teachers were involved in in-depth interviews. Two of the M. Ed. teachers (the Director of NDIE and a senior teacher) had been involved with the programme since its beginning in 1996. Their interviews gave an insight into how the programme started and how it has been developed over the years. Three M. Ed. teachers, who are also M. Ed. graduates of NDIE, were also selected to participate in focus group interviews to share their views and experiences, as they filled the dual role of teachers and M. Ed. graduates.

## **Data Collection Methods**

According to Merriam (1998), data collection involves asking (interviews, questionnaires), watching (observation), and reviewing (document analysis). In this study, a variety of data gathering techniques was used, which is consistent with the purpose of this research (Yin, 2003; Robson, 2002; Merriam, 1998). The primary data gathering techniques for this study were survey questionnaires, focus group interviews, in-depth interviews and documentary analysis. According to Glesne (1999, p. 31), “the selection of data gathering techniques is based on three conditions.

1. to elicit data needed to gain understanding of the phenomenon in question;
2. to contribute different perspectives on this issue and
3. to make effective use of available time and resources for data collection”

Permission was sought from the Director of NDIE before conducting the study (see Appendix N) and data collection began after the researcher received ethics approval (see Appendix M) and a letter of approval from the Director of NDIE (see Appendix O)

### *Survey Questionnaire*

The questionnaire is a widely used and useful tool for collecting survey information and it was the primary instrument in this study. Less structured, open-ended questionnaires are useful where the approach of the researcher is to capture the specificity of a particular situation (Cohen et al, 2000). They provide a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives (Robson, 2002). In this study, the questionnaire was used to obtain opinions and perceptions of the graduates in relation to their experience of the M. Ed. course from NDIE.

The questionnaire is also a useful method of gaining structured information from a large population quickly (Robson, 2002), as it can be administered without the presence of the researcher (Wilson & McLean, 1994). The questionnaire method was also selected because all the participants in the study were scattered in all four provinces of Pakistan. Time and resources did not allow the researcher to contact or interview all of them;

therefore sending questionnaires was a convenient way to administer them across such a dispersed population (Gay et al, 2009). Before conducting the survey the survey questionnaire was discussed in detail with supervisors before it was finalized. It was not possible for the researcher to conduct a pilot survey due to the limited number of potential participants. Graduates taking part in the pilot survey would have been excluded from the final survey sample.

Although questionnaire surveys are one of the quickest methods of data collection, speed of data collection is counter-balanced by the skill and time needed to develop and refine the questionnaire (Cohen et al, 2000; Gay et al, 2009). As there is no contact between the researcher and respondent, there is always a chance of misinterpretations of questions and responses from both sides (Robson, 2002). Keeping the limitations of the questionnaire in mind, the data produced by this method was affirmed and clarified by the focus group interviews.

The survey questionnaire (see Appendix F) prepared for this study was based on the information required from the participants (Robson, 2000). The questionnaire had three main parts. The first part consisted of demographic information including the working status of participants before and after graduating from NDIE as M. Ed graduates. The second part used a more structured Likert scale which was specifically designed to target the personal, intellectual and social development of M. Ed. graduates, while the third component had less structured open-ended questions formed to elicit personal experiences, success stories and to identify areas for improvement within the M. Ed. programme (Gay et al, 2009).

All the participants were given a letter from the director of NDIE (see Appendix G) as per the ethics requirements of ACU, and a covering letter from the researcher (See Appendix H) describing the purpose of the research, background information, confidentiality and time line to respond, consent forms, a self-addressed envelope and the actual questionnaire. All the students from the batches 1996/1997 to 2004/2005 were coded as SQ 1- SQ 54. The survey was sent through the post mail. All the addresses of



the participants were with NDIE; however, not all the addresses were up to date which meant some graduates might not have received the questionnaire.

The questionnaires were sent to each of the fifty-four M. Ed. graduates, out of which twenty-five responses were received. It is not possible to know whether responses were not returned because graduates did not want to participate in the study or because they did not receive the questionnaire. Due to the poor postage services in Pakistan, it is impossible for the researcher to discover the actual reasons for not receiving the responses of nearly 50% of the graduates. There was, however, at least one response from each batch. Table 4.3 indicates the total number of graduates in each batch, and the number of participants in the questionnaire survey.

**Table 4.4** Number of graduates participating in the questionnaire survey

Batches	Total graduates	Graduates who participated
1996/97	6	1
1997/98	9	5
1998/99	8	6
1999/2000	6	1
2000/2001	2	1
2001/2002	2	2
2002/2003	11	3
2003/2004	4	4
2004/2005	6	2
Total	54	25
Percentage	100%	(46.3%)

The questionnaire responses of the participants were stored in a lockable cabinet in Karachi until they were brought back by the researcher to a safe place in Australia. Table 4.5 shows the brief profile of the students who participated in the questionnaire survey.

**Table 4.5 Profile of students participating in Survey Questionnaire**

<b>Gender</b>	Male	06
	Female	19
<b>Age</b>	21 – 30 years	05
	31 – 40 years	16
	More than 40 years	4
<b>Religious Affiliation</b>	Christian	12
	Muslim	13
<b>Academic qualification before M. Ed.</b>	Bachelor of Arts/Science/Commerce + Bachelor of Education	21
	Master of Arts/Science + Bachelor of Education	04
<b>Association with teaching related profession</b>	Under 10 years	11
	More than 10 years	14
<b>Areas of work</b>	Primary	9
	Secondary/ Higher Secondary	11
	Teacher Education	16

### *In-depth Interviews*

In-depth interviewing is defined as “an inter-change of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situated-ness of research data” (Kvale, cited in Cohen et al, 2000, p. 267). Interviews are the primary source for gathering first-hand data. The researcher ‘digs out’ what is ‘in and on’ the individual’s mind (Patton, 2002). Patton explains the purpose of conducting interviews as follows

We interview people to find out from them those things we cannot directly observe...We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing then is to allow us to enter into the other person’s perspective (2002, pp. 340-341).

In-depth interviews were conducted with the teachers and the graduates of the M. Ed. programme at NDIE in order to explore their perceptions, understandings and experiences concerning the impact of the programme on its graduates as educational leaders within the Pakistan education system. Semi-structured interviews were used as

they are considered most appropriate in qualitative investigations, assuming that individual respondents define the world in unique ways, so questions are more open-ended and less structured (Merriam, 1998; Gay et al, 2009). The method allows both the researcher and the person being interviewed the flexibility to probe for details or discuss issues. Another advantage of using this approach is that it does not only provide answers to the questions asked but the reasons for the answers as well. When individuals are interviewed, they may more easily discuss sensitive issues (Cohen et al, 2000).

The major task in constructing interviews is to phrase questions in a way that they bring forth the required information (Gay et al, 2009). In this study the questions were designed to elicit the information that was desired from the teachers and the graduates. The researcher continuously sought feedback from supervisors about the wording of the interview questions. This was to make sure that the questions asked were in line with the purpose of the research and the research questions.

The teachers' interview questionnaire consisted of structured and semi-structured questions (See Appendix I). The aim was to elicit information regarding three main areas:

- their views regarding the ability of the programme to prepare graduates to undertake leadership challenges in Pakistan;
- any success stories;
- their concerns about the existing programme and perceived gaps in the M. Ed. Programme.

Seven teachers in the M. Ed. programme took part in this study, including the Director of NDIE who is also an M. Ed. teacher. The teachers' interviews were coded as T01-T07. A brief profile of the teachers interviewed is presented in Table 4.6.

**Table 4.6 Brief profile of teachers interviewed**

<b>Gender</b>	Male	03
	Female	04
<b>Affiliation with NDIE</b>	Less than 5 years	02
	6 -10 years	02
	More than 10 years	03
<b>Academic Qualification</b>	M. Ed. PhD.	02
	M.Sc. M. Ed.	01
	B.Ed. M. Ed.	04
<b>Years of experience in teaching related profession</b>	Between ten to twenty five years	04
	More than thirty five years	03
<b>Full/part time</b>	Full time	04
	Part time	03

The students' interview questionnaire had semi-structured open-ended questions (See Appendix J). The aim of the interview was to obtain students' perceptions about the M. Ed. programme. The three main areas targeted in the interviews were:

- The contribution of the M. Ed. programme in developing graduates as educational leaders in Pakistan;
- Tensions and difficulties faced by graduates in implementing the vision they obtained through the M. Ed. Programme;
- Any changes and improvements they suggest for further enhancement of the M. Ed. programme.

Nine students took part in the study. The interviews of students were coded as S01-S09. Table 4.7 outlines the profile of students interviewed.

**Table 4.7 Profile of students interviewed**

<b>Gender</b>	Male	02
	Female	07
<b>Areas of Work</b>		
<b>Teacher Education</b>	In-service trainers (Different institutions)	03
	Early Childhood Educator	01
	Assistant Professor	01
<b>School</b>	Director/ Principal/ Vice-Principal	02
	Teacher	01
	Educational Course Designer	01

In order to obtain reliable and convenient data, all the interviews were tape-recorded, with the consent of the participants (Gay et al, 2009). All the interviews were conducted in English. The duration of each interview was between twenty to forty minutes. The researcher mostly followed the initial sequence of questions. Further clarifications of responses were made and probing questions were raised if needed, and the researcher ensured that all questions were answered (Gay et al, 2009). Interviews were transcribed by the researcher and then verified by the participants before analysis (Yin, 2003). The recorded tapes and transcribed scripts were labelled according to codes and stored in a safe place, as per the ACU ethics requirements.

### *Focus Groups*

Focus groups are a form of group interview in which participants discuss a topic supplied by the researcher. The reliance is on the interaction within the group (Yin, 2003). It is an open-ended group discussion of four to twelve participants guided by the researcher, typically extending over at least one hour or more (Robson, 2002). The main objective behind these focus group interviews is to collect data and outcomes through interaction within the group (Cohen et al, 2000) and to verify the themes emerging from the questionnaire responses.

Focus groups are useful in “generating and evaluating data from different sub groups of the population “(Cohen et al, 2000, p. 288). Focus groups are also considered an essential way to triangulate with interviews and questionnaires (Robson, 2002).

Conducting focus groups, however, is not always without problems. There may be insufficient time to ask many questions (Cohen et al, 2000) and concerns may also arise that the participants “may not share their views, extreme views may predominate, and biases may be caused by the domination of the groups by one or two people” (Robson, 2002, p. 285). Therefore, the researcher needs to be highly skilled and prepared in managing groups. Another issue is confidentiality; people may not share certain issues in front of other participants that they might otherwise share through one-to-one interviews or questionnaires (Robinson, 1999).

Despite these weaknesses, focus groups are a very useful tool for interpretive research because focus groups can yield insights about a particular issue that might not have been gained through individual interviews (Cohen et al, 2000). Focus groups are considered to be an inexpensive, quick and a flexible way of producing data on a large scale (Robson, 2002). Participants also tend to enjoy the experience of focus groups (Robinson, 1999).

The researcher was conscious of the above mentioned strengths and weaknesses of the focus group. Therefore, this strategy was used as a follow up after the analysis of the survey questionnaires to further explore, clarify and confirm the issues and categories which emerged after the analysis of the survey questionnaire. The dominant themes that emerged in the data collected from survey questionnaires were identified and incorporated into a first summary of the findings for the focus group interviews (see Appendix K). The summary sheets had three main areas for discussion:

- Benefits gained from the M. Ed programme;
- Areas that needs improvement in the M. Ed. programme;
- Teaching/Learning environment of NDIE.

Initially the researcher decided to conduct one focus group interview with the M. Ed. teachers, who are also M. Ed graduates, as well as other graduates from different batches. Altogether, ten graduates were invited to take part in the focus group interview, out of which three teachers and four students were able to attend. Four of these graduates were

also involved in in-depth interviews. Most of the graduates who attended the first focus group interview were from the batches from 1996-2000. Therefore, in the next visit to Pakistan, the researcher organized another focus-group interview for the graduates from batches 2001-2005. In the second focus group interview five graduates were invited, out of which four attended the interview. Two of these focus group participants were also involved in in-depth interviews.

The researcher decided not to involve the Director of NDIE and other teachers who are not M. Ed. graduates in the focus group. The researcher made an assumption that other participants may not be able to share their views openly. Therefore the findings from the questionnaire were discussed separately with the Director.

The focus group interviews were conducted at the premises of NDIE with the permission of the Director of NDIE. Arrangements were made to have a comfortable room available for participants. All the graduates were provided with a copy of the summary sheets of themes emerging from the surveys, along with the letter of information and consent forms. Permission was sought from the graduates to record the interviews. The researcher explained all the ethical considerations to the participants. The participants' responses were all coded using numbers. In the first focus group, participants were coded as FA01-FA07 and in the second focus group participants were coded as FB01-FB04. The participants were asked to discuss all the major outcomes of the questionnaire survey which was presented to them in summary sheets. In both focus-group interviews, the session lasted for more than one hour. Evening tea and refreshments were served after each focus group interview.

The focus-group interview was a first time experience for the researcher and the researcher realized that the tape recording of a focus group needed a proper arrangement of microphones for each participant. There was no such kind of arrangement possible, given the limited resources available to the researcher. Therefore, as a result, the focus group comments were not clearly recorded. The researcher had to rely on the notes taken during the focus group interview to supplement the information from the audio recording.

### *Documentary Analysis*

Another method of data collection used in this study was the review of relevant documents. Documents are actually ready-made and stable data that can be reviewed and explored repeatedly (Yin, 2003). In this study the researcher analyzed ongoing, continuing records of the organization, NDIE, in relation to the M. Ed. programme.

It is certainly important to seek out the ‘paper trail’ of the documents for what it can reveal about the programme, things that cannot be observed, events that have taken place before conducting the research as “they can reveal goals or decisions that might be unknown for the researcher” (Patton, 1990, p. 233). The documents included written curricula; M. Ed. course outlines and other related course documents, time-tables, notices, letters, correspondence between teachers and students and non-written forms such as photographs, videos and audio recordings (Robson, 2002). The work of the imaginative and creative researcher is to ‘dig out’ the related information from the available document resources.

The analysis of the documents can provide unobtrusive, exact and broad coverage of data (Yin, 2003). The researcher spent approximately two weeks finding the important and relevant information about the M. Ed. programme from available documents filed by NDIE in the M. Ed. archives. The researcher had collected and photocopied all the relevant documents which outlined the elements of the M. Ed. programme and helped to identify the factors that shaped its development. These documents were grouped as follows:

- M. Ed. Brochures;
- M. Ed. Documents regarding the development and review of the course. These included course outlines, letters, minutes of meetings etc.;
- NDIE Newsletters;
- Handbooks from different years;
- Articles published in newspapers or posted on different websites such as on the websites of the Sisters of Mercy and ACU.



The researcher understands that document analysis is also subject to a variety of measurement errors. Documents may be incomplete and inaccurate. They may be selective in that only certain aspects of a program (that is, positive aspects) are documented. Files and records are often highly variable in quality, with great detail in some cases and virtually nothing for other programmatic components (Patton, 2002). Therefore, keeping in mind the above mentioned strengths and limitations, the researcher used the analysis of documents for the purpose of triangulation in conjunction with interviews and survey questionnaires (Robson, 2002; Yin, 2003).

### *Reflective Journal*

During the entire study a personal reflective journal was maintained by the researcher. The journal included notes of materials the researcher had read; references; any thoughts relevant to the study; modified forms of earlier intentions; reminders of the things to be done; people to be followed up; short interim reports of progress, problems and worries; suggestions for what might be done (Robson, 2002). The journal was maintained from the beginning of the research in May 2005. The journal entries were made in two note books. (See Appendix L for some examples of journal entries). All the entries in the reflective journal were essential at the stage of data analysis and for developing conclusions (Gay et al, 2009).

### **Sequence of Data Generation**

Table 4.8 outlines the cascading sequence of data generation as one stage informs the next.

**Table 4.8 Sequence of Data Generation**

<u>First visit to Pakistan</u> June 2005-Oct 2005	<ul style="list-style-type: none"> <li>• Administered student questionnaire survey</li> <li>• Collection and sorting of archival documents</li> <li>• In-depth Interviews of teachers and graduates</li> <li>• Collation of questionnaire data: Theme analysis</li> <li>• Formation of first summary of findings from questionnaire</li> <li>• First Focus Group Interview</li> </ul>
<u>In Sydney</u> Nov 2005 – Feb 2006	<ul style="list-style-type: none"> <li>• Documentary Analysis</li> <li>• Transcription of recorded interviews</li> <li>• Ongoing analysis of the data</li> </ul>
<u>Second visit to Pakistan</u> Mar 2006 – Jun 2006	<ul style="list-style-type: none"> <li>• Second Focus group Interview</li> <li>• Member check of transcribed interviews</li> </ul>
<u>In Sydney</u> July 2006 – to date	<ul style="list-style-type: none"> <li>• Translating of data from interviews/ focus group interviews.</li> <li>• Grouping of main and sub-categories of data.</li> <li>• Formation of themes</li> <li>• Further Readings</li> <li>• Writing drafts of chapters</li> </ul>

### **Analysis of Data**

The analysis of qualitative data is usually seen as a challenging, complex and difficult process because it is a dynamic, recursive, intuitive and creative process of inductive reasoning, thinking and theorizing rather than a mechanical or technical exercise (Merriam, 1998; Robson, 2002; Basit, 2003; Creswell; 2007). The researcher is constantly involved in the process of gaining a deeper understanding of what has been studied and continuously distills the interpretations (Basit, 2003). The main purpose of the data analysis is “seeking key issues and categories ... discovering recurrent events or activities in the data that becomes categories of focus ... expanding the range of categories so that explanation and understanding of the phenomenon can emerge” (Glaser, 1978, cited in Cohen et al 2000, p. 151). In other words, the whole process involves “making sense out of the data” (Merriam, 1998, p. 178).

In qualitative research, data collection and data analysis are not seen as discrete stages; rather, from the moment the data is collected, the researcher begins the process of making

sense of the data (Miles & Huberman, 1994). Creswell (2007, p. 150) described the process as a continuous and interactive spiral in which the researcher “enters with the data of text or image and exits with an account or narrative. In between, the researcher touches on several facets of analysis and circles around and around”. In this study, the analysis of data was continuous and occurred from the time of the first collection of data in the survey questionnaire to the stages of data reduction and interpretation, and to the preparation of the final thesis document.

The data was initially generated through survey-questionnaires and then developed through the in-depth and focus group interviews and archival documents. The process of analysis of data for this research consisted of six different steps.

#### *Step One*

The data from the survey-questionnaires was analyzed first; the background details of the participants were sorted and responses of the participants on the five point Likert Scale were grouped together to find any emerging patterns. The responses of the graduates on two open ended-questions were classified under different categories, and summary sheets (See Appendix L) were prepared to triangulate the findings with those from the focus groups.

#### *Step Two*

The second stage in the data analysis process involved grouping and summarizing the data from each data collection method into categories that were organized under headings created from the first three research questions. The data from questionnaires, interview transcripts, field notes and archival documents were read eight to ten times in order to classify the data under the three research questions. The collated data grouped under the first three research questions from different data collection methods is presented in Table 4.9 below:

**Table 4.9 Collated data grouped under research questions**

<b><u>Research Question 1</u>      What are the distinctive elements of the M. Ed. programme offered at NDIE? How does it focus on capacity building?</b>				
<b>Documentary Analysis</b>	<b>Questionnaires</b>	<b>Students' Interview</b>	<b>Teachers' Interview</b>	<b>Focus Group</b>
Aims and objectives  Curriculum (course structure)  Teaching staff  Teaching methods	Course structure (MEP I & II)  Content of the course (contextualized, implementable, comprehensive, Research and GPE; Leadership-theoretical)  Teaching learning process (student centered, variety of modes of teaching)	Course content (depth, Curriculum Research and GPE; Leadership)  Course structure (limited choices)  Teaching learning (collaborative, positive attitude)  Staff members (personal attitude, teaching style)  Addressing problem of lack of literature Pakistani context  Suitable Class size	Course content (repetitions, theoretical, diverse, comprehensive Research and GPE; Leadership & curriculum)  Course structure (unimportant components, M.EP I & II)  Teaching methods  Staff (shortage)  Manageable class size	Course content (theory based, contextualized limited field exp, exposure to new areas)  Course structure (MEP 1&2, revision of some course units)  Teaching learning environment (cooperative learning) Appropriate class size
<b><u>Research Question 2</u>      How have contextual factors contributed to this capacity building?</b>				
<b>Documentary Analysis</b>	<b>Questionnaires</b>	<b>Students' Interview</b>	<b>Teachers' Interview</b>	<b>Focus Group</b>
NDIE Students (selection criteria)  International Funding  Relationship between ACU & NDIE KU & NDIE  NDIE Culture  Overseas staff members	NDIE philosophy and culture  Links to other organisations  Students (selection criteria, individual ability  Time limitations  Need of foreign staff	NDIE's culture (respect, equality, no competency or jealousy, family, support)  Links to other organisations  Limited time and loaded course work  Students' individual ability  Foreign or local staff? Course restrictions by KU	Students (selection criteria, individual ability & motivation)  Staff (professional development, over worked)  Ongoing institutional research  Link and contribution of ACU (benefits, areas of improvement)  KU (Heavily loaded, out dated courses, less time to reflect, no research culture)	Student (Selection criteria, personal ability & background, English proficiency, level of commitment from students  Staff (more full-time)

<b>Research Question 3    What impact has the M. Ed. programme had on the development of the leadership capacity of its graduates?</b>				
<b>Documentary Analysis</b>	<b>Questionnaires</b>	<b>Students' Interview</b>	<b>Teachers' Interview</b>	<b>Focus Group</b>
Course learning outcomes (knowledge, attitudes, skills)	<p>Knowledge (broadened horizon, good knowledge base)</p> <p>Life long learning</p> <p>Attitude (Responsible, confidence cooperative, proactive, friendly approachable, reliable)</p> <p>Skills (interpersonal, leadership, intrapersonal, problem solving, research, critical, communication, reading, language, analyze, presentation)</p> <p>Practice (change agents, Humanistic style of leadership, student centred approach, apply knowledge) Career enhancement</p> <p>Network of Educationist</p>	<p>Knowledge (depth of different subjects, foundation comprehensive knowledge)</p> <p>Life long learning</p> <p>Attitude (Responsible, confidence cooperative, reliable, open minded)</p> <p>Skills (interpersonal, intrapersonal, teaching, writing, reading, conceptualizing ideas, leadership, guide, presentation, critical thinking, communication, time management)</p> <p>Reflective practitioner</p> <p>Modelling</p> <p>Professionalism</p> <p>Changed Practice (Humanistic style of leadership, student centred approach, apply knowledge)</p> <p>Career enhancement &amp; further education</p> <p>Change agents</p>	<p>Knowledge (understanding of change and its process)</p> <p>Attitude (confident, honest, hard working)</p> <p>Skills (reading, independent thinking, problem solving,)</p> <p>Changed Practices (Humanistic approach) Life long learner Value education (their learning, study for life not for exam, able to initiate project, programmes)</p> <p>Career enhancement (emerging leaders, book writers, curriculum developers, organizations ready to take them)</p> <p>Change agents in progressive environment</p> <p>Stories of students successes and challenges</p>	<p>Change agents in progressive environment</p> <p>Life long learning</p> <p>Interpersonal skills</p>

*Step Three*

Once the data from different data sources was grouped under each research question the next task of the researcher was to draw out the themes emerging through this data. As the

researcher was researching the real world of the participants, the identification of themes under each research question and analysis of these themes as they occurred in the data is most appropriate for this study. Themes are described as “abstract (and often fuzzy) constructs that investigators identify before, during and after the data collection” (Ryan & Bernard, 2000, p. 780). In the view of Ely and Anzul, themes can be “a statement of meaning that runs through all or most of the pertinent data or one in the minority that carries heavy emotional and factual impact”. They define themes as “the researchers’ inferred attitude that highlights explicit or implicit attitudes towards life, behaviour and understandings of a person, persons and culture “(1991, p. 150).

The themes devised under each research question were constructed first, by considering the purpose of the study, the results of the literature review, and knowledge and meanings made clear by the participants; and second, by the “continuous comparison of incidents, respondents’ remarks, and so on, with each other” (Merriam, 1998, p. 179). The task of the researcher is to constantly revisit the survey questionnaires and the transcripts of interviews in order to clarify the analysis of the respondents’ perceptions and how they align with the themes generated under the first three research questions. Table 4.10 indicates the themes which emerged under the first three research questions.

**Table 4.10 Themes which emerged under the three research questions**

<b>What are the distinctive elements of the M. Ed. programme offered at NDIE? How does it focus on capacity building?</b>  <b>Themes Emerged</b>	<b>How have contextual factors contributed to this capacity building?</b>  <b>Themes Emerged</b>	<b>What impact has the M. Ed. programme had on the development of the leadership capacity of its graduates?</b>  <b>Themes Emerged</b>
<p><b>Broad based content</b> – covers many areas related to leadership development</p> <p><b>Student centred learning</b> – use of different ways to engage students</p> <p><b>Internship</b> – school experiences action research</p> <p><b>Graduate professional experience</b> – preparing to become instructional leaders</p> <p><b>Qualitative and quantitative research</b> – taste of both types of research</p> <p><b>Affiliation with KU and ACU</b>- benefits to institution, individual and to the community</p> <p><b>Staff</b> – hardworking, dedicated</p> <p><b>Number of students in each batch</b> – minimum and maximum numbers</p> <p><b>Limited Pakistani literature</b> – indicates no research culture</p>	<p><b>Individual ability</b> – not everyone can become a leader, it also depends on their ability and their educational background</p> <p><b>Affiliation with KU</b>- limited choices for students due to affiliation with KU</p> <p><b>NDIE culture</b> – a culture of respect, care, sharing, learning etc</p> <p><b>Time constraints</b>- limited time to do many assignments and course works</p> <p><b>Affiliation with ACU</b> – open doors for local students</p> <p><b>Foreign staff</b> - essential for the growth of institution</p>	<p><b>Professional Development</b> – knowledge and skills</p> <p><b>Personal Development</b> – self awareness, change in attitudes and behaviour</p> <p><b>Career enhancement</b>- working in different educational fields</p> <p><b>Provision of higher education</b></p> <p><b>Professionalism</b> -conscious of one’s role as teacher or leader, responsible, proactive, accept criticism, ready to adopt new ideas, ready for change</p> <p><b>Life long learners</b>- M. Ed. course is not going to give everything a leader may need in their lifetime but they do know the way out</p> <p><b>Researcher</b> – solving problems through informed decisions, well aware of importance of research in education in particular and in life in general.</p> <p><b>Reflective Practitioner</b> – improving through reflecting on their own actions</p> <p><b>Formation of community of learners</b> – NDIE graduates working together to bring positive change in the education system of Pakistan</p> <p><b>Models for change in community as leaders and teachers</b></p>

#### *Step Four*

Once the data was categorized into themes, the researcher revisited the whole data several times to finalize and modify, or amalgamate, any themes if necessary. This was accomplished by classifying the thematic data this time from all sources under each theme. For example, the themes ‘reflective practitioner’ and ‘life long learner’ were amalgamated into one theme called *Becoming Life Long Learners and Reflective*

*Practitioners* rather than keeping them as separate themes because the responses of the participants indicated they were using these terms in similar ways. Table 4.11 indicates the final list of themes, the number of responses categorized under each theme and the data source from where the responses were collected. For example, under question eleven of the survey questionnaire, twenty five participants commented on the first theme, namely 'broad based content' and under question twelve of the survey questionnaire eleven participants commented on the same theme. This step of the analysis also led the researcher to avoid unnecessary repetition in the reporting of the data.



Table 4.11 Final Number of themes and responses collected under each theme								
Themes Emerged	Documentary Analysis	Survey Questionnaire		Teachers Interview		Students Interview		Focus Group Interview
		25 participants		7 participants		9 participants		
		Q. No.	Number of participants commenting on this theme	Q. No.	Number of participants commenting on this theme	Q. No.	Number of participants commenting on this theme	Number of participants commenting on this theme
<i>Distinctive elements of the M. Ed. programme offered at NDIE</i>	<i>Documents and page numbers</i>							
<b>Broad based curriculum</b>	NDIE, 1996 p.7	11 12 13	25 11 09	6 7 8 8 11	1 2 1 1 1	2 3 5	1 2 1	4
<b>Student centered learning</b>	NDIE-NL 2004 p.5	12 13	5 3	7	1	2 3 5	1 2 1	1
<b>Professional approach of staff</b>	NDIE-HB 2006 pp 129-130	12 13	1 1	7 9 11	1 1 3	3 5 6	2 1 1	1
<b>Graduate Professional Experience</b>	NDIE 1996 pp 7&8 NDIE-HB 2006 p135 NDIE NL 2003 p5	12 13	1 3	7	1	2 5	2 2	3
<b>Internship</b>	NDIE-HB 2006 p113	0	0	6 11	1 1	3 5	1 2	2
<b>Research</b>	-	12 13	8 1	6 10 11	1 1 1	4 3	2 1	1
<b>Local and international affiliation</b>	Daily News 1993	0	0	7 9	2 1	2	1	0
<i>Contextual factors that contributes the educational leadership capacity building</i>	<i>Documents and page numbers</i>	Q. No.	Number of participants commenting on this theme	Q. No.	Number of participants commenting on this theme	Q. No.	Number of participants commenting on this theme	Number of participants commenting on this theme
<b>Affiliation with ACU</b>	NDIE 1996 p2-3 NDIE-NL 2003 p1 NDIE-HB 2006 pp119-123 NDIE-ACU agreement ACU Unique 2007	0	0	11	1	0	0	0
<b>International funding</b>	NDIE archival docs	0	0	0	0	0	0	0
<b>International staff</b>	NDIE 1996 NDIE-HB p.129-130 NDIE-NL 2005 p.3 ACU-Unique 2007	12	2	10	2	3	3	4
<b>Affiliation with KU</b>	NDIE 1996 p 3-4	13	4	9	3	5 3	1 1	1
<b>NDIE culture</b>	NDIE-HB 2006 p120 NDIE-NL 2002 & 2004 p.5	0	0	6 9	3 1	4 6	1 1	0
<b>Individual ability</b>	-	12 13	1 1	6 7 9	1 3 1	0	0	0
<i>Impact of M. Ed. programme had on the development o leadership capacity of its graduates</i>	<i>Documents and page numbers</i>	Q. No.	Number of participants commenting on this theme	Q. No.	Number of participants commenting on this theme	Q. No.	Number of participants commenting on this theme	Number of participants commenting on this theme
<b>Professional &amp; personal development</b>	NDIE-HB 2006 p.120	11 12	25 12	6 8	3 1	2 3	6 2	2
<b>Career enhancement</b>	-	7 9 12 13	25 25 4 2	7	1	1 2 4	5 1 1	0
<b>Provision for higher education</b>	NDIE-HB 2006 p.121	12	3	8	1	2	3	0
<b>Professionalism</b>	-	12 13	12 1	7	1	2 3	3 1	0
<b>Life long learner</b>	NDIE-HB 2006 p.126	12	8	6 7 8	2 1 2	1 2 3	1 3 1	0
<b>Community of learners</b>	-	12 13	10 2	6 7 8 9	1 3 2 1	2 4 6	1 7 1	0

*Step five*

After the categorization of the data under different themes for the first three research questions, the researcher then used the data to weave a story as an aid to acquiring, as well as linking, information which is later demonstrated in Chapter Five. After completing the first draft of findings, the researcher returned to the data again and re-read it. This was to ascertain that all the relevant materials were included, to identify any material that may have been accidentally excluded and to identify any material that had previously not been counted due to its apparent irrelevance. As a result of this, several minor additions and adjustments were made to make the data more comprehensible and reasonable to understand.

*Step Six*

In the light of the findings gathered from the first three research questions, a fourth broad-based research question arose. The researcher responded to this fourth question (details outlined in Chapter Five) by categorizing responses into two parts; the first part describes the nature of the transnational partnership between ACU and NDIE, and the second part describes the significant factors and related issues contributing to effective capacity building. The framework prepared by UNDP (2009) for critiquing capacity development in developing countries was used in shaping the second part of the response to research question four. Table 4.12 indicates the sub-areas through which the fourth research question is answered.

**Table 4.12 Sub-areas for research question four**

<b>Research Question 4</b> How does the experience of this case study research contribute to our understanding of issues related to transnational education focussing on educational capacity building?		
<b>Assumptions</b>	<b>Practices</b>	<b>Results</b>
Purpose of the programme	Implementation of the programme	Individual leadership capacity building
Need for the programme	Partnerships with ACU and KU	Institutional capacity building
Planning of the programme	Role of Sisters of Mercy	Society's capacity building
Catering for contextual needs	Involvement of endogenous professionals	
Arrangements for funding and human resources	Long term – sustainable approach	
	Emphasis on transformation rather than transmission	

The presentation and description of findings from all the research questions is presented in Chapter Five.

### **Validity and Trustworthiness Issues**

The concepts of reliability and validity are the fundamental concepts in natural, scientific empirical research (Bassegy, 1999). Qualitative social science researchers have adopted an alternative terminology, using concepts of **credibility transferability, dependability and conformability** (Gay et al, 2009; Lincoln & Guba, 1985; Robson, 2002; Yin, 2003). In social research, specifically in case study research, there is a typically close relationship between the researcher and the setting, and between the researcher and the respondent; therefore, there is always a chance of bias (Robson, 2002) which can be a threat to the validity of the research. In order to deal with such bias, the researcher adopted techniques of verification of data to prove that whatever was found through the study was **credible** and **trustworthy**. In this study, the verification of the data gathered was achieved through triangulation of the data, peer debriefing and support, member checking, keeping an audit trail and the report of the researcher's reflexivity. Each aspect is briefly outlined in the following paragraphs.

*Triangulation* involves the use of multiple sources of data to make the research more rigorous (Cohen et al, 2000). It involves “confirming or cross-checking the accuracy of data obtained from one source with data collected from other, different sources” (LeCompte & Schensul, 1999, p. 131). Using multiple sources can serve as confirmation or corroboration of data. For this investigation, the researcher obtained data from several different data sources. It was important that information elicited from each key informant could be corroborated by others, preferably people with different perspectives on the subject (LeCompte & Schensul, 1999). The use of multiple data sources ensured that other participants could provide further clarifications and insights on sensitive issues. This is because no single perception is completely free from all possible validity threats or bias. This study involved two main groups of informants. M. Ed. graduates and teachers, by means of their survey responses and interview data, and the reflective journal were the primary sources of information. The documents analyzed provided primary or secondary sources of information. Triangulation in this study was enhanced by the employment of multiple data collection strategies. These multiple strategies enabled the researcher to constantly reflect on data collected and cross check it with data obtained from other participants. Importantly, triangulation allows a better assessment of the generality of the explanations the researcher is able to develop (Maxwell, 1996). Triangulation is needed to ensure that the results make sense, are consistent and dependable (Merriam, 2002).

*Peer debriefing and support* are helpful to guard against researcher bias after subsequent intervals in the research setting (Robson, 2002). The researcher, throughout the whole process of research, was in touch with her supervisor, who is a former Director of NDIE and therefore fully aware of the context of the study. The researcher was also in close contact with her supervisor via emails and phone calls during her visit in Pakistan. The researcher discussed the problems and issues arising during different stages of this study with her. Her opinions and suggestions were always helpful in all the stages of data collection.

*Extended participation at the study site* provided an opportunity for the researcher to overcome the distortions produced due to the researcher's presence and to test biases and perceptions (Gay et al, 2009). The researcher has a long affiliation with NDIE, commencing as a student in 1995, and was actively engaged in gathering and interpreting data in almost all her visits to Pakistan since 2005.

*Member checking* involves returning to the respondents and presenting to them materials such as transcripts, emerging themes and conclusions, with the intention to ensure consistency and dependability in the data collected (Cohen et al, 2000). It also demonstrates that the researcher values the true perception of the participants and their contribution to the research (Robson, 2002). The interviews were given back to the respondents after transcription. All the interviews were checked and sent back by the respondents. The themes which emerged through the questionnaire responses were shared with the participants of the focus group interviews and with the Director of NDIE to obtain their views about the findings from the questionnaire.

*An audit trail* is a strategy to ensure that the researcher is keeping track of the research process. This includes raw data of questionnaires, interviews, field notes, the researcher's reflective journal, and details of coding and data analysis (Gay et al, 2009). The researcher kept all the archival records of the study organized and stored in a safe place initially in Karachi and then in Australia.

*Researcher's position/reflexivity* is another way of reducing biases. The researcher is a past student and teacher at NDIE, having been associated with NDIE since 1995 and was a member of the M. Ed. Review Committee in 1999. The researcher has knowledge of Pakistan's national and local-level education policies and practices which are crucial to this study. This being the case, the role of the researcher through the whole of this exploratory research process was significant because it provided an 'insider' perspective

on what is considered reality when interpreting participants' perceptions obtained through this study (Merriam, Ntseane, Lee, Kee, Bailey, & Muhamad, 2000). Therefore, the researcher's perceptions are instrumental to understanding and accurately analyzing the situations and perceptions demonstrated during the study.

As the researcher-as-instrument, the researcher in this study had to reconcile the role of both the 'insider' and 'outsider', being a researcher born and brought up in the local Pakistani environment but also returning to study the setting as an 'outsider' now living in Australia (Merriam et al, 2000). This was achieved through maintaining the researcher's role as participant observer and 'keeping an eye' on biases through entries in the reflective journal.

The credibility of the researcher in this study was dependent upon the participants' acceptance of the researcher as an 'insider' with sufficient knowledge to understand the system of the institution, as well as the whole Pakistani education system. With both internal and external roles to play, the researcher had to span boundaries across groups, settings and cultures (Lincoln & Guba, 1985). The researcher, however, was fully aware of her role as a qualitative researcher which demanded that the researcher present the information that participants wanted to convey to an outside audience about the dilemmas they face and realities of the situation from a variety of perspectives (Robson, 2002). For this particular study, the researcher made every effort not to exercise undue influence on the informants. During the in-depth and focus-group interviews, the researcher assumed a participant-observer role during discussions (Gay et al, 2009). This was to minimize any perceived form of threat to participants. Furthermore, the researcher is an experienced teacher and has previously conducted research. She has local knowledge about the culture and concerns of NDIE. As an 'insider', the researcher took this opportunity to probe the cultural, behavioural and other issues which arose as the investigation was undertaken. The researcher's unique position helped researcher gain M. Ed. students' and teachers support. The M. Ed. students and teachers were actually interested in sharing their thoughts and experiences with the researcher – another M. Ed. graduate from NDIE.

During the study, the maintenance of a *research journal* provided a means of recording numbers of predispositions held on the impact of the M. Ed. programme on the educational leadership capacity building of its graduates in Pakistan. The research journal helped to counter potentially subjective interpretations and findings. Patton (2002) describes this as a “*mental cleansing process*” (p. 553). The researcher always questioned herself about looking for evidence in the data rather than relying on the researcher’s own background and experience as the basis for any inclusion in the study.

### **Researcher’s Subjectivity and Biases**

The researcher is aware that to fulfill her research role objectively and reliably, care has to be taken to remove any chances of subjectivity and biases in the study due to her position as an insider/participant researcher caused by her experience as a peer of many of the participants and as a graduate of the program under investigation.

During the interviews and focus groups sessions the participants were fully informed regarding this risk of bias and subjectivity due to the researcher’s position as a fellow graduate of the program and they were asked to critique and monitor any comments or findings from the interviews that contradicted their understanding of their responses and intentions. In the first instance interview responses were transcribed and returned to Interviewees at the completion of the session to check for accuracy and clarity of the data and to guard against subjectivity and bias. The same process of seeking the assistance of participants to monitor the process and findings for accuracy was utilized with the focus group participants. The focus group members were also encouraged to validate and critique the findings from the questionnaire data as an additional check for subjectivity and bias.

During the course of the research the issue of possible subjectivity and bias due to the participant role of both the researcher and the principal supervisor was acknowledged, factored into methodological steps as outlined above and was monitored by the co-supervisor who had no direct association with the subjects, the institution or the country

involved. The researcher was constantly in touch with the co-supervisor and relied heavily on his moderation of processes and feedback for the identification of any issues of subjectivity and bias.

During the study, the maintenance of a research journal provided a means of recording numbers of predispositions held by the researcher on the impact of the M. Ed. programme on the educational leadership capacity building of its graduates in Pakistan. The research journal was monitored by the researcher and the supervisors for evidence of subjective or biased interpretations and findings.

### **Ethical Issues**

Ethical concerns encountered in this study required the researcher to keep a balance between the search for truth, and the rights and values of the participants' involved (Cohen et al, 2000). Such rights include matters of privacy, anonymity, confidentiality, guarding against betrayal and deception, seeking informed consent, ownership of data and the reporting of findings. All aspects were considered carefully (Cohen et al, 2000).

This study was conducted in accordance with the policies of the ACU Human Research and Ethics Committee. Confidentiality of the intended research respondents was ensured in the invitation letter and accompanying consent form (See Appendix H). The permission to conduct the study was sought from the Director of NDIE as this research was solely focused on one institution and the institution is not anonymous. The respondents were advised that they were free to withdraw their consent at any time throughout the data preparation and collection phase, though none of the participants withdrew from the study. The responses of the participants in the questionnaire survey and the in-depth interviews were coded to keep anonymity. During focus group interviews, however, because of the nature of the focus group interview, it was acknowledged that anonymity was not possible. Therefore, for the final presentation of data in the thesis document, data was coded. Confidentiality was maintained in the



transcription of audiotapes, at each stage of the data analysis, in all draft documentation, and in the publication of the research findings.

Throughout the different stages of the study, the researcher has given due consideration to ethical issues and tried to make sure the participants were not adversely affected emotionally, mentally, physically or in any way, by the reporting of findings (Cohen et al, 2000).

This chapter has outlined and justified the research design, the research methods, the steps involved in the analysis of the data and the reporting and interpretation of the results. Standards of quality and credibility and ethical considerations were also addressed. Following this detailed account of the conduct of the research, a description and discussion of the findings, an outline of the conclusions and the recommendations are presented in Chapters 5 and 6.

## Chapter Five

### Presentation and Description of Results

#### Introduction

In chapter four, the process of data collection and analysis was explained within the epistemological, theoretical and methodological frameworks. The purpose of this chapter is to report on the data collected in the conduct of the research.

The analysis presented in this chapter answers the four research questions. These questions are:

- *What are the distinctive elements of the M. Ed. programme offered at NDIE? How does it focus on capacity building?*
- *How have contextual factors contributed to this capacity building?*
- *What impact has the M. Ed. programme had on the development of the leadership capacity of its graduates?*
- *How does the experience of this case study research contribute to our understanding of issues related to transnational education focusing on educational capacity building?*

The four questions are explored under headings which correspond to the research questions: distinctive elements of the NDIE M. Ed. programme in relation to capacity building; contextual factors that have contributed to this capacity building; the impact of the NDIE M. Ed. programme on the development of leadership capacity in its graduates; and the contribution of this study to understanding the issues related to transnational education focusing on educational capacity building.

The data relating to each research question has been further grouped around key themes as explained in Chapter Four. The findings related to each of the research questions are outlined in the pages which follow.

### **Distinctive elements of the NDIE M. Ed. Programme and their contribution to educational leadership capacity building**

The first research question asked about the distinctive elements of the NDIE M. Ed. programme that helped build the capacity of individual graduates to become authentic educational leaders. The responses of the participants are presented thematically. The following list of themes indicates the elements of the NDIE M. Ed. programme emerging through the analysis of data:

1. Broad based content
2. Student centred learning strategies
3. Professional approach of staff members
4. Graduate professional experience
5. Internship
6. Linking research and professional practice
7. Local and international affiliation

Each theme is explored, using data from the archival documents, questionnaires and representative quotes from the interviews and focus groups. Table 4.11 in the previous chapter details the number of responses relating to each of the themes discussed here.

#### *Broad Based Content*

The responses under this theme are gathered from responses to questions eleven, twelve and thirteen of the survey questionnaire; questions six, seven, eight and eleven from the teachers' interviews; questions two, three and five of the graduates' interviews. Four responses from the focus group interviews are also included. (See Appendices F, I and J for the questions)

According to Vincent-Lancrin (2007) capacity building, especially in the field of education, relies heavily on the strengthening of individual capacity through training and learning. The responses of the research participants grouped under this theme indicate that the NDIE M. Ed. programme focuses on the capacity building of its graduates through providing a comprehensive and diverse course content which

covers the more general as well as specific aspects of education. The course content is also perceived to be current, contextually-based and oriented towards change.

One of the key objectives of the NDIE M. Ed. programme is to provide an opportunity for students to explore and critique the knowledge base for educational development and leadership and to analyse and use theories and concepts of leadership in their everyday practice (NDIE, 1996). In order to achieve this, the NDIE M. Ed. programme offers institute-based and field-based studies to students. (For an outline of the M. Ed. programme refer to Chapter Two).

The responses indicate that graduates and teachers of the NDIE M. Ed. programme find that this course is diverse (T04) and comprehensive (T04; SQ20; SQ29, SQ32). It offers in-depth knowledge in different course areas (SQ08; S01; SQ12) and clarifies the understanding of educational issues (SQ02; S05). One graduate who is also a teacher at NDIE commented:

I find it diverse; it has a number of courses to offer. There is planning and development; there is psychology, evaluation; there is statistics, there is research ... it is very diverse, all falling obviously into the bracket of education. Then there is the whole component of research: there is research in the terms of action research; there are individual studies; and there is qualitative research, so in terms of content and methodology Notre Dame is offering a lot (T04).

Another graduate's view of diversity and comprehensiveness is that "it allowed me to clarify my educational philosophy and knowledge base of teaching method, learning and leadership theory" (SQ02).

Table 5.1 indicates the responses of the graduates gathered through the survey questionnaire regarding the different aspects of broad-based content taught at NDIE.

Table 5.1 Responses to the different aspects of broad-based content taught at NDIE

<i>M. Ed. provided opportunities for me to explore and critique the knowledge base for educational leadership</i>	Agree	22
	Disagree	02
	Unable to judge	01
<i>I was encouraged to know previous and current educational resources to the learning, teaching and school leadership</i>	Agree	24
	Disagree	-
	Unable to judge	01
<i>I was encouraged to critically analyse current educational researches to the teaching, learning and on going teacher education.</i>	Agree	24
	Disagree	01
	Unable to judge	-
<i>I was encouraged to make links in the area of leadership with other areas of education</i>	Agree	21
	Disagree	03
	Unable to judge	01
<i>I was encouraged to follow my own line of independent thought.</i>	Agree	25
	Disagree	-
	Unable to judge	-

Table 5.1 indicates that most of the graduates agreed that they were provided with opportunities to learn, explore, critique and adopt the broad knowledge base for educational leadership in particular and education in general.

The graduates have also indicated that the NDIE M. Ed. programme has provided them with a sound and broadened knowledge base (SQ02; SQ16; S05; SQ51; S07) in education and leadership that leads towards further exploration of educational issues in the Pakistani context (SQ12).

In Fullan's (2005) view if educational leaders are given opportunities to explore context more deeply, there are chances that they will transform the context which hinders learning. NDIE's M. Ed. programme is also a contextually-based programme. Although it is challenging to find relevant literature in the Pakistani context, teachers and graduates indicated that this programme is not imported from a foreign country and taught in Pakistan without any grounding in the indigenous culture, traditions and educational issues (Onguko, Abdalla & Webber, 2008). One of the senior members of the NDIE faculty said:

I think if you look at the course, probably they have brightly developed and designed it and tried to make it on par with the courses that are taught outside. But I think that they tried to make ample provision so that the students will come to know the indigenous situations and ground realities that are in Pakistan. I think they don't suffer from alienation from their own context (T07).

The graduates also talked about how the different course content was contextualized in their regular classes, as the following comment shows:

The best thing I like in this course is that whatever we study we used to contextualize it; we used to look at the Pakistani context because in fact unfortunately there isn't a lot of literature that is written or available for the Pakistani context; so whatever literature that we used to study was from the foreign context, but somehow at any stage of the discussion the teacher used to ask us and involve us in discussing it from a Pakistani context, so that was very helpful (S07).

Another M. Ed. teacher commented as follows, when asked about the role of the M. Ed. programme in preparing graduates for the leadership challenges in Pakistan:

In our teaching we are trying and asking people to incorporate it and critique it in the light of their own culture and their own situation. When I look at some of the B. Ed. students they will say "we can't do this in Pakistan". M. Ed. graduates will try to find a way that you can do something (T05).

The efforts to focus on the distinctive local context provide opportunities for the students to explore and critique educational practice and once they enter in the practical field it informs their practices as well. In the view of one of the graduates, "The taught concepts were helpful at (the) workplace as most of these concepts were contextual based and very well able to be implemented in the field" (SQ42). Another graduate made a similar comment:

On the whole I feel the M. Ed. programme at NDIE (theory & practical included) has exposed me to the qualities of an "overall educational leader" and at the moment I am trying to incorporate these applicable qualities in my daily professional life (SQ33).

The graduates also indicated their readiness to apply new knowledge (S09; S02; S03; S06) in their respective fields. As one graduate pointed out "I think because of the theoretical knowledge you possess, whenever a chance of its application arises, you do not hesitate to apply it (SQ08).

Despite the data indicating broad based and contextually based content, some data suggested that this course could have been more effective if emphasis were given to more field-based activities along with deeper understanding of the content taught. As one senior teacher indicated "I don't say that the M. Ed. programme does not help develop leaders, but it would be a much better course if some of these things [in the M.

Ed. content] could be changed and a sharper focus placed on the things that matter” (T01).

Three graduates feel that the M. Ed. programme is highly theoretical in nature (SQ02; SQ12) as the following comments indicate: “there is more emphasis on theory rather than implementing the theory and having a critical stand on the theory” (S07). “The practical implication of the concepts taught is one area which needs a lot of improvement. More involvement in school based activities would help in better understanding of the knowledge base” (SQ12).

The graduates and the teachers highlighted the course areas where they felt that improvement is needed, with the most improvement needed in the Administration Management and Leadership course (SQ8; SQ16; SQ21). Two of the graduates suggested that:

from my experience I feel that in some subjects learning is confined to theory only; for example, the administration (management & leadership) part is all theory; if students go to schools and do some sort of internship as acting administrators, (this) will provide them with more practical insights (SQ40).

All the M. Ed. students need have an experience of administration or work along with the school principals or heads to experience how to run an institution successfully. They need to be aware of preparing school timetables, annual planning, arranging sport meet, literacy competitions etc. I know we need to be aware of handling conflicts among teachers/students/community etc. Being leaders, M. Ed. students could arrange training for school heads/supervisors/ students on current issues trends in education, this way they will be experiencing conducting trainings and dealing adults as well as children (SQ 16).

A senior teacher, when asked about the concerns regarding the ability of the M. Ed. programme to develop educational leaders, suggested that

a background of experience in organisation and leadership/administration in some capacity would help. With this background the study of administration would be more relevant. If you have never done any administration and you don't intend to be involved in it, then it is largely a very theory based, perhaps even meaningless exercise (T01).

When this issue was raised in the first focus group interview, the discussion lead to the conclusion that there are areas of perceived improvement needed in the M. Ed. programme; however, a course cannot offer everything and the success of the course

is that it provides direction towards becoming a change agent, as the following comment from a graduate who is also an M. Ed. teacher indicates:

This M. Ed. programme is the basic foundation and there are certain gaps in that; we develop the capacity to fill the gap there in the institution where we are working so it is more of putting into practice what we learn over here. We are not stagnant on one point (FA03).

While there have been suggestions for the improvement of the M. Ed. programme, there was a clear indication that students appreciate the course content for its comprehensiveness, diversity, contextual nature, current and orientation to change.

No matter how good the course outline is, its success depends on the methodology adopted by the competent teachers in delivering the course. Another element of the NDIE M. Ed. programme identified in the analysis of the data is the use of student-centred learning strategies.

#### *Student-Centred Learning Strategies*

The responses under this theme are gathered from questions twelve and thirteen of the survey questionnaire; question seven from the teachers' interviews; questions two, three and five from the graduates' interviews. One response from the focus group interviews is also included.

Westbrook, Shah, Durrani, Tikly, Khan, and Dunne (2009) identified that the commonly used teaching and learning strategies in Pakistan are confined to the transmission of pedagogy and rote learning. The teacher-centred style of teaching is the most common way of transferring knowledge and the students in this style of teaching are passive receivers of the information.

The personal experience of the researcher, combined with the data gathered from the different participants, supports the claim that the NDIE graduates, who were also taught through traditional methods of teaching in the past, start studying at NDIE and realize that there are different ways of teaching students which are more effective and student-centred. The different approaches of teaching adopted by the NDIE staff over



the years encourage students to learn these strategies and adopt them in their own professional life.

Although there was no direct question asked of students regarding the teaching and learning strategies adopted by NDIE, the responses suggest that students do value the way they were taught at NDIE (S07; SQ18; S05; SQ07; SQ40). In the view of one graduate “the kind of discussions and activities and projects that we did in M. Ed. were quite helpful in providing a proper broader knowledge base” (S07). Students were encouraged to be involved actively in discussions to critique the cultural and local issues, as the following comment indicates: “we used to have lots of discussions and debates; in fact, a lot of arguments at times” (S07).

The graduates accepted that using a variety of ways of teaching enhanced their professional skills. The comments of one of the M. Ed. graduates explain it well:

Being a graduate of NDIE I must say that through various group and individual activities such as classroom presentations, assignments, power point productions, soft board presentations, classroom discussions, individual studies, action research, planning and conducting workshops, conducting quantitative research, designing of data gathering tools and so on, NDIE has helped me in enhancing my planning skills, research skills, presentation skills, and of course critical thinking skills and speaking and listening skills (NDIE Newsletter, 2004, November, p. 5).

Other responses of M. Ed. graduates indicate that they value new approaches to teaching, especially group and pair work (SQ02; SQ07; SQ45), which many of them had experienced for the first time when they entered NDIE. They feel they have gained valuable skills through it. The following comments support the value of these new approaches to teaching:

I was involved in a wide range of group activities, which helped me to develop a confidence in myself and develop my leadership skills (SQ02).

As part of the M. Ed. programme a number of tasks were carried out in groups which prepared me for working in teams in school. Also, while working in groups in the M. Ed. programme I had to be proactive, take initiative and responsibility in order to ensure that the task was accomplished (SQ07).

One M. Ed. graduate also commented on the support provided through mentoring while conducting workshops or research work. “Teachers used to tell us how we can

teach our lessons, to what extent we have adopted exploration and investigation in our workshops while teaching” (S05).

The further analysis of data also suggests that the teaching and learning situation at NDIE was ideal because the number of students was limited (T07; S07). Since the first batch in 1995/96 till the time of the research, NDIE had a range of from two to eleven students in different batches. One teacher who is also teaching in another teacher education institution in Karachi commented on the benefits of having a small number of students in the NDIE M. Ed. group:

The best thing was that the number of students was not as large; there were about 10 students; that gave me the opportunity of interacting with them directly and the way I like to teach is an ongoing discussion in class and the smaller number makes this easy for me (T07).

Having a small group also created an opportunity for the students to work in close connection with each other (S07). However, those graduates who were in the batch of only two students suggested that their group was so small that having an experience of cooperative learning was challenging (FB03). Therefore, it can be considered that the number of students could be between 4 and 12 to be beneficial for students and teachers.

Some graduates suggested that it would have been better if they had given ample opportunity to make connections and networks with other educational organisations and to meet other educational professionals in the form of seminars, conferences and meetings (SQ02; SQ07; SQ33; SQ46). According to one M. Ed. graduate:

I think not much exposure was given to what was happening outside Notre Dame, for example conferences and although...we did have a conference at Notre Dame but if it was an annual event it would give ...[M. Ed. graduates] a chance to contribute and be a part of conference proceedings as well. I think a lot more networking with [other educational] institutions [in Pakistan] is required so that one knows what is happening in a particular field else where (S02).

With its student-centred learning, NDIE has taken a very different approach towards teaching and learning from what is commonly practised in Pakistan. The responses of the students grouped under this theme suggest that students appreciate these contemporary ways of teaching and also implement them in their professional work as

well. Working in small groups gives the M. Ed. students an opportunity to interact easily with teachers and make connections with other students.

In creating an environment for student centred learning, the NDIE's academic staff has played an important role.

### *Professional Approach of Staff*

The responses under this theme are gathered from questions twelve and thirteen of the survey questionnaire; questions seven, nine and eleven of the teachers' interviews; questions three, five and six of the graduates' interviews and one response from the focus group interviews is also included.

NDIE's academic staff includes core full-time and part time members, most of whom are M. Ed. graduates of NDIE, in addition to short and long term visiting overseas (mainly Australian) faculty and educational consultants who regularly visit the institute.

The academic staff has the main responsibility of teaching the course areas allocated to them. In addition to that, the staff members are fully involved in other activities relating to the M. Ed. students. The staff members provide ongoing support and counselling to the M. Ed. students during their programme; they also provide mentoring support to one or two M. Ed. students on an individual basis in their research work; they also update and maintain all the records; they visit and mentor students during their field work (Internship and Graduate Professional Experience); they are also involved with NDIE's In-service department; they co-ordinate and assist with curricular and co-curricular activities involving M. Ed. students as well.

The responses of the participants point to the importance of the quality of the academic staff in the M. Ed. Graduates' capacity building as leaders. A senior staff member who is also involved with other universities in Karachi commented that "what I count as the strength of NDIE is that they have good and devoted faculty" (T07).

The academic staff members of NDIE are consciously aware of their responsibilities and are hard working, as the following comments indicate:

My concern is that in every course area at the M. Ed. level students should get a chance to apply knowledge in the practical situation. I am teaching them in a way where they know the relevance of it in their own subjects and they can present it in better ways in front of their own students (T02).

As far as staff are concerned, they put in their utmost best to bring them (students) up as educational leaders, critical thinkers, evaluators and reflectors (T03).

Further comments indicate that the NDIE staff not only teach students but that they are fully aware of the individual needs of the students and guide them accordingly. Teachers spend a lot of time in consultation with students. As one remarked: “we have to constantly be in touch with them, helping them” (T04). The staff also spend time in the library with students (T04) guiding them to make use of the resources available.

In the questionnaire survey or during interviews with students, they were not specifically asked any questions regarding their M. Ed. teachers but in interviews graduates did mention different staff members who have had an impact on their professional life (S07; S06; S05; S04; SQ22; T04). One graduate could not recall the year when he graduated but he remembered the names of the teachers who taught him, as well as what he learned from them.

Fortunately people like (Person X) and in fact (Person Y) they were marvellous people. They provided us with lots of opportunities to understand what leadership and management is so that was a superb opportunity (S07).

The helpful teaching qualities of their teachers highlighted in the responses, and shown in the comments below, include making courses easy to learn and understand and making them relevant to the life of students.

I have to mention one name that is (Person X) because without him it would have been very difficult to learn a lot of things. He was always there guiding, quoting and he made learning so easy for all of us (S04).

A lot of exposure they [staff] brought in while teaching us, lots of examples and real life experiences that they shared also helped us a lot (S05).

Students also seemed to value the caring and supportive attitude of staff which enabled them to develop a lasting relationship with the staff members as well as with the whole institution, as seen in the following comments:

At any stage of my course I did not feel that I was sort of being isolated or maybe just a student. Somehow the people who are involved in teaching the course and everybody at Notre Dame are just like family; so we spent the three years as and that sort of personal relationship has rather a greater impact on our personality. So that is something I would say is the core of this institution (S07).

The Handbook of NDIE indicates that academic staff members have the responsibility of maintaining the academic standard of the institution and they are the ‘influential players’ in the capacity building of the NDIE M. Ed. graduates as leaders (2006). The responses of the graduates indicate that the staff are exercising those responsibilities very well.

During the interviews with teachers, they were asked about any other concerns they want to raise or things which could be improved to facilitate them in fulfilling their role as M. Ed. teachers. The three teachers specifically mentioned two issues from their perspective as teachers in the NDIE M. Ed. programme: student consultation (T02; T04; T03) and opportunities for professional development (T02; T04).

The first issue concerns the fact that staff have to spend a lot of time in student consultation, which gives them a very little time to prepare for the lessons they have to teach (T04; T05). As a result, they cannot always maintain the quality they want to achieve or which is expected from them which might lead to deterioration in the standard of the M. Ed. graduates. One teacher suggested that providing a teacher assistant who could handle most of the managerial work for them or perhaps lessen their burden would help (T04).

The second issue raised by the staff concerned the opportunities for their professional development. “There should be specific training for teachers’ also ongoing training for us, for our professional development, not ordinary, but something more than ordinary” (T04). In another teacher’s view, ACU should play a strong role in developing NDIE staff professionally (T03).

Another issue which NDIE M. Ed. graduates and teachers felt could help build the capacity of M. Ed. students as authentic leaders is provision for additional full time staff members on the teaching programme (FB04; T02; T04). Most of the part-time staff members of NDIE take teaching at NDIE as their second job. Most of the part-time staff members work full time during the day in schools or other educational institutions and work for a few hours per week at NDIE to provide focussed assistance in certain curricular areas or co-curricular activities. This was the researcher's personal experience. These part-time teachers, because of competing responsibilities, may not be able to create a bond with students to support their learning in the same way as other full time staff members could do. Therefore, it is noted by the teachers as well as students that there is a need for more full time staff members.

Despite all the issues and challenges faced by the M. Ed. teachers, they were perceived to be trying their best to build leadership capacity by changing the attitude and professional lives of the M. Ed. students. They do this through addressing the theoretical and practical aspects of the course.

Vincent-Lancrin (2007) suggests that for building capacity of individuals in developing countries it is significant they do get opportunities to explore the local context through practical on-the-job training and research work at the tertiary level. The following three themes identified by the participants' data incorporate the field-based course components of the NDIE M. Ed. programme which provide an opportunity for the students to actually apply the theories of education, learning and leading in their own context. The main focus of the field based studies is to provide an opportunity for students to explore their use of knowledge in theory and practice in areas including curriculum development, educational leadership and teacher educational in-service (NDIE, 1996). This has also provided opportunities for the graduates to be involved in wider educational community.

#### *Graduate Professional Experience*

The responses under this theme are gathered from questions twelve and thirteen of the survey questionnaire; questions seven, nine and eleven of the teachers' interviews;

questions three, five and six of the graduates' interviews. Three responses from focus group interviews are also included.

The Graduate Professional Experience (GPE) is a field based course which aims to induct the M. Ed. students into a set of roles pertaining to the teacher as an instructional leader and facilitator of peer professional development within a professional sphere (NDIE, 1996). Students are expected to plan, execute and evaluate specific professional development projects in a school and other educational settings and present it in a summative report as part of their assessment (NDIE Handbook, 2006).

The GPE draws on the theoretical and the practical aspects of the content, issues raised and experience in all the courses of the M. Ed. programme (NDIE Handbook, 2006). This experience of planning a series of workshops and evaluating them is considered a valuable experience by the students. As one graduate commented, "The Graduate Professional Experience was invaluable, as it allowed me to translate theory into action" (SQ02).

Students do not only learn how to plan and conduct workshops (T04), they also come to know about their own potential and weaknesses as presenters. As one student commented:

The GPE was an excellent way to explore one's ideas, abilities and skills in a practical situation, to make the learning environment more effective. It gave me a good chance to evaluate myself in terms of what I had, what I need to improve and how I could accomplish that (NDIE Newsletter, 2003, p. 5).

The GPE also provided an opportunity for the students to deal with adult learners, which is one of the integral parts of being a leader. One student who is now working in a key leadership position commented: "We have learnt a lot while conducting lots of workshops when we were in M. Ed. specially dealing with the adults coming from the different school backgrounds" (S05).

Another graduate who is working as a teacher educator talked about the relevance of the GPE in her professional life as follows:

How important it is for a component like that on a M. Ed. programme. I think these are the things that really helped prepare me in my role. When I finished

my M. Ed., I went back to teaching and working with teachers as a professional development teacher. [GPE] really helped because it gave me a chance to work with teachers, to plan out workshops, implement them, go into the teachers' classroom, look at the kind of lessons that had been delivered, have meetings with teachers and that was all part of my coordination role (S02).

Some graduates who had prior experience of conducting workshops felt that the GPE in itself did not provide sufficient training for its participants to become instructional leaders (S06; S09). In their view, it is such a practical course that it should be extended. One graduate made the following suggestions:

If the M. Ed. programme set aside one whole month for GPE ... students could be given ample time to prepare and conduct various types of workshops on one topic. Personally, I think asking students to conduct one 4-hour session or two 3-hour sessions is not enough. It doesn't prepare a student to take up the role of a workshop leader (SQ08).

When this issue was discussed in focus group interviews, most of the students agreed that the GPE was a good experience (FB01; FB02; FB04) and they have developed a number of skills through it which are essential for a leader.

Another element of the NDIE M. Ed. programme which connects theory with practice is the internship.

### *Internship*

The responses under this theme are gathered from questions six and eleven of the teachers' interviews; questions three and five of the graduates' interviews and two responses from focus group interviews are included.

In the second year of the M. Ed. preliminary course, students undertake nine months of internship in primary schools, secondary schools or in-service teacher education. The main purpose of the internship is to provide an opportunity for students to gain professional competence in a wide range of teaching roles through extended guidance and monitoring. The internship prepares students to understand the content, pedagogy and andragogy of curriculum in educational settings (NDIE Handbook, 2006). This internship is an essential element for the development of educational leaders as they



get an opportunity to experience the development and implementation of curriculum in their own school context and to identify problems and solutions through action research.

During their internship, students also attend quarterly workshops and maintain a reflective journal on a regular basis. These workshops are designed to assist students in implementing effectively the process of curriculum design, planning, implementation and assessment with the context of a school or other educational setting. As the students are in the field, they are also expected to conduct action research or case study through exploring a problem or issue from their contextual settings (NDIE Handbook, 2006).

Before the first review of the M. Ed. course in 1999, after which the arrangements were changed, students had to do their internship in a primary school or an in-service unit which caters for primary school teachers. Students who had experience in the secondary schools before B. Ed. and then during B. Ed. itself had focused on secondary school teaching, so it became challenging for these students to work in primary schools. Though they did learn a lot, it was quite challenging for those who had no experience of teaching at primary level, as the following comment shows:

Initially we did a mini research project; we made unit plans, we were given an opportunity to go and teach in the school. It was my very first experience to teach year one and I don't think I was very good or effective but with the passage of time I improved. Teaching little ones is very difficult ... how to manage the class, how to be able to teach and how plan a lesson which can retain children's attention (S04).

Though it was challenging to teach primary students, in the researcher's view, as a student within the programme and from subsequent experience, it was very helpful to those who had the intention to take up a leadership role in schools after completing the M. Ed. In addition, most of the schools in Karachi have primary and secondary classes together, so having an experience of secondary education in B.Ed. and of primary education during the internship gave an insight into the issues related to both which is beneficial for the school leader.

After the first review of the M. Ed. programme in 1999, students were given the choice to do their internship in a variety of educational settings. M. Ed. students still choose their own area of speciality to complete the internship. One graduate who was an M. Ed. student before the first review commented:

[During the internship] students should be in the environment where they want to be after doing M. Ed. There should be diversity in the course itself which allows people to do research in their context rather than joining or going to other schools just for research work (S04).

The graduates of NDIE did not talk much about their experiences (other than action research which is explored in the next theme) during the internship. One student mentioned that she enjoyed planning integrated curriculum and then implementing it in her class (S01). One student in the second focus group interview mentioned that she enjoyed the internship and conducted her research all very nicely; however writing a report was a component she could not understand. (FB04). There were concerns among staff members regarding the effectiveness of the internship.

Most of the students who come to do B. Ed. at NDIE had to leave their previous jobs or were recent Bachelor graduates. After completing their B. Ed. and in the second year during the internship these students are required to start a new job in a different institution. Two problems arose: students found their new jobs demanding and could not keep a balance between their work and their studies. The other problem arose because, being unfamiliar with their new institution, the students were mostly unable to indicate any genuine problem in the school system on which they could conduct their action research (T03).

Another issue raised by the staff members also came under discussion during the second focus group interview, namely, that some students did not take their internship very seriously because it was not the part of their degree (T04; SO1; FB03) and they may not have understood its purpose in the course. The perceived lack of criteria for entering the M. Ed course was raised in the following comment:

The system is like that; every student who comes in PI & PII takes it for granted. There is not much seriousness and not much criteria is identified (about) who can go into P1 or P2 (T03).

In the staff members' view, the internship would have brought better results if certain changes were made in the course structure and assessment methods, as the following comment indicates:

I feel that something which is lacking is an authentic or formatted way of record keeping and evaluation at M. Ed. P I and II year. There is no accountability on the part of the students when they don't submit any work on time in the M. Ed. P I and II. I have not seen in the five years something that makes them to do if they don't submit their reading or reflective journals on time. What have I done about it? Nothing (T04).

Although there are some issues related to the structure and evaluation procedures with the internship, no one denied the importance of it, especially for conducting action research or case study; this is usually the first formal experience NDIE students have of conducting research.

#### *Linking Research and Professional Practice*

The responses under this theme are gathered from questions twelve and thirteen of the survey questionnaire; questions six, ten and eleven of the teachers' interviews; questions three and four of the graduates' interviews and one response from focus group interviews is also included.

Another distinctive element of the NDIE M. Ed. programme identified in the analysis of data is undertaking the research projects. The research projects provide an opportunity for these potential leaders to explore, understand and improve aspects of the schooling system and school communities through action research or other forms of educational research.

NDIE M. Ed. students, during their three years of M. Ed. preliminary and final year of coursework, undertake two research projects, one quantitative, which is the requirement of KU, and one qualitative (action research or case study) which fulfils the requirements of ACU. Having the experience of qualitative and quantitative research is considered valuable by the M. Ed. graduates. As one graduate commented, "The charm in this program is two kinds of research works - Qualitative and Quantitative ....a very contributing factor in the development of knowledge and skill" (T03).

The responses of the M. Ed. graduates indicate that conducting research was an invaluable experience for them (SQ11; SQ22; SQ39; SQ32; S04) and they could understand how important it is in the development of education. As one graduate mentioned, “I think research is the backbone of development and progress in the teaching and learning process” (SQ16).

The comments also indicate that experience of doing research gave M. Ed. graduates skills which they think are important for them as leaders. Their comments suggest they understand that, through research, one can make informed decisions to improve any situation or problem and it is easier then to convey their understandings and learning to others, as these comments indicate:

The M. Ed. programme gave me the opportunity to do more research work, analyse the articles and get theoretical background which I think is very important for a leader (SQ 21).

Research methodologies taught me to analyse, critique, improve situations and tackle things in a conscious way; more than trial and error (SQ29).

Research helped me develop my reading skills. It also helped me to convey my thoughts to other people (SQ32).

One M. Ed. graduate also highlighted how conducting research gave her an opportunity to meet other people in the field of education. “The research studies conducted at NDIE enabled me to network and make contacts with eminent scholars in the field of education” (SQ11). A number of graduates were subsequently offered jobs and placements in educational institutions as principals/ vice principals or co-ordinators due to the connections they made through their research work (SQ22).

The responses of the M. Ed. students and teachers specifically highlighted the benefits of conducting qualitative research, especially action research (SQ18; SQ02; SQ08; S01; S04; T01; T03; T04; T05), for the improvement of school and classroom situations. One M. Ed. teacher commented:

Some of the research exercises have potential for developing insights into what happens in practice in schools and teaching, especially the action research since it combines theoretical study and research with practice (T01).

One graduate also highlighted how she could bring change in her classroom through action research:

The research component is very good because the research component is actually field-based. It was very practical. I was in my class, implementing all the learning and trying to improve my class situation, so the whole action research component was very helpful and the improvement that I was able to bring about in my class was easier ... afterwards, when I went back to the school as a consultant, I heard from the teachers that they do not have any problem in managing the class I was teaching earlier (S04).

However, there were concerns expressed by one teacher regarding the practicality of the quantitative research. His comments indicate that in his view quantitative research is not a significant experience for students.

Sometimes I think the statistical research also wastes a large amount of time for trivial results. And for most students, it is a difficult hurdle to 'jump' for the purpose of demonstrating statistics skills which won't ever be used again (T01).

M. Ed. graduates who are now working as teacher educators in different institutions made some suggestions for improving the research process even further, especially for those who plan to further their education and opt for doing a doctoral degree. In their view it would serve better if:

- rather than having an informal research proposal M. Ed. students are asked to write a formal research proposal (S02; S03);
- students could present proposal and research developments in front of a panel of the teachers and other students rather than having one mentor for each student (S02);
- M. Ed. students are also given some insight into how to publish a research paper (S03).

The responses of the graduates and teachers indicate that conducting research was a constructive experience for them. Being a leader in their own educational settings, conducting research has an affect on the way they understand and solve educational problems and make decisions. In a country like Pakistan, where there is no established research culture, the contribution of the NDIE M. Ed. programme in building the capacity of its graduates as conscious researchers is acknowledged.

After the successful completion of M. Ed. from NDIE, the students are granted an M. Ed. degree from both ACU and KU. This provides a unique opportunity for the students and it is explored under the following theme.

#### *Local and International Affiliation*

The responses under this theme are gathered from questions seven and nine of the teachers' interviews and question two of the graduates' interviews.

Another distinctive characteristic of the M. Ed. programme is that by doing this course students are able to obtain an M. Ed. degree from KU as well as from ACU. The aim behind this kind of approach is to provide an excellent education of international standard through an M. Ed. from ACU and grounding in the local context through the M. Ed. from KU. One of the senior staff members who had been involved with NDIE since the beginning of the M. Ed. programme commented as follows:

You see the good thing about [the NDIE M. Ed. programme] is that it was conscious and in accord with the KU Program being run. They adopted it and they further added to it but they did adopt the pattern so that was an effort really to be in harmony with the local context. In fact I think from the very start the direction was this. They were trying to prepare teachers in a naked [uncovered/ exposed] context (T07).

Because it is dual university program they also had exposure to the ACU curriculum so that gave them a very grounded education and it was rigorous as well as professionally of very sound quality (T07).

The dual affiliation provided an opportunity for the teachers and students to identify the differences in approaches between the two universities towards teaching, learning and evaluating processes and adopt the suitable approach in their own practices. One teacher commented that NDIE has “introduced a dual university program so they can check the performance from the outside world in the comparative mirror” (T07).

Having a local and international affiliation opened doors for all the M. Ed. graduates to work locally or internationally. After receiving an M. Ed. from KU, students can apply for employment in the public education system while an M. Ed. from ACU opens doors for international educational employment as well as for further education. There are altogether seven M. Ed graduates who are at the different stages of their

Doctoral degree and one has already completed a Ph. D from an international institution.

The graduates of NDIE are able to assess their performance in comparison to other M. Ed. course providers in Pakistan. A number of NDIE graduates have performed very well in the M. Ed. KU exams and have obtained first, second or third positions among all the M. Ed. students of KU. Obtaining any of the first three positions in KU M. Ed. exams is considered a significant achievement in the educational circles of Karachi. One student who secured a position in M. Ed. KU exams commented:

The [NDIE M. Ed.] course is so comprehensive that I was able to appear also for my B. Ed. and M. Ed. Karachi University exam so I ended up getting two degrees, and then two positions (S04).

One of the reasons for NDIE's popularity or perceived success in the educational circles of Karachi is due to the positions secured by different students of NDIE at B. Ed. and M. Ed. levels (Daily News, May 4, 1993).

One participant indicated that NDIE's involvement in the local education system is important for other education providers in Karachi who are still following the traditional style of teaching and learning because NDIE has shown them that there are alternative effective models of teaching and learning which are applicable in a Pakistani context. The following comments of this senior teacher at NDIE indicate that the NDIE M. Ed. programme is perceived to be well ahead of all the masters level programmes offered in the field of education in Karachi:

The M. Ed. [programme] has special relevance to the leadership role. My general impression is that the M. Ed. program is quality oriented program and is different from what we have had experience of at Karachi University and other colleges in the city (T07).

They [NDIE] should spread out in the country and should be an example for the other institutions (T07)

The above discussion indicates that the connections of NDIE with international and local communities has created a learning and sharing environment where people from different ethnic, social and religious backgrounds are treated equally and encouraged to use their potential for the betterment of education in Pakistan.

### *Summary*

According to Fullan (2005a, p. 58) developing leaders to become change agents does not involve “just identifying and memorising the knowledge base. Knowing is insufficient; only knowing-by-doing, reflecting and redoing will move us forward.” The elements of NDIE’s M. Ed. programme that helped build the capacity of NDIE’s M. Ed students as authentic educational leaders include its broad based content, a comprehensive, diverse and contextualised content which was delivered through a range of student-centred learning strategies. Graduates were engaged in a number of innovative activities which were conducted by the dedicated and hardworking staff members of NDIE. The graduates were engaged through GPE, Internship and Research projects to explore issues and increase their understanding of contextual educational problems and to find ways to improve the teaching and learning situation. Local and international affiliation of the M. Ed programme has provided a unique opportunity to M. Ed graduates to further develop their capacities as educational leaders locally as well as internationally.

Having identified the elements of the course, the contextual factors which have contributed to the capacity development of the M. Ed. graduates are addressed in the following section.

### **Contextual factors that have contributed to the M. Ed. graduates’ capacity building**

The second research question focuses on the contextual factors that have contributed to the capacity building of the NDIE M. Ed. graduates as authentic educational leaders. The themes under this heading address international, local, institutional and personal factors. The responses of the participants are presented thematically and discussed in the following paragraphs.

1. Association with ACU
2. International staff
3. International funding
4. Affiliation with KU
5. NDIE culture
6. Students’ individual ability



### *Association with ACU*

The responses under this theme are gathered mainly from NDIE's archival documents such as NDIE's Handbook, newsletters, partnership documents between ACU and NDIE and responses from question eleven of the teachers' interviews.

The deteriorating standard of education in some developing countries has led these countries to seek support from western education providers for the planning and development of educational programmes. One form of such support comes through transnational education where a local institute affiliates their programmes with an international university (Kanu, 2005). The major international factor that initially shaped the NDIE M. Ed. programme and continues to influence its development over the years is its accreditation with ACU. The involvement with ACU has resulted in the programme achieving high quality teacher education standards within the continuing decline of standards of teacher education in Pakistan.

While financial benefits are often considered central to transnational education, international institutions are not always profit driven; they also consider transnational education as a way to reach out to students in developing countries by making higher education affordable and available locally (Hussain, 2007). The archival documents of NDIE show that NDIE has had affiliation and connection with ACU since 1996. The data confirms that the connection between ACU and NDIE was not on a commercial basis but rather, was to provide ongoing support, though not exclusively, for the Christian population of Pakistan which suffers the dual disadvantage of being a small religious minority and also situated on the lower end of the country's socio-economic scale with very limited resources (NDIE, 1996).

In the 2002 report of the Australian Universities Quality Agency (AUQA), ACU was commended for its community engagement work with NDIE through its involvement in the non-income generating programme in Karachi which reflects that ACU values and is committed to community involvement (NDIE Newsletter, 2003).

According to the NDIE Handbook, the main purpose behind getting accreditation from ACU was to maintain course quality, enable staff and student exchanges for

educational, cultural and educational experiences as well as research opportunities and domestic capacity building (2006). Another reason for wanting approval from ACU for the NDIE M. Ed. programme was to ensure credibility for this course at an international level, which would open doors for Pakistani NDIE M. Ed. graduates to continue doctoral studies in Pakistan and overseas. This would give them an opportunity for international recognition of their studies which otherwise would not be achieved through affiliation with any local Pakistani university (NDIE, 2006).

The archival documents indicate that NDIE worked very closely with the office of the ACU Dean of Education at the time to ensure that the M. Ed. programme would fulfil the requirements of ACU. The staff members of ACU provided valuable input into the development of the courses of study and assisted with the provision of educational resources. Although the course reflected cultural difference in approaches to learning, it did so within the parameters of an ACU M. Ed. (NDIE, 1996).

The success of any transnational programme depends on inter-institutional cooperation, including mobility and recognition of credits and degrees as well as supporting the institute to maintain the quality of the programmes (Hussain, 2007). The relationship between ACU and NDIE shows mutual understanding regarding the matters related to course delivery, course administration, communication procedures, quality assurance processes and recognition of credits and degrees. The current agreement, signed between ACU and NDIE in 2008, specified the responsibilities shared by both institutions for the successful delivery of the programme. The summary of the responsibilities indicates that ACU:

- accepts responsibility for all quality assurance matters, including course approval, amendment and review, formal agreements, moderation of assessment and updating of course information for the Handbook and other University publications with the support of the Faculty of Education Office.
- appoints a senior academic member of Faculty of Education (academic liaison person) to liaise with NDIE in Karachi on academic and operational matters related to the courses.
- appoints a Student Administration liaison person.
- undertakes, through Student Administration, necessary administrative processes associated with the management, communication and recording of student academic progress and resolution of matters related to enrolment.
- through its relevant budget unit, meets travel expenses of ACU National staff who visit NDIE for awards ceremonies or course review.
- presents an ACU National testimonial to successful graduates.

and NDIE :

- accepts responsibility for local organisation, including the provision of a suitable location to conduct the courses.
- arranges for qualified persons to be lecturers of units, coordinators, supervisors and examiners and forwards the list of such staff to ACU National's Faculty of Education prior to the commencement of unit offerings each semester.
- advertises courses and receives applications.
- accepts responsibility for selecting applicants and forwarding their details to ACU National.
- informs Student Administration and the ACU National academic liaison person of the annual academic calendar and the units to be offered, and negotiates dates for enrolments.
- submits assignments for cross-marking.
- provides Student Administration with results of students in year-long and/or semester units by the agreed date.
- meets all local costs associated with the courses.
- provides the Vice-Chancellor with an annual report (including background information, course details, staffing, course administration, quality assurance procedures including evaluation, resource development, course sustainability and plans).

(Summary taken from Agreement between ACU and NDIE, 2008, p. 5)

Quality has an enormous impact on reputation and on the international institution's credibility as an academic partner or as a degree provider. Indeed, the impact of the entire higher education system may be temporarily damaged by sub-standard provision of transnational programmes (Hussain, 2007). To address the issue of quality assurance in licensing the M. Ed courses to be taught overseas, it was decided by ACU that a sample of assignments of the NDIE M. Ed. students would be second-marked by ACU staff to ensure standards, and it was planned that each year a staff member from ACU would visit NDIE to work with staff there and monitor the library resources and support. The course was to be reviewed in three years (NDIE, 1996). At the time this research was being conducted, NDIE was expecting a faculty member from ACU to visit NDIE.

The sample assignments of graduates have been sent to ACU each year for cross-marking. The archival documents indicate that this cross-marking was done with an aim to ensure the work-standards of M. Ed. graduates were commensurate with work of other students studying at this level within ACU. The cross-markers generally look for the appropriate marking done by the M. Ed. teacher and give feedback on the

overall work of the students as advice, as appropriate, to their teachers. The following comments from one such report explain it well:

Students have demonstrated sufficient understanding of their subject material (i.e. research methodology) and have been able to apply that knowledge to an Action Research project of interest to them and of relevance in their educational context. Their standards would be commensurate with work of other students studying at this level within ACU. Given my knowledge of the context in which they have conducted their research, many of them have had to overcome great obstacles to produce work of such a high standard so they are to be commended for that.

The lecturer is to be congratulated on the detailed feedback she provided for students.... It is also evident...that they value the personal mentoring and professional assistance [X] has given during their research projects. (2008, p.1)

The guidelines prepared by UNESCO (2005) for the quality provision of higher education recommend that international institutions should continuously maintain and review their programmes to respond to the changing circumstances and needs. According to Ziguras (2007, p. 26)

The purpose of a review of programs is to provide a structured opportunity for the awarding institution to inspect physical resources, collect a wide range of documentary information about program performance and conduct structured interviews with students, and academic and managerial staff from the awarding institution and the local partner institution.

One part of NDIE's academic relationship with ACU involves the review of the curriculum for the M. Ed. course every five years, as is the practice within ACU for each of its courses. The staff, current students, graduates, Board members of NDIE, along with educational colleagues in Pakistan and at ACU, have taken part in reviewing the course on two occasions. The first review in 1999 brought significant changes in terms of broadening the scope of the course. According to the NDIE Handbook:

This review led to the award being designated M. Ed. instead of M. Ed. Primary. The ACU academic board ... approved the M. Ed. award more truly on the grounds that it reflects the content covered, the nature of the candidates and the specific needs for graduates to operate at various levels. The course enables experienced educators to carry out advanced academic and professional study which is directly relevant to their professional [primary school, secondary school or in-service] responsibilities and concerns (2006 p. 119).

A second review of the M. Ed. programme was conducted by the academic faculty, staff, student body, Board of Governors of NDIE, and members of the wider educational community in 2005-06. The component of the curriculum review process for the M. Ed. Programme comprised its content, teaching learning practices, modes of assessment of each unit and the range of resources available. The critique of NDIE's M. Ed. programme was done in correlation with the NDIE mission (NDIE Handbook, 2006). The structure of the M. Ed. course did not change as a result of the review of its curriculum in 2005-6. The changes made concerned re-aligning the course so that it reflected the ACU Mission and goals and the particular focus of the University's Strategic Plan from 2005-2010.

Over the years, many academic and administrative staff of ACU have helped develop and review the M. Ed. curriculum. ACU staff have also cross-marked assignments, processed students records and attended graduations (Acunique, Summer, 2007).

The analysis of the NDIE archival documents indicates that NDIE appreciates the connection and support it receives from ACU. The following words of the NDIE Director say it well, "In every aspect of our dealings with ACU personnel, we receive support, encouragement and a sense of working together" (NDIE Newsletter, 2003, p. 1).

In spite of this close collaboration between ACU and NDIE, one M. Ed. teacher (T03), when asked during the interview about any additional concerns regarding the M. Ed. programme, suggested that this collaboration between NDIE and ACU needs to be extended further, in terms of creating opportunities for the professional development of teachers at NDIE, to produce a venture where the efforts of the NDIE teachers could be recognised and appreciated internationally and to further develop NDIE through research. According to him:

I think ACU should very strongly look at and develop us as an institute. I think there is a need of some experienced staff; I think there should be some encouragement for the [present] staff. If you look the educational scenario, institute only develops on the basis of what they have done in terms of research work. Research informs them how they are performing but there is not much research done in this institution with this thought (T03).

In conclusion, it can be said that the collaboration of NDIE with ACU has opened doors for local and Christian Pakistani educational leaders to step into the broader educational world and bring change in the community through their understanding and knowledge. However, from one M. Ed. teachers' perspective, this collaboration should also include professional development of NDIE staff.

In the development of M. Ed. graduates as educational leaders and change agents, another contributing international factor is the international funding, without which it would be difficult to provide the necessary resources for the implementation and continuation of the M. Ed. programme.

### *International Funding*

The responses under this theme are gathered from the direct correspondence with the Director of NDIE.

Another contextual factor that contributed to the educational leadership capacity building of the M. Ed. graduates is external funding, without which it would be impossible for NDIE to survive as the local financial contribution is minimal. Through its international funding NDIE has also been offering scholarships to needy students.

The main international sources of funding are two German Agencies namely, MISEREOR, the overseas development agency of the Catholic Church in Germany, which collaborates with an second agency, Katholische Zentralstelle für Entwicklungshilfe e. V. who provide a subsidy for academic faculty salaries, some teaching materials and equipment, an amount for staff professional development, minor upgrading work on the NDIE buildings and one or two scholarships per Diocese for M. Ed. Students (Director, NDIE, personal correspondence, March 22, 2009).

Other than MISEREOR, The Vice Chancellor of ACU gives an annual donation (originally \$5000 AUD but currently \$15,000) for NDIE-nominated specific purposes including equipment and resources for library and teaching. The Brisbane

Congregation of Sisters of Mercy also offers a donation of about \$10,000 AUD per year for specific needs. Mercy Works Inc (Australia) and the Australian High Commission has provided funds for specific projects and library resources (Director, NDIE, personal correspondence, March 22, 2009).

Nearly 80% of the NDIE students receive some financial support for a combination of tuition, hostel accommodation and personal needs. The researcher's own experience as the student of NDIE indicates that availability of financial assistance was a life saver because she had to leave her job to study at NDIE. Some of the financial assistance given to students is also internationally funded. The Committee for Charitable Intervention in the Third World, Italian Bishops' Conference, have been providing six M. Ed. scholarships per year till 2010 and two Congregations of Australian Sisters of Mercy also provide one Scholarship per year (Director, NDIE, personal correspondence, March 22, 2009).

It seems that the aim is to secure funding to improve teaching and learning through spending on areas such as updating and maintaining teaching facilities and libraries, teachers' salaries and providing scholarships to students. It is a challenge to ensure that a sustainable and ongoing level of funding is able to continue into the future.

In the development of M. Ed. graduates as educational leaders and change agents, another contributing international factor is the international staff members who teach at NDIE.

### *International Staff*

The responses under this theme are gathered from question twelve of the survey questionnaire; question ten of the teachers' interviews; question three of the graduates' interviews. Four responses from focus group interviews are also included.

The archival documents suggest that international educators and teachers have made a significant contribution in developing and shaping the course initially and in creating the current teaching and learning environment at NDIE.

The data suggests that NDIE was shaped and developed by the efforts of Australian Sisters of Mercy. They have played a significant role in creating an environment of learning and in building the educational leadership capacity of the NDIE graduates. In this journey of growth and development at NDIE, a number of overseas volunteers and professionals, mainly from Australia, have also been involved. These international staff members have been working as full-time or part time staff members or as visiting lecturers, usually for three months at a time, as this is the period for which a shorter-term visa can be obtained (NDIE Handbook, 2006). At the time of this research there were two international staff members teaching in the M. Ed. programme.

According to Ziguras (2007), teaching as an international staff member in an institution away from home is a challenging task. Planning, preparing and teaching as an outsider is difficult, as students and teachers are expected to understand each others' expectations and norms to be able to fit in the new culture effectively. However, in the view of these international staff members, visiting Pakistan and working at NDIE provided them with a unique opportunity to work in a different culture and understand and address issues related to teacher and leadership education. Although the infrastructure is less developed than in other countries and resources are limited in Pakistan, these international staff highly appreciate the positive response they receive from Pakistani students and value their overall experience of being a member of the NDIE staff. The reflections of three different teachers say it well:

For a Canadian expatriate like myself, teaching at NDIE offered me a unique opportunity to share my expertise with a group of enthusiastic, bright, young teachers, who will undoubtedly go on to do an excellent job in educating the children in Pakistan.... One may leave Karachi and its people, but for some enigmatic reason, they never leave you (Fiorino, 2003, p. 2).

I was always delighted by the hospitality we are shown in Pakistan and the willingness of NDIE participants to learn. Their strong believe that what they are learning will make a difference is inspirational (Acunigue, Summer, 2007, p. 17).

My three and half years here [at NDIE] provided a unique opportunity to live and to teach in a culture, which has long, varied and rich history.... NDIE has an enthusiastic staff and batches of students who work together to enrich their education, to hone their teaching and research skills and to find within themselves personal qualities of leadership and a vision for their chosen



profession... Above all I'll miss the friendly and professional company of all (NDIE Newsletter, June 2005, p. 3).

The international staff members are highly valued by the NDIE M. Ed. students. Graduates' responses indicate that they appreciate what they have learnt from these overseas teachers. Three M. Ed. graduates during their interview specifically mentioned the names of the foreign teachers who taught them at NDIE (S04; S06; S07) and whatever they have learnt from these teachers is an asset for them. According to one graduate, "Whatever we have done in M. Ed., it was marvellous, for example, like in (X) s class, he taught us Lunen Burg and Ornstein's administrative theory which helped me a lot when I used to conduct school coordinators' workshops." This response also indicates that international staff members are aware of the needs of the local students and prepare the students accordingly.

Five graduates specifically mentioned the impact of having overseas staff members at NDIE (SQ32; SQ22; S05; T06; T03) and suggested that NDIE should continue this practice. According to one graduate, "I feel that there should be foreign teachers on the programme so that we can get more exposure" (SQ32). In the view of these graduates, overseas staff members bring more new ideas and approaches to teaching because their thinking style and ways of learning and teaching are different from those of the local people (FA02).

The issue of having more international staff members was raised in both focus group interviews: in the first group the discussion focused more on the effectiveness of teachers. In their view it does not matter whether the teachers are foreign or local (FA06). However, they agreed that overseas qualified teachers have much more exposure to new and creative ways of teaching due to the system of education within their own countries (FA03). In the second focus group interview, graduates agreed that to maintain the quality of the institution there should be a blend of both local and overseas staff (FB02). These local and overseas staff members can work in collaboration (FB04) which provides an opportunity to learn from each other and use their collective strengths and capabilities for the betterment of the students of NDIE.

The above discussion indicates that NDIE has provided a unique opportunity for the international and local professionals to work together for the betterment of teacher and leadership education in Pakistan and further development of NDIE will be enriched with the continuation of having both foreign and local staff members.

Other than international contextual factors like association with ACU and the contribution of international staff members in shaping the development of the NDIE M. Ed. programme, the data indicates that there are national contextual factors that have also contributed in shaping the M. Ed. programme. The national contextual factor that has shaped the development of NDIE M. Ed. programme most significantly is NDIE's affiliation with KU. This affiliation on one hand brought opportunities for students; alternatively, it created some limitations as well.

#### *NDIE's affiliation with KU*

The responses under this theme are gathered from question thirteen of the survey questionnaire; question nine of the teachers' interviews and questions three and five of the graduates' interviews.

One national contextual factor that helped build the capacity of NDIE M. Ed. graduates as authentic educational leaders is the affiliation of NDIE with KU, a Pakistani university. The data suggests that this affiliation has created an opportunity for students to obtain a local degree; however, this affiliation also has its downsides.

The archival documents indicate that NDIE sought affiliation with KU for M. Ed. in 1995. Since then the NDIE M. Ed. programme has also satisfied the course requirement for KU. The purpose behind obtaining this affiliation was to be part of the local educational system as well as creating opportunities for students to take up leadership roles throughout the country. This affiliation also provides an opportunity for NDIE graduates to work in the government education system (NDIE, 1996).

The data indicates that the M. Ed. KU course has some course areas which might have helped enhance student development if they had been taught by proficient teachers such as through the conduct of quantitative research and literary research (Individual

study) (T05; T03). In the view of two M. Ed. teachers, these course areas do help in developing skills to conduct a literature review and in enhancing their background knowledge:

I think what I do like about (the KU) course is the fact that we do...the quantitative research and I think that it is one of its strengths. Plus the old individual study - it might challenge people but I think it is valuable in the sense that it teaches people how to deal with the literature (T05).

I think there are some good general background studies; human development and education is one which I think is well designed (T01).

Although there are benefits involved in doing the M. Ed. KU course, the data identifies disadvantages as well. In the view of one teacher, the course is not totally relevant to the ground realities of the school and education system (T01). Therefore material from a number of the KU courses may not be able to be used again by students in their professional life. The comments of the M. Ed. teachers explain it well:

I think some aspects of studies in curriculum development and also administration are wasted and learned only for exam purposes ...The whole curriculum planning course is also in a context where there is no particular demand for the actual practice of curriculum planning, because it is something which is dictated from outside (KU) (T01).

Another teacher mentioned the irrelevance of the course areas such as philosophy of education and testing and evaluation.

I don't think they need to do philosophy of education in M. Ed.....How much more testing and evaluation do they need to do? (T05).

Another teacher commented that there is a lot of repetition across the B. Ed. and M. Ed. KU programmes; the course sub-areas are more or less the same with minimum exceptions which makes it boring and a lot of effort from students and teachers is wasted (T03). Other areas which might be more relevant to the ground realities could not be added into the course because it is not the part of the KU M. Ed.:

The course itself is very heavily influenced by the demands of Karachi University and so in some ways it tends to be narrowed by that. Some things are in the course because they are on the KU course, and therefore exam topics (T01).

In the view of other research participants, the M. Ed. KU course contains no choices (FB03, T01) and is not well directed towards the needs of the students. They teach a programme which is a 'one size fits all':

There is little attempt to provide relevance to the needs of particular students in any way. We teach a sort of 'one size fits all' course (Except perhaps for the individual study). So there are no choices within the course that might be better directed towards the requirements of an individual hoping to be a leader or administrator, or somebody involved in curriculum (T01).

The students at NDIE study full time, nearly eight hours per day, five days a week, which is different from the pattern followed by other local education providers. Their students usually work four to five hours daily. Although NDIE M. Ed. students spend more time doing the course than their counterparts in other local universities (T07), the analysis of data suggests that the demand to fulfil the requirements of KU and ACU puts a lot of pressure on students and many students complain about shortage of time (SQ07; SQ08; SQ45; SQ48; S07; FB04).

[I] just want to highlight that the time duration of the M. Ed. course is not enough. In other words, as compared to the research work and exams, for assignments the time period is too short. The time period should be extended so that more benefit can be achieved (SQ45).

In one teacher's view, students spend more time fulfilling the demands of the universities so they get less time for reflection:

I do think that M. Ed. students are overwhelmed with lots of work to do to satisfy KU and also ACU expectations. They don't have a great deal of time to reflect on what they might be doing, or even to read and research without a great deal of pressure (T01).

The NDIE staff members are aware of the limitations which arise due to the affiliation with KU but they can't make any major changes in the programme until there is a change in the KU course (T01, T03, T05, S04). As one teacher commented:

If I had freedom I would have dropped some of the stuff [courses] that we have to do for Karachi University and expand some of our own courses. I think if you look at the ACU model of an M. Ed. (I am not saying just ACU but most international courses) you don't do as much course work but you can do completely descriptive one. What I would like to see is ours come back to the model where you have eight units, two of them are field based, so then you can expand (T05).

In another teacher's view, the "[M. Ed. programme] is very constrained by the demands of two institutions. As it stands, I don't see a great deal of opportunity to change significantly. Probably what is being done is the best we can do in the circumstances" (T01).

The above discussion indicates that NDIE's affiliation with KU does have certain benefits in that students are exposed to the local educational system which may create a better prospect for work in the public education system. Students also have the opportunity to further their experience in quantitative and literary research. However, the NDIE M. Ed. teachers believe there is a lot repetition in the KU B. Ed. and M. Ed. courses, that some parts of the course are irrelevant to the contextual realities and do not address the needs of individual students. NDIE staff are aware of these realities but find it difficult to make any major changes in the course until KU authorities bring changes in their course. However, NDIE staff do adopt a variety of teaching and learning strategies within the programme to give maximum exposure to students (T05).

The main national contextual factor that contributed to the capacity building of the NDIE M. Ed. graduates as authentic educational leader is NDIE's affiliation with KU. However, the data suggests that at the institutional level the most influential factor contributing to capacity building over the years is NDIE's distinctive culture which nourishes the ethical and moral values of human beings.

### *NDIE Culture*

The responses under this theme are gathered from archival documents including the NDIE Handbook and Newsletters; questions six and nine of the teachers' interviews and questions three and five of the graduates' interviews.

NDIE's M. Ed. programme operates within a culture which promotes care, respect, learning and friendships. The data indicates that NDIE has created a culture of mutual respect where no one is ever discriminated against on the basis of his or her race, religion or language. The following extract from the mission statement attests to this:

NDIE is explicit in its endeavours to provide its students and staff opportunities to mature spiritually and ethically through interaction with colleagues from different ethnic, social and religious backgrounds (NDIE Handbook, 2006, p. 120)

One of the visiting lecturers at NDIE also made comments regarding the equal opportunities provided to everyone at NDIE:

One of the things that NDIE has been able to witness is that all people, no matter their family, linguistic or religious background, have all been made to feel welcome and our students have been encouraged to appreciate the honour of being able to put their talents at the service of others (NDIE Newsletter, March, 2002, p. 5).

The society of Pakistan is a status-conscious society and people are generally treated according to their financial, work or family status. However, NDIE has created a different environment where everyone is treated equally. As one student commented:

I would position NDIE very highly because it is a unique institute in which everyone works as the part of the NDIE team. There are no bosses and no subordinates. There are no ranks and no titles. Even though students from various places, communities and religion come to join NDIE and speak a variety of languages, they merge themselves into one culture known as the NDIE culture (NDIE Newsletter, November, 2004, p. 5)

Further analysis of the data indicated that when students come and study at NDIE, their approach to dealing with other people is totally changed and it influences their practice as leaders as well. One graduate, who is also a teacher at NDIE, shared her view:

I can speak about myself, you come through Notre Dame, (you) wanted to make change, wanted to be different; however, the humanistic and autocratic are two ends of a scale and what actually emerges is something maybe a little more humanistic than autocratic in your style when you do go back to an organization (T06).

However, other students feel that treating everyone fairly and equally is easier said than done and is hard to adopt in the wider Pakistani society. As one student mentioned, while appreciating the culture of NDIE:

NDIE has a philosophy where there is no status distinction; we were all treated in the same way, whether it was a labourer or peon or maid or director or student or teacher. The humane part of the job that we experienced at NDIE is not found anywhere. Even if we try and show, bring it in and say human beings are important (and that) everybody needs to be treated nicely, (this) has been taken negatively by many people [like you need some kind of favour which is why you are kind to others] (S04).

One student mentioned in his contributions to the institute newsletter that the main focus of the studies at NDIE is on learning rather than teaching. Everybody at NDIE has an opportunity to develop himself/herself and learn from each other:

NDIE provides an environment where all the participants of the NDIE community get an equal chance to enhance their personal as well as professional skills. At one end NDIE provides an opportunity to achieve group goals rather than individual goals and at the other end, it encourages students to become self-dependent learners (NDIE Newsletter, November, 2004, p. 5).

Another student who works as a teacher educator and is teaching in an M. Ed. course in another institution, mentioned, while admiring the positive attitude towards learning adopted by NDIE, that

Notre Dame has ... a very positive attitude towards learning as well as towards the whole programme. When I compare myself to the course participants of the programme here, even though it has the same rigor, here you will find lots of students stressed at all times and we always used to say we had time for the fun things as well. All students at Notre Dame find this the same. I think it is something really positive that NDIE gives. I don't know what they have done and how they have done this to keep everyone positive (S02).

NDIE promotes higher ethical values and tries to inculcate those into their students as well. One student who is now working in a key leadership position in a school system reflected on the relationship among everyone at NDIE and how it has impacted on her own practice as a leader:

I mean I had never seen at NDIE the directors or teachers being very harsh to the students, or the staff members; you don't see that in other institutions. There was no such thing like competitiveness or jealousy, the kind of things you see in other institutions and that helped me to see very clearly what my role [as a principal] is and how I should support my teachers [in the teaching and learning process] (S05).

In a Pakistani environment where most of the time heads are ruling the subordinates, the data indicates that NDIE's approach is more horizontal, where power is shared and people's abilities are used for the betterment of education. NDIE is perceived as a model institute for students to be part of, a place where they are encouraged to adopt the same ethos in their professional and personal life.

The graduates, present students and all the staff members still feel connected to NDIE because of the bond they have made with other people through NDIE and the time

that they spend together in an environment where they were encouraged, appreciated and cared for like a family. As one student mentioned:

Although, maybe if you go and have a look at the institution in the first go it doesn't seem to be very appealing (the building), but somehow you start studying there, you try, and you get lots of affection and affiliation to that place (S07).

Another student mentioned that he feels a great sense of ownership of NDIE:

It is more than four years now that I have been a part of the NDIE family. If I look back, I can say that each day which I spent at NDIE contributed in strengthening the bond between me and NDIE. I can now say that I have a great sense of ownership for NDIE as all the other former students have (NDIE Newsletter, November, 2004, p. 5).

In conclusion, the discussion and analysis indicates that NDIE's culture and environment have proven to be a turning point for many of its graduates in their professional and personal lives. They have put into practice what they have learnt, not only through the NDIE curriculum but also through the positive attitude of everyone contributing to the supportive culture at NDIE.

Though NDIE has created a learning culture within the institution, the data suggests that students' abilities to learn from such an environment also depend on their personal ability and background knowledge. The analysis of the data suggests that another contextual factor that shaped the development of NDIE M. Ed. graduates as leaders is the ability and background knowledge of the graduates who enrol in the course.

#### *Individual Ability and Background Knowledge*

The responses under this theme are gathered from questions twelve and thirteen of the survey questionnaire and questions six, seven and nine of the teachers' interviews.

The data analysed under this theme suggests that the M. Ed. students of NDIE are generally hardworking (T01). However, their capacity to become successful leaders in practice also depends on their background knowledge and experience, as well as their ability to comprehend and utilise innovative approaches to teaching and learning (UNDP, 2009).



NDIE has a rigorous procedure in selecting students for its M. Ed. programme as referred to in Chapter Two. However, in the view of the research participants, not everyone who has done the course can become a formal educational leader. In their view it also depends on their background knowledge (T03; T04; SQ13); their experience in administration and teaching (T02; T01) and their individual ability to learn new knowledge and apply it in the contextual situation (SQ8; SQ13; T04; T03).

When teachers were asked about how well the programme has prepared graduates for the challenges of leadership in Pakistan, four teachers (T01; T02; T03; T04) indicated that, to become a successful leader and change agent, some experience in leadership would be essential:

It differs from individual to individual, depending on the background they have come from. I don't think that the fresh graduate is capable enough or confident of taking a leadership role initially; but if you had 5 to 6 years experience behind you then M. Ed. will really polish you and then you can go for a Leadership role (T02).

Two teachers (T03; T04) also had concerns about the selection criteria for the M. Ed. candidates. In their view, the selection criteria are not rigorous enough and everyone is accepted into the course without considering their capabilities to do the course:

The level of competence or the aptitude of the students that are enrolled in the M. Ed. programme at times is of concern to me... I guess perhaps Notre Dame is looking at more of a process than anything but something which disturbs me is the aptitude, the competence of (some of) the students enrolled in the M. Ed. programme (T04).

According to these two teachers, the low competency level of some students put a lot of pressure on teachers as they have to spend more time in student consultation. Sometimes these consultations do not bring students to a level where they can become an effective educational leader. One teacher commented:

I feel that the degree should hold its validity. Students should be competent to a level which is accepted; I mean competence can be of varying levels but there should be some criteria outlined to take in students at the M. Ed. level and that needs to be fulfilled to uphold the degree ... not just anybody or everybody applies (T04).

The above discussion indicates that students with high competency level and some experience in the field have more opportunities than those who have no experience to

become educational leaders and change agents. In order to develop NDIE M. Ed. students as successful educational leaders, NDIE needs to take extra care in selecting the participants in the course.

### *Summary*

The international contextual factors that have contributed to the capacity development of NDIE's M. Ed. graduates are its association with ACU, the availability of international funding and the international staff members who are part of the faculty. NDIE's association with ACU has created new opportunities for local Pakistani leaders/educators to receive quality education at an international level while living in their own country. Having international staff members provides a unique opportunity for students and staff to learn from each other for the betterment of education. The affiliation with KU is a contributing factor in keeping the connection with the educational realities 'on the ground' in Pakistan; however the KU M. Ed course is perceived to be exam-oriented and students are overloaded with lots of courses with no choices to enhance their expertise in particular areas.

Because of its context, NDIE it is highly successful in creating a culture of respect, care, sharing, and love of learning which is usually not found in other organisations in Pakistan. Finally, one of the contributing factors to the capacity building of M. Ed. graduates as educational leaders is their individual ability and background knowledge.

Having identified the elements of the course and the contextual factors which have contributed to the development of the course, the impact of the NDIE M. Ed on the development of the leadership capacity of its graduates is discussed in the following section.

### **The impact of the NDIE M. Ed. Programme on the development of the leadership capacity of its graduates**

An essential component of a capacity building approach is 'transformation'. For a programme to meet the standard of capacity building, "it must bring about transformation that is generated and sustained over time from within. Transformation

of this kind goes beyond performing tasks; instead, it is more a matter of changing mindsets and attitudes” (UNDP, 2009, p. 5). The themes which emerged under the third research question indicate that a graduate’s personal and professional capacity is developed and transformed through the NDIE M. Ed programme. It does not only open doors for career enhancement and provision of access to a Higher Education degree; it actually transforms the graduate into a professional educator and leader. The educational leader is perceived to be a life-long learner and reflective practitioner, one who has the capability to become a role model and change agent within the educational community. The themes are listed as follows

1. Enhancing professional and personal development
2. Career Enhancement
3. Provision of access to Higher Education degrees
4. Growth in Professionalism
5. Becoming Life Long Learners and reflective practitioners
6. Models for change in community as leaders and teachers

#### *Enhancing Professional and Personal Development*

The responses under this theme are gathered from questions eleven and twelve of the survey questionnaire; questions six and eight of the teachers’ interviews; questions two and three of graduates’ interviews and two responses from focus group interviews are also included.

In the view of research participants, the NDIE M. Ed. programme enhances the professional and personal skills of a graduate, enabling that graduate to become an educational leader.

According to the NDIE Handbook, the M. Ed. programme is grounded in the belief that lasting positive change in the approaches to teaching and learning in Pakistani educational institutions requires personnel who are reflective practitioners with administrative and leadership skills and who are able to implement change (2006). Thus NDIE strives to provide every opportunity to its graduates to enhance their professional and personal skills as educational leaders.

The analysis of the data indicates that the NDIE M. Ed. programme is quite successful in providing opportunities for its graduates to enhance their professional and personal skills. Table 5.2 indicates the responses of the graduates on a five point Likert Scale in the questionnaire survey regarding their perceived impact of the NDIE M. Ed. programme in enhancing their professional and personal development as educational leaders.

Table 5.2 Responses of the graduates regarding perceived impact of the NDIE M. Ed. programme on their personal and professional development as educational leaders

<i>M. Ed. programme helped me develop professional skills as a leader.</i>	Agree	24
	Disagree	-
	Unable to judge	01
<i>M. Ed. provided me an opportunity to develop my human relation skills as a leader</i>	Agree	23
	Disagree	-
	Unable to judge	02
<i>I was encouraged to work with other group mates to develop my interpersonal skills.</i>	Agree	24
	Disagree	01
	Unable to judge	-
<i>My experience as a M. Ed. student extended me intellectually.</i>	Agree	25
	Disagree	-
	Unable to judge	-
<i>My postgraduate study helped develop my critical thinking skills.</i>	Agree	25
	Disagree	-
	Unable to judge	-
<i>I was able to develop research understanding and skills.</i>	Agree	25
	Disagree	-
	Unable to judge	-
<i>I was provided with the opportunity to further develop teaching skills (including tutoring and/or demonstrating).</i>	Agree	21
	Disagree	02
	Unable to judge	02

The above responses indicate that the NDIE M. Ed. graduates agreed that the M. Ed. programme has further developed the professional and personal skills of graduates as educational leaders.

In the graduates' view, they were given opportunities in different course areas to develop skills required to become an effective educational leader through critiquing (SQ8; SQ17; SQ18; SQ40; S02; T02) and analysing (SQ29; SQ48; T04) different educational, learning and leadership theories. They were also encouraged to think

creatively (SQ40) and independently (T01) to enable them to bring positive change in their educational situations. As one of the M. Ed. teachers commented:

I do think that the programme at NDIE tries to encourage students to think independently, read widely and go beyond simply what is required in the exam, despite the difficulties. This approach hopefully will make leaders more flexible, more able to make decisions and exert influence, less stereotyped and more analytical (T01).

The participants also mentioned the professional skills (SQ8; SQ18; SQ40; S02; S03; S09; T02) they gained through the whole experience of conducting research which is an indispensable part of leadership development and a totally new experience for almost all the M. Ed. graduates of NDIE. During the focus group interviews one graduate commented that, “I give credit to NDIE for (developing) the research skills we never had, how to collect data. No doubt we learned here at NDIE” (FA06).

Along with developing research skills, the data suggests that graduates also enhanced their skills of reading and analysing different literature (SQ32; SQ38; S02; S03); writing and presenting their work (SQ8; SQ17; SQ40; S02; S09); developing fluency in the English language (SQ8) as well as using computing skills (SQ8; T02) including the internet and different programmes for research, assignments and presentations. A graduate who is an M. Ed. teacher at NDIE summarized these points as follows: “Basically M. Ed. enhances our skills like computing skills, critical skills and research skills. It also polishes a person’s existing abilities” (T02).

The contemporary literature on leadership highlights the need for educational leaders to act as instructional leaders and take an active part in the teaching and learning processes within the educational institution they are leading (Earley and Weindling, 2004; Marzano et al., 2005) which is highly relevant in the educational situations of Pakistan. The analysis of data suggests that, through the GPE, M. Ed. graduates acquired instructional skills of planning, conducting evaluating workshops and working with adults (SQ29; SQ38; SQ48; S02; T04). While admiring the whole experience of GPE, one graduate revealed that the “M. Ed. programme provided me with specific skills in evaluation, workshop planning, team building and respect for individuals” (SQ29). The data indicates that the M. Ed. graduates also had an

opportunity to further their skills as classroom teachers (S02; SQ18), as one graduate noted:

I think the M. Ed. programme gave me the skills that you need for teaching, the pedagogy; it's not only content that one requires, one has to keep updating one's knowledge and to be in touch with information. The art of teaching is what really I have got from there (S02).

Further analysis of data indicates that the cooperative learning strategies employed by the teachers in the NDIE M. Ed. programme in different course areas provided opportunities for graduates to develop cooperative learning skills (SQ8). The skill mentioned the most as being gained through the learning environment of NDIE is interpersonal skills (SQ17; SQ29; SQ38; SQ51; S02; S05; S09; FA06) which in the participants' view are extremely important for a successful educational leader. One of the M. Ed. graduates working in a leadership position in a school shared her view about the importance of interpersonal skills in her professional life:

Being a part of NDIE, I feel that my intercommunication skills were strong, dealing with parents, dealing with teachers, having good rapport with them; because NDIE of course was one of the symbol institutions where things were dealt with in very professional way and at the same time we are respecting people so that was the trade mark (S05).

Another graduate working as a teacher educator expressed her view about the development of good interpersonal skills:

I think the M. Ed. programme gave me a lot of skills, especially in terms of interpersonal skills; I think that is the first thing you need when you are working with people (relating to people) because you are working with people constantly (S02).

The data also suggest that M. Ed. graduates also feel that after completing their M. Ed. from NDIE, they are professionally and personally more mature (S08) and that NDIE has polished their existing abilities of teaching and leadership (SQ45; T02; T04). M. Ed. graduates believe their self confidence (SQ8; SQ42; SQ45; SQ49; S03; T04) has increased after completing M. Ed. due to the knowledge and the learning opportunities provided to them during the course. The following comments from three graduates indicate how they have gained confidence through this course:

I am very confident at times when I am dealing with the concepts because I explored and learnt many concepts, many theories on different topics in different subject areas [during M. Ed.] (S03).

I think because of the theoretical knowledge you possess...whenever you speak or talk about something, you do it with conviction. It tremendously increases your self confidence (SQ8).

Being on this M. Ed. programme was a great experience. Many times I was encouraged to lead certain group activities. Obviously in the beginning I was not so confident and found great difficulty to convince others and explain my concept/ point of view. Now, after completing this M. Ed. course I am confident enough to not only explain but challenge others on the basis of knowledge (SQ45).

The analysis of data under this theme also suggests that after being an active participant in different learning activities at NDIE, graduates feel that they have become more aware of their own potential and their weaknesses (SQ40; SQ45; S08). As one graduate mentioned, "This programme also helped me to identify my abilities [as an educational leader] and provided opportunities to polish them" (SQ45).

The responses of the graduates also indicate that the teaching and learning environment enhances personal and professional development of its graduates as educational leaders. The following comments from two graduates represent the aspects mentioned under this theme:

(the) M. Ed. programme gave me the whole mind set and gave me the ability to grow... it gave me a better mind; it showed me how to use my mind in the better way. I mean, it gave the taste to develop myself; that is the success of it you know. It gave me the confidence, it gave me the clarity and it helped me just fulfil my aspirations (T04).

While studying here [at NDIE] we shared many enjoyable, challenging and exciting moments which have contributed to our personal and professional development (FA06).

The discussion regarding the personal and professional development of M. Ed. graduates as leaders indicates that NDIE M. Ed. programme has enhanced their professional skills in areas such as critical thinking, research, presentation and management and, most importantly, interpersonal skills. The discussion also suggests that graduates have become more self confident and mature; they are able to identify their potential and have more respect for others as individuals.

The analysis of the data suggests that the NDIE M. Ed. programme has contributed to the professional and personal development of its graduates as leaders, resulting in better career options in education for these graduates.

### *Career Enhancement*

The responses under this theme are gathered from questions seven, nine, twelve and thirteen of the survey questionnaire; question seven of the teachers' interviews and questions one, two and four of the graduates' interviews.

The data indicates that completing an M. Ed. from NDIE has opened doors to new opportunities for graduates to work beyond classroom teaching. The research data indicates that after completing M. Ed. from NDIE, the graduates have access to generous opportunities to work in different educational fields. They are not confined to classroom teaching but can move into roles such as school leaders, teacher educators and researchers.

The NDIE M. Ed. graduates are working in a variety of situations within the educational community in Pakistan. From the very small village schools to large educational networks, NDIE M. Ed. graduates are working as educational leaders, school principals, teacher educators, book writers, researchers and in many other roles. As one senior teacher commented, “[M. Ed. graduates] are involved in leadership activities, for example as school principals, deputies, curriculum developers with organisations like Teachers' Resource Centres, Diocesan Support Centres, and tertiary institutions other than NDIE” (T01).

One graduate commented on the contribution of the M. Ed. programme to increasing their ability to undertake the particular roles they were working in as follows:

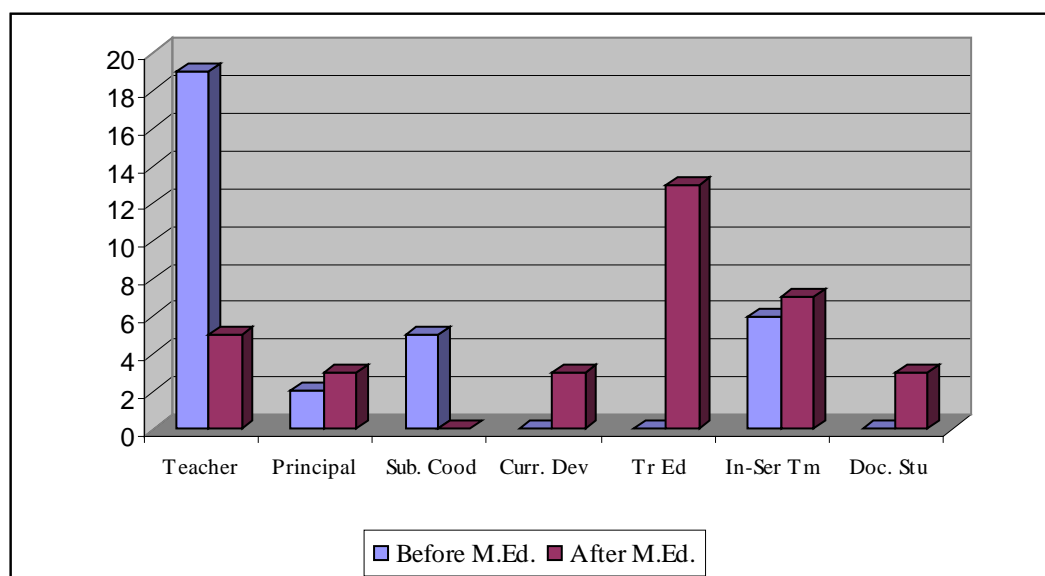
M. Ed. helped me in the sense that I now was no longer in the classroom; I have moved beyond classroom teaching and had worked in areas such as professionally developing teachers, educating teachers, educating prospective teacher educators, working as a consultant in school improvement projects (S04).

The responses of the graduates during the survey questionnaire indicated that they are now working in a variety of leadership positions which they wouldn't have achieved



without an M. Ed. The graduates were asked about the educational field in which they were working before and after completing M. Ed. Their responses are shown in Graph 5.1

Graph 5.1 Different Educational work areas of graduates before and after M. Ed.



The graph shows that after completing their M. Ed., graduates who were teaching before they undertook their studies are now employed in a broader range of educational fields. A number of them are working as teacher educators, school principals, in-service providers and in higher education.

Obtaining a degree in any field usually enhances graduates' prospects for a better job; NDIE M. Ed. graduates are in high demand in a number of institutions in Pakistan due to their innovative approaches towards teaching and learning. One graduate who is working as a teacher educator in another institution mentioned how well she fitted into this new institution and now the institution looks for more M. Ed. graduates from NDIE.

When I came here it was very easy to fit into [this institution] because of the kind of exposure at Notre Dame and also you know out here a number of faculty will say, 'ok, get us people from Notre Dame because you know the same kind of philosophy we are sharing'(S03).

Another graduate indicated that he was offered a key leadership position as a principal in a community education system even before he completed his M. Ed. from NDIE:

When I was enrolled for my M. Ed., I was not in leadership position. I was working as a teacher and then in my third year of M. Ed. I was offered a leadership position in one of our community schools; I accepted that so that was the beginning of my leadership role as principal at school (S07).

One teacher also indicated how these M. Ed. graduates are appreciated and are perceived to make a difference in the Catholic education system in Pakistan, especially in providing in-service training:

If I look at our own Catholic education system, those who are in the leadership in each diocese always contact me, asking ‘What M. Ed. graduate have you got coming? Have you got someone who we can put into, mainly their in-service teams?’ And if you look across each our dioceses, Hyderabad, Faisalabad, Multan, Rawalpindi, Lahore, Karachi - it has been NDIE M. Ed. graduates that have carved out the initial roles of in-service teams in each of these dioceses (T05).

The analysis of data indicates that M. Ed. graduates are not only working in different educational institutions, but are now also working at NDIE as teachers in the M. Ed. Program as well as running the In-service department of NDIE. The study conducted by Schneider in 1997 indicated that NDIE had difficulty in appointing indigenous teachers because of their lack of awareness of contemporary teaching methodologies. Now the situation has changed due to M. Ed. graduates working at NDIE. The benefits of having M. Ed. graduates as NDIE staff members is that they have exposure to the innovative approaches to teaching and learning and they are also well aware of contextual realities. One senior teacher, while acknowledging the leadership attitude of these graduates, said:

I see some people here at NDIE like (Person X) and I can see that they are doing something in their particular area. So from my point of view I can see emerging leaders, potential leaders and actual leaders in the running of courses here, making decisions and in their organisational involvement with the students (T01).

NDIE M. Ed. graduates are now working in different educational capacities in Pakistan and performing a variety of leadership roles such as principals, in-service members, and teacher educators in different educational contexts. The NDIE M. Ed. programme has also opened the door for many of its graduates to further their education in leading international institutions.

*Provision of access to Higher Education Degrees*

The responses under this theme are gathered from question twelve of the survey questionnaire; question eight of the teachers' interviews and question two of the graduates' interviews.

Another impact of the NDIE M. Ed. programme is the opportunities the successful M. Ed. graduates of NDIE have for access to international higher education. According to the NDIE Handbook, the course work and research work undertaken by the M. Ed. graduates of NDIE build their capacities to be well fitted to undertake doctoral studies overseas and in Pakistan. The M. Ed. Award from the ACU gives the graduates international credibility (2006).

At the time this research was conducted, five M. Ed. graduates of NDIE were at different stages of their Doctoral studies and one has already been awarded a Ph D degree from an international institution. The researcher's personal experience, and that of other graduates, suggests that it is a success of this programme that the M. Ed. programme uplifts students from developing countries to be able to obtain admission to other international universities (SQ11; SQ22; SQ46, S08), obtain scholarships (SQ11; SQ22) and work in international universities (S04). As the following comments of graduates indicate, it is due to NDIE's M. Ed. programme that they were able to reach such a high level in their educational field:

The M. Ed. programme has been extremely beneficial to me in my professional life. Having completed my M. Ed. with high distinction, I was able to get a scholarship for my doctorate studies (SQ11).

I was able to go and impress people in a foreign country that I can teach. It is not easy for a person from a developing country to go into developed world and within the first year of your Ph D you get an offer to teach (S04).

One graduate also commented that NDIE M. Ed graduates were well appreciated in the international universities due to the level of understanding and knowledge they possessed.

In fact, studies over here (at NDIE) really did help me (overseas) and I have taken my research papers as well and they were really appreciated and my

mentors over there thought that I have put in a very good effort in Pakistan (S08).

The data suggests that the M. Ed. graduates who have opted for Doctoral degrees and are working in Pakistan are role models for other graduates and educational professionals in the field. One senior educationalist and teacher in the M. Ed. programme commented about a student who returned to Pakistan after completing a Ph D from an international institution:

She went to Australia for Ph D and I appreciate that she came back and that means she went there with a sense of purpose. I have met her after she came back and I see improvements in her education perception and in the manner she had started looking through the problems so I think she holds a promise and I think she will develop herself as a good professional in the field - somebody whom probably others will look up to (T07).

The data indicates that NDIE M. Ed. programme, due to its affiliation with ACU, has provided opportunities for its graduates to obtain admissions, scholarships or work in international universities. The graduates who have completed their higher studies in international universities are the role models for others to follow and can be change agent for Pakistani education system.

Besides career enhancement and access to provision of higher education, the data suggests that there are some other long lasting impacts that the M. Ed. programme has made on the capacity building of the graduates as educational leaders. They are growing as professionals and becoming life long learners while developing their skills as researchers and reflective practitioners.

### *Growth in Professionalism*

The responses under this theme are gathered from questions twelve and thirteen of the survey questionnaire; question seven of the teachers' interviews and questions two and three of the graduates' interviews.

The general impression of the teaching profession in Pakistan is that it is held in very low esteem. It is considered as a low income earning profession and those who couldn't get access to high ranking professions such as doctors and engineers opt for

teaching. It is also commonly understood in Pakistani society that anyone can become a teacher and can teach; therefore, completion of teacher training is not perceived to be necessary for teaching in schools or even leading a school or an educational organisation.

The data suggests that one of the most important contributions of the NDIE is that it made its M. Ed. graduates realize the importance of being a teacher and of having teacher training. The M. Ed. programme created a sense of commitment among its graduates as educational leaders. In one graduate's view, the "[M. Ed. programme] reinforced my belief in and commitment for education" (SQ29). Another graduate commented on developing an understanding of teaching as an important profession:

I learned so much about teaching, about the profession of teaching, about professionalism, because in our part of the world teaching is not considered to be a high professional job so through Notre Dame I learned how teaching is professional actually. It can be taken up as a serious profession (S08).

The analysis of the data indicates that graduates' broad-based knowledge in different areas of education, learning and leadership has given them professional confidence in communicating their thoughts and ideas to others. In one graduate's view, "Knowing what you are talking about to me is one of the foremost qualities of an educational leader and this is something which is inculcated in the students who complete their M. Ed." (SQ08). One graduate working in in-service area shared her experience of how she was able to handle the situation confidently while conducting a workshop for school principals:

I had the opportunity to work at the National level. Due to M. Ed., I was able to arrange the program with the principals and coordinators and because they were more experienced than my age, I really had to hold on my workshops. I was glad that I had that much knowledge (so) that they cannot object. Whenever they were asking me something I had answers to it (S06).

The data suggest that M. Ed. students perceived that they have learnt how to act appropriately in difficult situations and challenges (SQ20; SQ29; SQ40; SQ45; SQ49; SQ51). In their view, they are open and ready for new ideas and take a collegial approach in their dealings with other people. As one graduate shared:

This M. Ed. programme has developed critical thinking in me and helped me not to defend myself during certain workshops etc. but to accept others' ideas and consult literature for final assistance (SQ45).

One senior M. Ed. teacher at NDIE also shared her view regarding the professional approach of graduates in any situation:

They have the ability to say things like, “yes, I am confident in that area”, or they will say, “No, I have never done something like that before but this is what I think I might do.” And then they give reasons as to why they would adopt that approach. So they talk about their background knowledge, their ability to say where they are and where they think they could go into the future (T05).

The analysis of data also suggests that NDIE M. Ed. graduates are aware and conscious of their role as leaders and educators. They understand and acknowledge the importance of the different steps needed to improve teaching and learning situations in schools and any educational institutions. They identified the following aspects of educational leadership which are needed to bring change:

- having an ability to critically analyse the situation and seek appropriate alternatives (SQ17; SQ29; SQ40; SQ18);
- building ideas on adults/ people’s experiences rather than just on their own (SQ46; SQ48; SQ40);
- forming a vision before starting any programme of educational significance (SQ40; SQ46; SQ51),
- keeping all involved and directed towards the achievement of goals and aims of the programme (SQ40; SQ46),
- inculcating professional development skills through continuous discussions and sharing (SQ07; SQ16; SQ46);
- evaluating the results of various applied strategies (SQ29; SQ38; SQ48).

The above analysis suggests that the knowledge and skills graduates acquired through their M. Ed. programme help them to act professionally in any situation in general and specifically in challenging situations. The data also indicate that graduates are well aware of the steps to take in order to bring any positive change in any educational situation.

However, the data also suggests that M. Ed. graduates have also learned that the M. Ed. programme cannot give them everything that they need in their professional lives but that it has encouraged them to become life long learners.

### *Becoming Life Long Learners and Reflective Practitioners*

The responses under this theme are gathered from question twelve of the survey questionnaire; questions six, seven and eight of the teachers' interviews and questions one, two and three of the graduates' interviews.

One of the essential ingredients of capacity building is that the development needs to be long-lasting and ongoing (UNDP, 2009). The NDIE M. Ed. programme encourages its graduates not to remain at the knowledge level that they have acquired through the course but encourages them to update their knowledge and continue to reflect on their practices.

In order to acquire the qualities of an educational leader, the data suggests that NDIE's M. Ed. programme encourages its graduates to develop a relationship with knowledge and develop their conceptual understanding of different subject areas (NDIE Handbook, 2006). This relationship does not last till the end of the programme; it leads graduates to become self-directed life long learners (SQ17; SQ22; T04). One graduate mentioned, while discussing the benefits of being in the M. Ed. programme, that "above all it gave me the taste and thrill of being a life long learner" (SQ29).

Unlike the education system in Pakistan, where the general practice is that students only study to pass the exams, an NDIE staff member commented that at "NDIE graduates do go beyond the assessment mark, they do go for knowledge and learning" (T06). The graduates also try to apply (SQ08; SQ33; SQ40; SQ49) and update (SQ22; S02; S06) whatever they have learnt into their educational settings. One graduate expressed this as follows: "With the passage of time I am exploring more practical situations and trying to apply whatever I have gained while I was a student" (SQ49).

The two senior teachers of the M. Ed. programme also commented on the eagerness of the M. Ed. students to learn and their readiness to bring change through their learning:

Their response and eagerness reassured me that they really were good students and wanted to learn. They had their minds open, were really able to get into the essence of the course so I enjoyed their company and could detect a future promise in them (T07).

When I meet our own graduates they always talk about what they are doing and what they haven't done; what they like to do and where they would like to go in the future... I think that all the M. Ed. graduates would want to go for further studies and to do that not just for the sake of doing studies but because of the skills and the abilities that they can give and that will enable them to become better educators. So I think if you are looking that way I must say that M. Ed. programme's ability to train leaders is there (T07).

Further analysis suggests that the M. Ed. graduates are also prepared to become reflective practitioners (SQ17; SQ 32; T05), to look back and learn from their own mistakes and achievements. As one graduate commented, "As a teacher educator, it has helped me to critique my own learning" (SQ17). The M. Ed. graduates were also encouraged to reflect on the teaching and learning situation within Pakistan. The following comment expresses it well:

It helped me to be reflective and identify weaknesses and strengths of the learning process so that the weaknesses can be minimized and strengths can be utilized to further improve the teaching and learning process (SQ48).

The data suggests that graduates understand that the M. Ed. programme cannot give them everything but it builds the capacity for necessary leadership skills in graduates which shows them the correct way out in any situation. The comment of the following graduate and M. Ed. teacher illustrates this clearly:

Notre Dame has not taught me everything (however) it has given me the mind that I can teach it to myself that what it has given me; it has opened my mind that I can do things on my own (T04).

The above discussion suggests that graduates are capable of improving their own learning as leaders as they are encouraged through the M. Ed. course to become life long learners and reflective practitioners

The analysis of data indicates that M. Ed. graduates are also perceived to be role models and change agents for all the educational community in Pakistan.



*Models for Change in Community as Leaders and Teachers*

The responses under this theme are gathered from questions twelve and thirteen of the survey questionnaire; questions six, seven, eight and nine of the teachers' interviews and questions two, four and six of the graduates' interviews.

The data identifies that M. Ed. graduates have become role models and change agents in the wider educational community of Pakistan. The graduates are trying to bring change in their respective educational areas with an understanding that change is a slow process. The graduates have also encountered resistance to change from other colleagues and those senior to them, however, they persevere and use different strategies to handle such opposition.

The analysis of data indicates that, wherever these graduates work, they are trying to implement innovative approaches to teaching and learning (SQ08; SQ33; SQ40; SQ49) and bringing positive developments (SQ16; SQ42; SQ50) in their educational institutions, as the following comment of one graduate illustrates:

Through the M. Ed. programme I developed the professional attitude of an educational leader. It supported me to bring about change in the field of education. I think it made me follow all the steps for successful presentation, assessing needs of schools, planning training, conducting workshops and seminars for school heads/ principals/ supervisors and teachers (SQ16).

An M. Ed. teacher also commented on the innovative approaches of M. Ed. graduates, while sharing the experiences of one M. Ed. graduate trying to improve a denationalised school:

If I look at [X] out in the village, trying to bring a whole difference in the approach to schooling, trying to handle a school that was already big and then she also handled a denationalized school. People would love to have the leadership that has been steady and strong because they have a good depth in it, have got the ability to see when we take big steps and when we take that small step and how to try to bring people with us (T05).

In one senior teacher's view, most of the M. Ed. graduates have a systematic understanding of the processes involved in implementing a change and an understanding that change is a very slow process (S09; T06):

When I look at some of the B. Ed. students they will say 'we can't do this in Pakistan' (NDIE) M. Ed. graduates will try to find a way that you can do

something. I think and hope that they have a more thorough understanding of change and its process so that you say that change might take 10 years; these are the steps we can put in to effect that change so I think that on the whole most of them have the ability to do that (T05).

One graduate also commented that it took him one year just to develop a relationship with everyone within the organisation before he could implement any new ideas, “I spent one year just to put my feet on the ground and then slowly and gradually people started to realize we don’t have any fears or doubts about this man so let him do what he wants to do” (S09).

That data suggests that the M. Ed. graduates also understand that change should be according to specific contextual needs (Fullan, 2005b). The following comments from one teacher acknowledge the work of some of the graduates working for the NDIE In-service team:

I think that they have been very much trying to situate the people they are dealing with ... they are designing things to suit people rather than saying ‘this is the course we have got (and) we are giving it to you’. That is coming from the other way round. What is the need here, what is the situation? (T05).

The data also indicates that when M. Ed. students complete their studies at NDIE and step into a practical situation with lots of new ideals, they are often discouraged from using new approaches (S07; T02; S01); other working colleagues and teachers felt threatened by the graduates’ innovative approaches (S04; S09). In the researcher’s experience as a teacher and principal, these two problems are common in a country like Pakistan where resistance to change is evident.

However, the data indicates that M. Ed. graduates have adopted different approaches to tackle the problem of resistance to change. One graduate shared her experience while she was working as a teacher coordinator at a school. She and her other colleagues (other NDIE graduates) brought change in approaches of teaching through modelling:

Initially working with teachers was very challenging, especially trying to implement practices which are more child-centred and which are not really teacher-directed and so you have lots of teachers who are very unwilling to try. Teachers had certain hang ups about doing things because it meant extra work, especially trying out the kind of things that we had learnt to do, like cooperative learning, getting children to take initiative and take on projects.

We told teachers we were going to try implementing child-centred learning ourselves and then managed to convince teachers that this is something that could work. And it was through modelling and through showing that this is what happens (S02).

Another M. Ed. graduate was challenged by other senior staff working in the same organisation. The senior teachers felt threatened and were not ready to support him. He tried to win their hearts through respecting what these senior teachers had to offer, as his story about that incident illustrates:

We met one principal who said ‘you are thirty years old and I have spent thirty years teaching in this school so what would you teach those who have taught for last thirty five years?’ So I replied to that principal: I said, ‘I am inexperienced and you are experienced. I have brought something new, something contemporary, something modern; by using your experience maybe I can exercise that new knowledge under your guidance. So if you will allow me to work I may learn a lot from your experience.’ He laughed and said ‘we can do something.’ (S09).

One graduate shared her experience when she started working as a vice-principal in a school. She was not given the freedom to implement innovative approaches; however, within her capacity she did try to implement whatever she could:

I personally feel the vice-principal’s job is a managerial job, it is wastage of time. I felt I have been wasted; I am nothing. There were lots of hindrances and I was not given total freedom to do whatever I wanted to do. I felt that I was a manager and I had to just say ‘yes sir’ to the principal. One thing I did, I did a table of specifications with teachers and then exam papers were made accordingly. I also observed their classrooms, giving them feedback (T02).

One graduate shared her experience of working at the position of a coordinator in a school. She dealt with the situation by making small changes at a time and taking steps slowly and steadily:

When you do go back to an organization it has its set practices; you can’t go in there and say that you want to make a 101 changes and that’s how you do it. People don’t want to change; you know it’s related to them not wanting to change; it has to be slow and steady and I think the ideals we take back make that change. Like just in a meeting you make a statement, ‘let’s do it this way’ and I think that brings about change; it’s slow, it’s gradual but it’s there (T06).

Some graduates were totally crushed by the system (T02; S07) they went into and they had no choice but to leave that institution. One M. Ed. teacher shared the experience of one M. Ed. graduate:

But if you look at someone like [X] he was crushed in the system. He had a vision for leadership but other forces were too strong; he wasn't able to cause much movement in his first leadership position after the M. Ed. course because the powers and authorities above him kept him too much in the place they wanted him to be. When he wanted to go different ways he did not have the freedom to do that. In one sense yes, he got out of the system and went where he has greater freedom now (T05).

On the other hand, those M. Ed. graduates who went to institutions which have the same philosophy as NDIE (S05; S04; S03; T04), or where two or more graduates were working together (S02; S06; S09; T04; S01), flourished and were able to bring positive change in their school systems. These graduates were able to form a community of learners (SQ18; SQ48; S04) within their organisations.

One graduate shared her experience of support from seniors when she was asked about any challenges and tensions she faced at her workplace as she tried to implement new approaches to teaching and learning:

The ... kind of place where I work in is like one of the schools who have maintained the standards in a way that we are working for quality education. We had a lot of people working in the system from NDIE and IED and all of them have the same progressive approach; therefore I never felt any tension and rigidity from the admin part; in fact on a number of occasions I was encouraged to bring any positive change in the environment (S05).

Another graduate mentioned that she had no tensions at her work place because her seniors were also NDIE graduates:

I am very lucky because the principal I am working with is also an NDIE graduate so she is very flexible and very encouraging in that regard so I don't have any problem (S08).

The graduates also mentioned that it was easy to bring change in the institutions where two or more M. Ed. graduates were working together. The following comment from one graduate illustrates this well:

Initially working with teachers was very challenging...I think it was only because we had two or three people from Notre Dame working together and teaching that we managed (S05).

One M. Ed. teacher shared the experience of one M. Ed. graduate who designed and developed new curriculum for the schools in her village while having other B. Ed. graduates of NDIE working with her:

What she did was that she had her own staff (a couple of graduates from Notre Dame) and worked with them and designed a new approach to Early Childhood Education (T05).

Two M. Ed. graduates started a new In-service unit together in one diocese and worked together to bring positive change in the schools in the diocese. One M. Ed. teacher commented, “Teachers and Diocesan Board of Education personnel says it is a really good in-service unit here” (T05).

The above discussion indicates that the M. Ed. graduates are acting as role models and change agents and that they have a strong belief that whatever they have gained through NDIE is helping them to bring positive changes in the educational system of Pakistan.

### *Summary*

The discussion of the impact of the NDIE M. Ed. programme on the development of the leadership capacity of the M. Ed. graduates has been presented above. The data indicates that enhancing professional and personal development through the NDIE M. Ed programme brings rewards and benefits for individuals in terms of their career enhancement and provision of access to higher education. It also improves their professional practice as leaders and teachers by making them professionally conscious of their role; they become more responsible, proactive, and able to accept criticism, ready to adopt new ideas and ready to contribute to a positive change. The M. Ed. course is not going to teach everything leaders may need in their lifetime but they do know the way ahead, which is become a life long learner and reflective practitioner. Once their professional capacity is developed, these M. Ed graduates became authentic educational leaders and change agents.

The distinctive elements of the M. Ed. programme that helped build the educational leadership capacity of M. Ed. graduates were analysed, contributing contextual factors were discussed and the impact of the M. Ed. programme on the development of the leadership capacity of graduates was also discussed. Drawing on the findings of research questions one, two and three, the fourth research question addresses the

contribution of this case study to our understanding of the issues related to transnational educational leadership capacity building.

### **Understanding of the issues related to transnational education focussing on educational capacity building**

Research question four addresses the understanding of the issues related to transnational education focussing on educational capacity building which have emerged from the exploration of the other three research questions. The findings regarding the transnational partnership adopted for the M. Ed. programme by ACU and NDIE are described by situating the factors contributing to capacity building within the approach presented by the UNDP (2009), as described in Chapter Three of this thesis. The three themes under which the results are described are the assumptions underpinning the approach, the practices evident in the approach and the results of the approach. The UNDP approach ranges from one of 'development aid' to one of 'capacity building'. Based upon a consideration of these themes, especially on the results or outcomes of the project under discussion, the approach taken in establishing the transnational programme at NDIE is perceived to be one of capacity building.

#### *The assumptions underpinning the transnational leadership capacity building approach used at NDIE*

The study indicates that right from the beginning of NDIE, one assumption underpinning the institute's development was to provide transnational support through the M. Ed. programme to the local educators so that they would be able own, design, direct, implement and sustain the process of education themselves in Pakistan.

The outline for capacity building presented by the UNDP (2009) emphasises that the request for any transnational support needs to be felt and initiated by the indigenous partners, rather than being imposed by an outside university. In the case of the M. Ed. programme, the need for such transnational support was felt by Catholic and other community leaders in Pakistan who sought the assistance of Australian educators to improve the standard of teacher training and leadership development.

The support was not achieved by taking an educational model from Australia and implementing an identical model in Pakistan through the work of foreign staff. Rather, a model was designed for the M. Ed. programme to enhance the knowledge and skills of Pakistani students in the Pakistani context.

Financial resources are vital for any development. In establishing a sound financial base, NDIE sought support in terms of resources and finances nationally and internationally. Funding agencies such as MISEREOR and other organisations such as the Congregation of Australian Sisters of Mercy provided the needed financial support and other resources were organised such as library, hostels and IT to initiate, maintain and continue the M. Ed. programme. NDIE has the responsibility for making decisions about how this aid is used for education. Rather than the funding bodies dictating how the funds need to be used, the funds are used according to the local educational needs.

The assumptions inform practices and the underpinning assumptions about NDIE's operation are reflected through the practices taking place in the institute.

*The practices evident in the transnational leadership capacity building approach used at NDIE*

Looking through the lens of UNDP's (2009) capacity development approach, the focus of NDIE's practices in terms of the M. Ed. programme was to identify the potential of the participants and further empower them through enhancing their capabilities to become effective educational leaders.

To achieve this, the foreign educational experts were involved from the beginning of the programme to provide assistance. However, their focus was to share enough of their expertise and skills through teaching and learning so that the M. Ed graduates could identify and improve issues related to their own educational system. For example, as discussed in the theme of 'broad based content' in the first research question, students of the M. Ed. programme were always encouraged to contextualize their learning and look for the solutions for educational problems which are best suited for their cultural context.

NDIE developed a transnational partnership or technical cooperation with ACU for the M. Ed. programme. The partnership between ACU and NDIE is not-for-profit and aimed at uplifting the standard of teaching and learning through teacher education in Pakistan, specifically in the Christian community. It is through a transnational partnership that M. Ed. graduates received an internationally-recognised degree while studying and working professionally in their own indigenous cultural setting.

The development and implementation of the M. Ed. programme was achieved through involving local partners such as NDIE and other senior educators from Pakistan and Australia, specifically Australian Sisters of Mercy. This is also considered to be an important factor in terms of capacity building of the graduates as the local partners were equally involved in its development.

The programme was carefully planned to serve the contextual interest of students in Pakistan and also to fulfil the requirements of ACU. The quality assurance of the M. Ed. programme is measured through moderation of assessment between ACU and NDIE and through the periodical external reviews of the M. Ed. programme. This is also considered to be a significant factor in terms of capacity building of the graduates as the programme was sensitively designed to address the contextual needs of Pakistani students.

An important contributing factor to capacity building is the long term commitment between ACU and NDIE. They have been partners since 1996 and NDIE's strategic future plans indicate that this partnership may grow further to include doctoral programmes as well. This long term commitment is essential for capacity building as the transformation cannot be achieved through short term, unsustainable partnerships.

Given the practices briefly outlined previously, the question arises regarding the results or outcomes achieved through adopting a transnational educational leadership capacity building approach.



*The results of the transnational leadership capacity building approach used at NDIE*

The results or achievements of this transnational capacity building approach can be seen through three lenses: individual leadership capacity building, institutional capacity building and society's capacity building.

*Individual leadership capacity building*

The M. Ed. graduates' leadership capacity building may not be achieved through short-term interventions; rather, it requires long term involvement, especially in the case of Pakistan where the sole purpose of acquiring education is to pass the exams; thus education is rarely considered as a means for improvement in Pakistani society. The M. Ed. programme of NDIE focuses on the professional and personal development of the individuals and the long term (three years) duration of the programme transforms individuals from the 'teacher as a student' to 'teacher as a practitioner' and finally to 'teacher as an educational leader'.

The M. Ed. graduates of NDIE, through this programme, have developed and enhanced their individual capacities to become effective educational leaders, researchers, teacher educators, and educational book writers. The UNDP's (2009) outline focuses on sustainable change in individuals. This is achieved through developing lasting relationships with acquiring knowledge. Thus the real transformation of the M. Ed. graduates is achieved through making them life long learners and reflective practitioners in the range of different educational capacities in which they are working.

*Institutional capacity building*

NDIE itself received benefits from this transnational M. Ed. programme because, through employing M. Ed. graduates as teachers, NDIE fulfilled its much-needed capacity for quality Pakistani staff members. Thus, this programme has supported the institutional capacity building of NDIE.

NDIE's capacity to conduct research on their ongoing programmes and to provide ample professional development opportunities to the staff needs further enhancement. This could be achieved through further involvement of the transnational partner, ACU.

### *Society's capacity building*

In broad terms, this programme also contributed to Pakistani society's capacity building within the education system of Pakistan, as more than eighty graduates have completed this M. Ed. programme and are now working in different educational capacities within NDIE and in other educational institutions.

Pakistan does not have an established research culture, therefore, the research conducted at NDIE and this research project, represent openness to international research which enhances the capacity of local researchers and of research in the country. This development of research capacity is important for the development of a strong culture of academic research and for fostering innovations contributing to growth in Pakistan's education system.

The UNDP (2009) emphasises the enhancement of the capacity of underprivileged groups in society. In the Pakistani society where Christians are in a minority and most of them are very poor (Bhatti, 2008b), this M. Ed. programme has developed the capacity of this Christian community by enhancing its institutions, especially the Catholic schools, through employing graduates of NDIE in these schools.

Another underprivileged group in Pakistani society is women. The literacy rate of women is very low and there is a high shortage of female teachers, especially in rural areas (Pakistan Ministry of Education, 2009). NDIE has given opportunities to women to empower themselves through this M. Ed. programme. Nearly 60% of the M. Ed. graduates from 1996-2009 are women.

Finally, reviewing the findings of the first three research questions through the outline of the UNDP (2009) approach to capacity building, it is apparent that the assumptions underpinning the approach, the practices evident in the approach and the results of the approach adopted by NDIE through its M. Ed. programme is a transnational capacity

building approach. This approach has enhanced the educational leadership capacity of individual graduates, of NDIE as an educational institution and in a small, but nonetheless highly significant way, to Pakistani society.

In this chapter the main findings of the study have been presented. Each of the four research questions has been addressed. The findings reveal that the NDIE M. Ed programme has provided a range of opportunities for its graduates to build their capacity as authentic educational leaders. With the dual affiliation from ACU and KU, NDIE has developed an extensive programme which develops professional and personal skills in graduates through a variety of teaching-learning strategies adopted by the dedicated staff of NDIE. The professionals developed through this intense training are contextually aware of the local needs and perceive that they are able to bring about positive changes in the life of their students and in the Pakistani community more generally. The findings related to a transnational leadership capacity building approach at NDIE have also been discussed in detail.

Having presented and analysed the data from the study in this chapter, Chapter 6 presents the conclusions and recommendations arising from the study and identifies possible future research opportunities.

## **Chapter Six**

### **Discussion of Findings, Conclusions and Recommendations**

#### **Introduction**

The findings of the study were described in the previous chapter, using the framework of the four key research questions. The purpose of this chapter is to discuss these findings and outline the conclusions that can be drawn from them. Recommendations arising from the findings are also outlined and areas for future research are suggested. According to Patton (2002, p. 467) “qualitative findings are judged by their significance”. This includes: evidence of the consistency of data; the extent to which the findings deepen an understanding of the phenomenon that is studied; the extent to which the findings are consistent with other knowledge in the field; and which findings serve an intended purpose. The findings of this study are discussed in order to elucidate meanings from graduates and teachers of the NDIE M. Ed programme regarding the impact of the programme on the development of the educational leadership capacity of its graduates within the Pakistan education system. The discussion also considers whether or not the findings are consistent with related literature, and determines the usefulness of the findings in the establishment of significant recommendations. Considering the nature of qualitative analysis and interpretation, this discussion of major findings was directed by Patton’s recommendation that “there is no absolutely ‘right’ way of stating what emerges from the analysis. There are only more or less useful ways of expressing what the data reveal” (2002, p. 476).

#### **Research Methodology and Conceptual Framework**

A case study methodology was developed for this research. This methodology was informed by a constructivist epistemology and interpretivist theoretical framework. Symbolic interaction was also adopted to guide selection of research strategies and data analysis. This research design was developed through an appreciation of the cultural context of the selected site and the participants in the case study. The study

explored the insights of staff and graduates of the transnational M. Ed. programme at NDIE with regard to the course as a means of educational leadership capacity building in Pakistan. This could not be achieved without appreciation of the meanings of processes of learning and development constructed by the participants themselves. Given the quality of the data which was obtained, reflected in the rich descriptions of the NDIE M. Ed programme, the case study approach was appropriate for this study.

The role of an 'insider' researcher minimized issues of validity and trustworthiness. The steps taken to guard against subjectivity and bias included member checking of interview responses, critiques of questionnaire findings by focus groups, monitoring and moderation of processes by the co-supervisor who had no direct involvement with the case study site. This also involved a process of instantaneous reflections on data which allowed the researcher to probe responses and obtain in-depth explanations and justifications for various perceptions and understandings of NDIE and the M. Ed. programme.

A variety of data collection strategies was used. In-depth interviews emerged as the main instrument for eliciting the perceptions of M. Ed. teachers and graduates. Asking questions was a successful strategy for understanding the meaning participants attached to their experiences and through interviews an opportunity arose to enter into the perspectives of other people and the meanings they attach to their life's experiences.

The researcher then used the data to weave the story as an aid to acquiring, as well as linking, information. The most challenging task was to analyze the data in a meaningful way, one which reflects the true understanding of the participants. The findings outlined in Chapter 5 do tell the story of NDIE in a meaningful way, especially in relation to the alignment of the NDIE experience with the UNDP approach to capacity building. The discussion of the findings of the study follows below.

## **Discussion of Key Findings**

The main research question of the study sought to explore the insights of staff and graduates regarding the transnational M. Ed. programme offered at NDIE. This broad research question was explored through four specific research questions which focussed on distinctive elements of the M. Ed. programme and their contribution to capacity building; the contextual factors which contributed to this capacity building; the impact of the M. Ed. programme on the development of the educational leadership capacity of its graduates and the contribution of this case study research to the understanding of issues related to transnational education focussing on educational leadership capacity building. The key findings from each research question are discussed below:

### *Research Question 1: Findings regarding the distinctive elements of the NDIE M. Ed. programme and their contribution to capacity building*

Specific subject areas incorporated in the content of the NDIE M. Ed programme and the way it was taught established it as a broad-based, comprehensive course, with curriculum content covering subjects related to educational leadership, educational development and change, educational research, curriculum planning and educational psychology. Although there is limited literature available in the Pakistani context, the research findings determine that the curriculum taught at NDIE was contextualised and addressed the local educational issues. The findings confirm what is suggested in the literature regarding the need for specified contextualized content within educational leadership capacity building programmes (Davis et al, 2005; Goddard, 2004; Onguko, Abdalla and Webber, 2008).

The innovative, student-centered learning approaches adopted by the teachers in the M. Ed. programme include a number of individual and group activities such as classroom discussions; individual and group presentations; assignments; qualitative, quantitative and literary research; planning and conducting workshops and a field-based internship including the mentoring of students. Thus, the NDIE M. Ed. programme provided an opportunity for its graduates to apply their content

knowledge in contextual settings in order to resolve contextual issues and educational problems. This constitutes an important preparation for facing the imminent challenges of their leadership roles. This finding confirms the suggestions proposed in the literature regarding the student centered pedagogy which needs to be adopted in the development of leadership capacity (Davis et al, 2005; Mansfield and Carpenter, 2008; Young et al, 2007).

The number of students in each M. Ed. batch from 1996 to 2009 ranged from two students to eleven students. Mansfield and Carpenter (2008) suggested that the high quality of leadership programmes also depends on a low student-faculty ratio, such as twenty to one, that is conjoined with student-centered instructions and activities. This study indicates that NDIE has an ideal number of students in different batches; however the study also indicates that having only two students in a batch may restrict the opportunities for the students to learn through cooperative learning and group work.

NDIE's emphasis on the development of research skills and the conduct of research projects within the M. Ed. programme exposes graduates to ways of approaching and solving systemic educational issues. This programme represents a positive step towards developing a research capacity and culture, and addresses an acknowledged gap within the Pakistani education system and related literature (NEP, 2009). The research component would be more beneficial in increasing contextual educational literature if the publication of the theses of M. Ed. graduates was made possible.

It is suggested in the educational leadership capacity building literature that adults learn best when they have the opportunity to address situational problems. Therefore, the course content needs to be taught to show the conjunction between theory and practice (Davis et al, 2005; Foley, 2004; Karstanje & Webber, 2008). The NDIE M. Ed. programme provide ample opportunities to the students to put theory in to practice through the research, GPE and internships; however this opportunity is not perceived to be extended in the course component of the unit 'Theory and Practice of Educational Administration and Leadership'. Learning theories in isolation does not provide opportunities to exercise theory in practice and to find solutions to the

contextual problems faced by the educational leaders and school principals in Pakistan. This aspect needs to be critiqued in subsequent reviews of the M. Ed course.

NDIE's M. Ed. programme was developed in accord with its vision for education in Pakistan and has been structured to meet the requirements of both the KU and ACU courses. The affiliation with KU enables NDIE to be in harmony with the local educational context, while affiliation with ACU enables NDIE to provide education of an international standard (Mehmood, 2009). The possession of an internationally recognised degree provides additional employment and further education opportunities for M. Ed. graduates. By enabling its graduates to obtain dual degrees, NDIE has also addressed an acknowledged problem in Pakistan concerning the international credibility of some degrees (Draft National Education Policy, 2008).

The study has revealed that the NDIE M. Ed. programme is an effective programme for developing educational leadership capacities; however, there are some areas for improvement which have been identified, specifically in the effectiveness of the M. Ed. preliminary programme. Therefore it is essential to make this component of the course more effective for future M. Ed. students.

*Research Question 2: Findings regarding the contextual factors that contributed to this capacity building*

With the increase of transnational education in the developing world, the literature highlights concerns regarding quality assurance and maintaining the standard of education in the partnered institutions (Ziguras, 2007; Hussain; 2007). The association of NDIE with ACU presents a successful model for transnational education for capacity building. It indicates that, in order to establish and maintain educational standards, transnational education requires an ongoing and collaborative partnership between the sponsoring university and the local institute. It also indicates that the responsibility of providing and maintaining quality education lies with both the sponsoring university and the institution providing the course.



The influential players in the development of the leadership capacity of the M. Ed. graduates are the academic staff of NDIE. The use of a variety of approaches to teaching and the follow-up given outside formal classes, seem to have contributed to effective learning processes for the students. This is not the usual approach adopted by other institutions in Pakistan. This suggests that employing modern approaches (in the context of Pakistan) to teaching and learning in the class can build the professional capacity of the students. As graduates in their various professional involvements, their insights show that they understand the benefit of modern approaches to classroom teaching and educational leadership. Participants have identified that most of their leadership capacities are enhanced by the attitudes and conduct of the faculty members in the M. Ed. programme. Such practices include equal participation in team work, thirst for acquisition of new knowledge, the use of problem-solving strategies, exposure to a variety of methods of teaching and reflective practices. Similar results were also presented in the study conducted by Ashraf, Khaki, Shamatov, Tajik and Vazir (2005) and support the views presented by Young et al, (2007).

Mansfield and Carpenter (2008) suggest that professional development opportunities need to be readily available to the faculty. The lack of ongoing professional development support at NDIE has been a source of frustration for some teachers, graduates of the M. Ed course. Therefore, this study also highlights the importance of providing regular professional development opportunities for the M. Ed. teachers so that they are well prepared for the upcoming challenges of educational leadership capacity building.

International staff members seem to be part of the life of NDIE; in fact, the founding members of NDIE were from the international educational community. The study revealed that NDIE provided an opportunity for international and local Pakistani staff to work together, to share and learn from each other for the betterment of education. The study suggests that people from different backgrounds and nationalities can work together if they strive to achieve a 'common goal'. In a country like Pakistan, such positive examples of collaboration give hope to educators seeking to improve the standards of education. A similar point of view is also suggested in the work of

Vincent-Lancrin (2007) while discussing the benefits of collaboration across cultures, focusing on knowledge-sharing to empower and strengthen endogenous capabilities.

This study also acknowledges the contribution of Australian Sisters of Mercy in the development and ongoing support of NDIE. Australian Sisters of Mercy have been actively involved since the beginning of NDIE. They are still contributing through administering and directing the institute; fulfilling the needs of qualified faculty to run the institute; building an environment of care and support; and from time to time providing financial assistance. It is mainly through the efforts of these Mercy Sisters that NDIE is now one of the leading teacher education institutes in Pakistan, according to international standards (Mehmood, 2009).

NDIE chose to affiliate its institute with KU, confirming an approach to reforming teacher and leadership education from 'the inside' rather than just from 'the outside' through its affiliation with ACU. Sometimes the approach adopted within KU has been a source of frustration, due to KU's perceived irrelevant course content and heavy reliance on exams as the form of assessment. NDIE staff members, however, adopt a variety of teaching and learning strategies within the programme to give students maximum exposure to innovative approaches and potential strategies for educational reform. The study suggests that it is possible to adopt innovative approaches to learning while meeting the demands of a more traditional course. As suggested by Fullan, Cuttress and Kilcher (2005), if the system is traditional and individuals are trained with innovative approaches, eventually these innovative approaches will bring reforms in the traditional course of study.

One of the main findings of this study relates to the institute's distinctive culture as the most influential factor contributing to the leadership capacity building of the M. Ed. graduates. The NDIE culture promotes the higher ethical values of mutual respect, equal opportunities for all, equality and care, values which are very uncommon in other Pakistani institutes. The credit for creating such an environment goes to the founding members and the current teachers at NDIE. The findings suggest that learning in such an environment has a deep positive impact on the attitudes of the students, also confirming the research findings of Ashraf, Khaki, Shamatov, Tajik and

Vazir, (2005) and confirming the views of Fullan, Cuttress and Kilcher (2005) and Lambert (2002).

The main goal of NDIE is to bring positive change in the quality of teacher education in Pakistan; therefore, it opens its doors to everyone who wants to become an effective teacher and leader. Anyone, regardless of differences of gender, religion or race, is welcome to join NDIE (NDIE Handbook, 2006). Though NDIE was commenced and is still run by the Catholic community, like other Catholic educational institutions in Pakistan, NDIE students belong to different urban and rural areas of Pakistan. Approximately 50% of all the M. Ed. graduates from 1996- 2009 are Muslims and nearly 60% of the all the M. Ed. graduates are women. This indicates that NDIE honours equity and diversity and to some extent also addresses the much needed demand to train female teachers in Pakistan (Pakistan Ministry of Education, 2009).

The prevailing style of leadership in the Pakistani educational systems is a bureaucratic and autocratic style of leadership (Memon, 2003; Memon & Bana, 2005; Rizvi, 2008). This study, however, suggests that the style of leadership practised at NDIE is more democratic, transforming and shared; through modeling this style of leadership, NDIE itself has become a model institution in the eyes of the M. Ed. graduates. This also suggests that it is possible to create an environment with a democratic style of leadership in a more bureaucratic society and where national culture may appreciate dependency and an autocratic style of leadership.

Contemporary approaches to leadership such as instructional, transformational, shared and authentic leadership are encouraged and modelled in the teaching and learning environment at NDIE. These approaches to leadership are also considered valuable in the Islamic perspectives of leadership (Shah, 2006). This reveals that the understanding about educational leadership promoted by NDIE also caters for the Islamic perspective on leadership.

This study suggests that, although the contemporary approaches to leadership are valued in Islamic traditions, they may not always be practised in the educational

system of Pakistan (Shah, 2006). This also highlights that there are contradictions between current practices, educational leadership structures and Islamic values of effective leadership within some parts of the highly bureaucratic education system of Pakistan.

*Research Question 3: Findings regarding the impact of the M. Ed. programme on the development of the leadership capacity of its graduates*

The learning and problem solving activities incorporated into the M. Ed. programme, which included such elements as cooperative learning, group work, presentations, GPE and research work, have developed the graduates' leadership skills, critical thinking skills, their self-knowledge, their confidence and their ability to work with others. These skills are invaluable in building their capacity as leaders and change agents. The work of Karstanje and Webber (2008), Davis et al, (2005), Kelly and Peterson, (2007) and Bush and Jackson, (2002) also found that effective learning occurred when students are in a situation that requires the application of acquired skills, knowledge, and problem-solving strategies within real settings, and when guided by critical self-reflection. The emphasis placed on professional and personal development has given NDIE M. Ed. graduates the skills, confidence and enthusiasm necessary to implement change in any educational setting. Thus, the findings support Fullan's view (2006) that in order to transform individuals as change agents, the emphasis of the leadership education providers needs to be on the continuous personal and professional development of the students.

In order to facilitate consistency between theory and practice, partnership within the educational community, is considered one of the specific features of quality capacity building leadership programmes (Mansfield & Carpenter, 2008). NDIE is actively involved with the other teacher education providers, such as TRC and AKU- IED and other Catholic community organizations. NDIE is extensively working in partnership with different public and private educational institutions. The study has revealed the existence of strong and productive partnerships, and the positive role such partnerships have played in NDIE's ongoing development as well as the development of the partner institutions.

NDIE's M. Ed. programme has enhanced the abilities of its graduates to extend their professional roles from classroom teaching to other areas of education. Graduates have been working as teacher educators, school leaders, researchers and publishers. This means that innovative approaches are not confined to the classroom but that graduates are making a difference within various educational fields. Some of the graduates are also teachers within the NDIE M. Ed. programme. The study's findings suggest that, through the M. Ed. Programme, the capacities of the graduates are enhanced enough to fulfil the demands of challenging leadership roles in the Pakistani educational context. This also confirms the views of Mulford, (2004), Orr, (2006) and Young, Fuller, Brewer, Carpenter and Mansfield (2007) who suggest that leadership preparation training can have a positive effect on the practices of leaders. This also confirms the analysis of Onguko, Abdalla and Webber (2008) that individuals do need rigorous training to fulfil such roles.

The graduates of NDIE are given ample opportunities to understand and critique their own educational context and are equipped with innovative approaches to teaching, learning and leadership development to find solutions for their educational problems and bring positive change. According to Fullan, Cuttress and Kilcher (2005), when leaders and others involved in the organization have an opportunity to learn more deeply in the context, there are possibilities that they can transform the contexts which hamper learning. The results of this study confirm Fullan's (2006) views about the importance of contextual knowledge and the ability to critique it if positive change is to occur.

The capacity building approach adopted by the NDIE M. Ed. programme through different course components and techniques of teaching and learning has given the opportunity to the graduates to develop their own self knowledge. The M. Ed. graduates identified that they are able to analyse and review their own motivation and underlying values in order to amend, reject and confirm them as a valid guide of action. This capability is also discussed in the authentic leadership literature by Branson (2007) and Starratt (2004) who argue that, to become authentic and responsible leaders, the leaders have to present their authentic self in different

circumstances and situations so that they can choose the role they are capable of playing.

Different course components, specifically curriculum planning and development, educational planning for change and development, educational research methodologies, research and GPE have provided the opportunities for M. Ed. graduates to understand the process and management of capacity building. This study also found that M.Ed. graduates are aware of the need for change and have knowledge about all the necessary steps needed to bring a positive change. These steps include:

- having an ability to critically analyse the situation and seek appropriate alternatives;
- building ideas on adults and other people's experiences rather than just on their own;
- forming a vision before starting any programme of educational significance;
- keeping all involved and directed towards the achievement of goals and aims of the programme;
- inculcating professional development skills through continuous discussions and sharing; and
- evaluating the results of various applied strategies.

Like Fullan, Cuttress and Kilcher (2005) and Fullan (2005), the M. Ed graduates realize the importance of having an understanding of the process of change, including the key drivers which can make change successful in practice.

The M. Ed. course components, including the conduct of qualitative and quantitative research projects, a field-based internship and GPE, have developed graduates professionally. The opportunities they have been given for reflecting on and critiquing issues in the education literature have enabled the graduates to become conscious of their role as leaders and educators. They have inculcated moral values through this programme which makes them committed to their responsibilities as leaders. This is one of the qualities highlighted in the literature under the attributes of authentic leaders (Avolio, Luthans and Walumbwa, 2004). In addition to this, such course components have encouraged graduates to become reflective practitioners and life-

long learners, an important quality identified by Abdalla and Webber (2008) and Davis et al, (2005).

Developing the capacity of individuals as change agents leads towards system change. Fullan (2005a) suggests that we cannot wait for the system to change but that if we change individuals, eventually the system will change. This approach seems appropriate in a country like Pakistan where resistance to change is a common occurrence. M. Ed. graduates are working in a variety of educational capacities where their efforts to bring change may or may not be supported by the authorities. The intensive training they obtain from NDIE encourages them to persevere, to use their limited autonomy to bring about small changes and to refrain from returning to the traditional ways that still prevail in most Pakistani educational institutions. Similar results were also found by Memon and Bana, (2005) while conducting a study with leaders in Pakistan who were able to transform their schools through intensive training.

*Research Question 4: Findings regarding the contribution of this case study research to the understanding of issues related to transnational education focussing on educational leadership capacity building.*

The UNDP (2009) 'framework of evolution of capacity development approach' was useful in situating the NDIE M. Ed. as an example of effective capacity building. Relating the findings of this study to this framework has demonstrated that the M. Ed. programme is a programme which focuses on the capacity building of its individuals, enabling them to become effective educational leaders who could bring change in their own educational settings.

According to the view shared by UNDP (2009), capacity building is a process to gain, intensify and maintain the capabilities of individuals, organizations and societies to perform functions, solve problems, and determine and achieve their own developmental goals over time. The study indicates that M. Ed. graduates have strengthened their capabilities to act as effective educational professionals through this programme which offers broad based contextual content; student centred learning

approaches and research opportunities. The M. Ed. programme provides opportunities to gain, strengthen and maintain capabilities such as leading, learning, teaching, planning, researching, reading, reflecting, critiquing, presenting, problem solving and sharing. The M. Ed. graduates are capable and have been setting and achieving their own developmental goals in the different organisational and individual capacities in which they are working in order to bring reforms in the educational system of Pakistan.

One of the important aspects of capacity building is to develop the potential of the individuals, the organization and society, while the means of the development needs to be sustainable, contextual, long-term, and generated and managed by indigenous people. The long-term, contextual and sustainable M. Ed. programme has brought fruitful results in enhancing the individual capacities of M. Ed. graduates to become effective educational leaders and change agents. The involvement of the indigenous people took place at every stage of the programme; therefore this transnational programme does not limit itself to aid development but can depict indigenous people's efforts to achieve their capacity building goals, regardless of development assistance.

Since the beginning of the NDIE M. Ed., there have been regular reviews of the programme, in order to identify existing capacities, inadequacies, and the progress and success of development. This supports the view of Vincent-Lancrin (2007) who suggests that a capacity building programme needs cumulative reviews to make it more effective and relevant. This research has also documented insights into the benefits and drawbacks of this capacity building programme and will provide an additional source of material for consideration by NDIE and ACU in future reviews.

This study shows that the mode through which M. Ed. students were taught was not one of transmission of knowledge; rather, the focus was on sustainable transformation of the individuals. The transformation is achieved through motivating students and setting high performance expectations for the M. Ed. graduates; giving personal attention to graduates; enabling them to find new solutions to old problems and modelling behavior through personal achievements (Bass, 1990). The individuals are



empowered to become transformational leaders and change agents to the extent that in any situation they would be able to act with conviction and convince others to act towards positive educational change. This confirms the understanding highlighted by the UNDP (2009, p. 5) that one of the important aspects of capacity building is transforming individuals and that transformation “goes beyond performing tasks; instead, it is more of a matter of mindset and attitudes.”

It is worth as this stage to also highlight some of the study’s findings through the lens of a capability approach to human development which also emphasizes a holistic learning approach, the active participation of native people and the removal of social constraints (Seddon & Cairns, 2002).

#### *Findings regarding a Capability Approach*

Considering the findings through the lens of capability approach, this research suggests that the M. Ed. programme emphasized knowledge and learning; it aimed for the holistic development of the M. Ed. graduates including social, cultural and spiritual aspects, rather than just emphasising the material aspect of their development (Gigler, 2005; Walker, 2005). The teaching and learning opportunities and interactions of M. Ed. graduates with colleagues from different ethnic, social and religious backgrounds provided opportunities for them to develop professionally and mature spiritually and ethically.

The capability approach places an emphasis on providing opportunities to expand human capabilities (Sen, 1999). The M. Ed. programme provided opportunities to its graduates to expand their capabilities in terms of being self-directed learners, reflective practitioners and life long learners. After completing their M. Ed., the graduate’s careers are enhanced; this enhancement, in terms of a capability approach, is considered as a means of expanding real capabilities so that they “lead the lives they value, and have reason to value” (Sen, 1999, p. 18).

The findings of the study support the views of Sen (1999, p. 53) that “the people have to be seen in this (development as freedom) perspective, as being actively involved –

given the opportunity – in sharing their own destiny, and not just (as) passive recipients of the fruits of cunning development programmes.” The study points out that indigenous people had a voice in the development and implementation of this programme. The ongoing reviews of the programme and this research are also an indication that native Pakistani educators and students are active participants and recipients of this programme.

Sen (1999) also maintains that the expansion of capabilities depends on the social and organizational arrangements, including the removal of constraints or ‘unfreedoms’ that hinder the learning of the individuals in the organisation. NDIE has been able to remove a number of constraints which students have to face in other teacher education institutes within Pakistan. Findings show that NDIE has created an environment of mutual understanding, respect, care and learning through the work of dedicated faculty, a focused programme, availability of sufficient funding and resources and above all, the commitment of teachers and graduates to bring improvement in the education system of Pakistan.

## **Conclusion**

This study sought to explore the insights of staff and graduates of the transnational M. Ed. programme at NDIE regarding the course as a means of educational leadership capacity building in Pakistan.

The study established that the transnational M. Ed. programme of NDIE is an innovative programme in terms of educational leadership capacity building within the context of Pakistan. Working within the framework of accreditation with ACU, NDIE has developed a unique M. Ed. programme, contextualized by incorporating aspects of education, learning, teaching and leading; and employing modern teaching methods to enhance the personal and professional capacity of its graduates and inculcate the attitudes of being life long learners and reflective practitioners.

In order to enhance the capacity of educational leaders, the study has affirmed that a programme needs to be focusing on broad-based, diverse and contextualized content,

student centered approaches to teaching, opportunities for practicing theories in real contextual settings through research, internships and professional experiences.

The study also established that the success of the programme depends on the availability of sufficient resources, dedicated and committed staff to run the programme and a positive learning environment which has links to the wider educational community. The transnational partnership with an international institution can bring fruitful results in empowering individuals if the partnership is sustainable. In addition, both partners need to take responsibility for quality assurance and involve and acknowledge the local endogenous capacities as indicated in the capacity building framework prepared by the UNDP (2009) and the capability approach (Sen, 1999).

NDIE graduates are working in a range of educational fields, striving to achieve improvement in education in Pakistan. They do face challenges but they are determinant and persevere in order to bring change. They have formed a community of learners and despite differences in ethnicity, race and gender, they are working for a common goal, namely is the improvement of learning and education.

The study reveals that ACU, Australian Sisters of Mercy and the Catholic Education system in Pakistan have played crucial roles in the development and successful implementation of this programme. The study also informs the local Pakistani authorities regarding the contribution of non-government, non-profit organizations in bringing about positive change within the educational system and Pakistan society in general. Furthermore, this study identifies the key elements of the transnational partnership between ACU and NDIE. ACU may be able to use this new knowledge to inform current and future transnational projects in which the university is involved.

While it is not possible to generalize these findings to other like institutions in Pakistan, because of the special characteristics of NDIE, the findings and the UNDP framework of capacity building may provide a reference point for other institutions seeking to enhance their transnational approach to capacity building. Similar institutions in other developing countries may also find the study's results regarding

the UNDP framework to be a valuable reference point for critiquing transnational capacity building projects.

This research also contributes to the body of knowledge related to the impact and relevance of a transnational programme, a postgraduate teacher education programme in a developing country, which was designed by the collaboration of local and international education providers. This study not only fills a gap in knowledge about approaches to leadership capacity building in the context of a developing country such as Pakistan but also points to possible directions for future research. In doing so, it contributes to the development of practices with regards to transnational educational leadership capacity building.

A number of recommendations arising from the study are outlined below.

### **Recommendations**

The study's findings have implications for NDIE, other providers of leadership development programmes, ACU and future researchers. In light of the findings, recommendations for each of these groups are now outlined.

#### *Recommendations for NDIE*

The study reveals that there are some important aspects of the M. Ed. programme which are essential for the leadership capacity building of the graduates. Therefore:

1. It is recommended that the learner-centred approach to teaching adopted by NDIE and the variety of teaching methodologies adopted by the teachers should continue in the future, with M. Ed. students and staff being involved in collaborative ways to further enhance the programme.
2. It is recommended that the NDIE M. Ed. programme continue the research projects, GPE and internship as they are key components in the application of problem solving approaches which connect theory with practice.
3. It is recommended that NDIE continue its partnership with ACU and KU as dual affiliations provide more career opportunities to the M. Ed graduates.

4. It is recommended that NDIE maintain the strategies which contribute to its effective teaching and learning environment. The strong culture of care, friendship and equality contributes significantly to the leadership capacity building of the graduates.

While the insights into the quality of the M. Ed. course are very positive, a small number of issues were identified as areas of concern. The following recommendations address these concerns. Therefore:

5. It is recommended that future reviews of the M. Ed course address the component of educational administration and management in particular and explore ways to develop more practical aspects within the course without overloading students in an already crowded course.
6. It is recommended that NDIE also try to employ more full time staff in order to provide opportunities for students to have more regular personal and professional mentoring and one-to-one consultations with staff which is less unachievable with a large number of part time staff members.
7. It is recommended that NDIE review the Master of Education Preliminary programme and explore ways to make it more effective for the participants.
8. It is recommended that NDIE develop an ongoing professional development programme for its teachers to include formal (refresher courses) and informal ways (discussions, meetings) as a matter of priority. Such a programme will contribute to maintaining and enhancing the quality of the M. Ed. programme as a means of educational leadership capacity building. Such programmes could also be open to M. Ed graduates working elsewhere.
9. It is recommended, where feasible, given the increased security issues in Karachi, that there is a continued availability of international staff members at NDIE.
10. It is recommended that NDIE investigate the possibility of publishing the research work of its M. Ed. graduates, thereby increasing the number and quality of sources of empirical literature related to the Pakistani educational context.

*Recommendation for other providers of leadership development programmes*

The study suggests that the model adopted by NDIE for educational leadership capacity building can be adopted by other leadership development programme providers in Pakistan. Therefore:

11. It is recommended that other Pakistani institutions providing educational leadership programmes become familiar with the approach used at NDIE and investigate ways of initiating similar programmes which are contextually appropriate.

*Recommendations for ACU*

The NDIE M. Ed. programme is affiliated with ACU and this is seen to be of great benefit in maintaining the quality of the educational programmes offered. Therefore:

12. It is recommended that ACU consider continuing this partnership with NDIE on a long term basis and further enhance it by exploring opportunities with the NDIE Board of Governors to recognize and professionally reward the efforts of the NDIE teachers.
13. It is also recommended that ACU, in conjunction with the NDIE Board of Governors and the Director of NDIE, explore ways ACU can contribute further to the professional development of the NDIE staff.
14. It is also recommended that ACU, in conjunction with the Director of NDIE, investigate the mutual benefit of conducting collaborative research projects with NDIE.

*Recommendations for Further Research*

In light of the study's findings, it is apparent that further research needs to be undertaken in the area of educational leadership in Pakistan

15. It is recommended that follow-up research to this study be undertaken by involving additional stakeholders, including Australian Sisters of Mercy and ACU personnel, to develop a much broader understanding of the transnational partnership between ACU and NDIE. This study would be beneficial as a

means of establishing the ongoing effectiveness of the NDIE M. Ed. programme in developing the leadership capacity of its graduates.

16. It is recommended that further research be conducted to explore the applicability of the UNDP approach to capacity building in other education-related development programmes in Pakistan.

The recommendations suggested above are made in the belief that further research will contribute positively to the ongoing development of NDIE's M. Ed. and related leadership development programmes for educational leadership capacity building.

### **Final Reflection**

This research study began with the researcher's own experience as an M. Ed graduate and NDIE staff member. Before conducting this study, I only knew about my own experiences as an M. Ed. graduate and how studying at NDIE brought changes in my professional life. After conducting this research, I now know the views and experiences of other M. Ed. graduates.

As an 'outsider' researcher, I discovered so many new insights of which I was previously unaware. It was exciting to discover how the environment of NDIE and the caliber of its teachers have touched the hearts of so many graduates in different ways. The issues and problems discussed by some of the graduates were eye opening. Tracing the journey of the planning and development of this programme through documentary analysis was also exciting, resulting in a feeling of knowing the depths of the M. Ed. programme for the first time.

As an 'insider' researcher it was easy for me to connect with the participants. The interviews and focus groups were carried out in informal ways as I was also their colleague. Sometimes I had to ask more questions for clarification just to make sure that I understood what they were trying to tell me, given the possibilities that an 'insider' researcher may assume, rather than ask questions. Many issues which I had never considered or which I had considered to be less important in my own experience of the M. Ed course were to become major findings of the study.

The contribution of NDIE is immense in developing its graduates as successful teachers, leaders and change agents. The model developed and implemented by NDIE creates a sign of hope that it is possible to bring change in the highly bureaucratic traditional education system of Pakistan.

This study also indicates that local endogenous individuals of Pakistan do have capabilities and a commitment to learn and adopt innovative ways of teaching, learning. The need is for developing and implementing such programmes which builds their capacity to become effective educational leaders.

It is my great hope that the community of learners created and developed through NDIE's M. Ed. programme, enables its graduates, and their colleagues working with them in their various educational contexts, to continue to use their leadership capacities to bring about the desirable sustainable developments in the education system of Pakistan. If this study can assist them in some small way to do that, then it has been worthwhile.



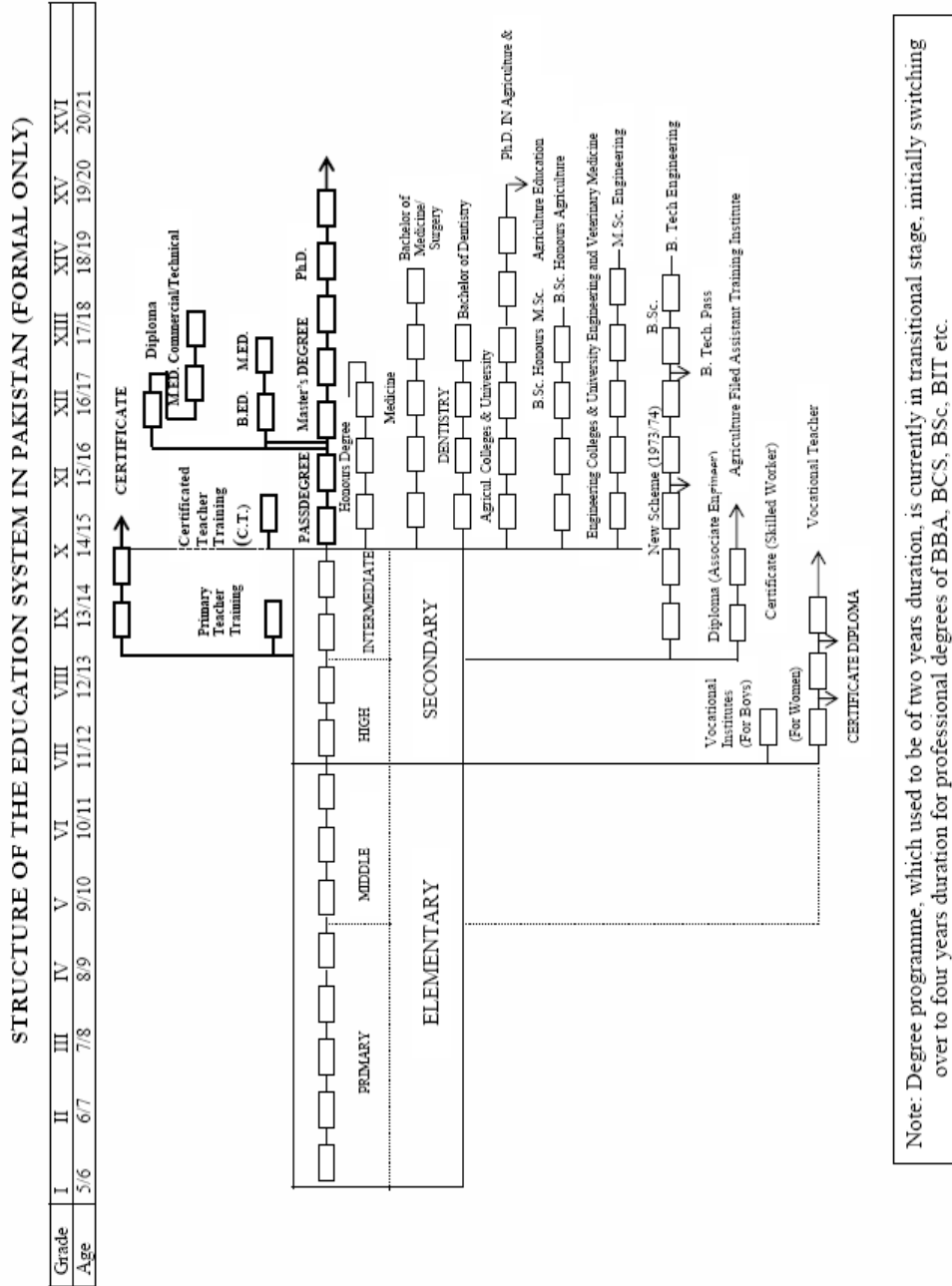
## List of Appendices

### Appendix A Map of Pakistan



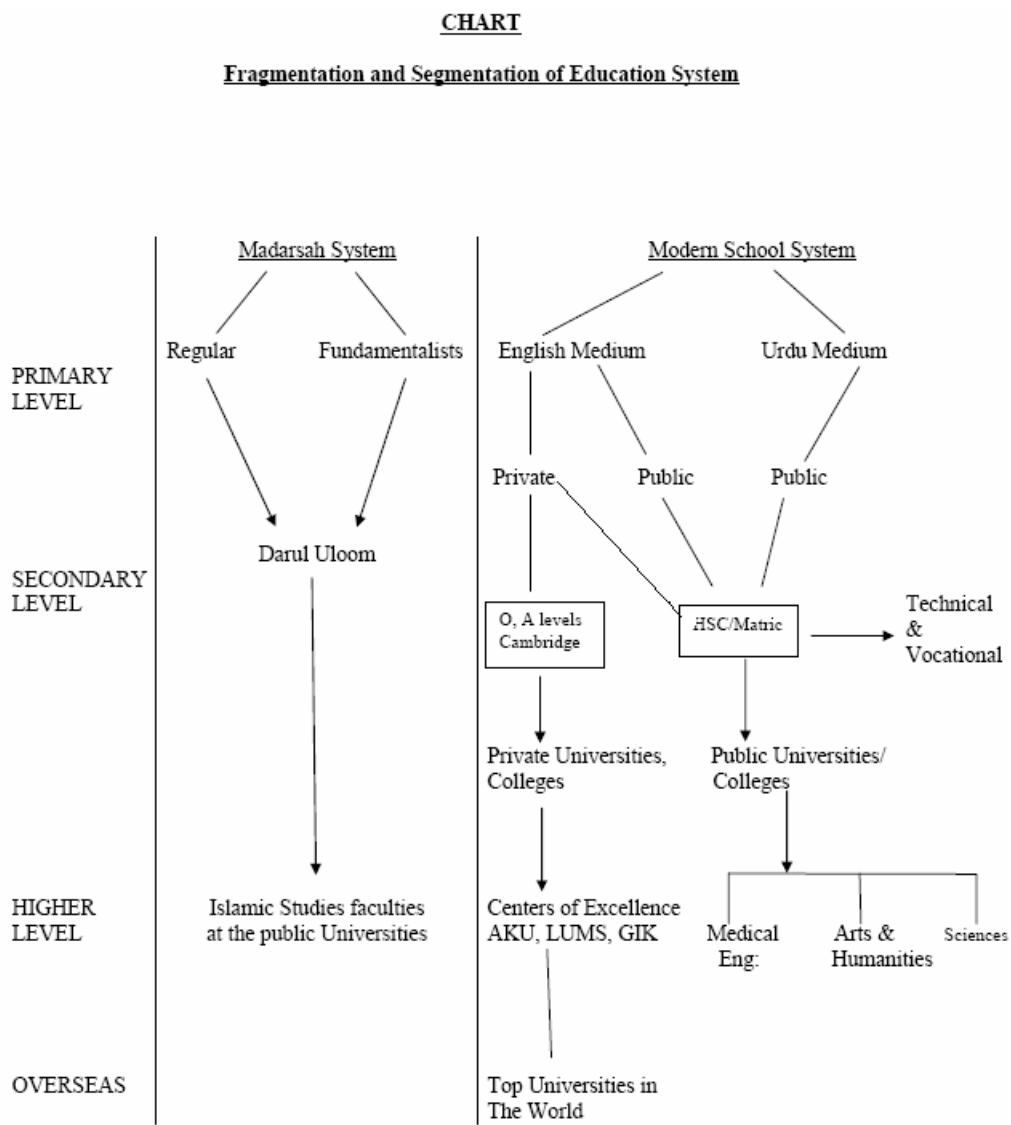
Source: The World Factbook (2008)

## Appendix B Structure of the Education System in Pakistan



Ministry of Education

## Appendix C Fragmentation and segmentation of Education System of Pakistan



Adapted from Hussain (2005 p.14)

**Appendix D B. Ed. & IGCE Course Outline**

B. Ed. – KU Course Outline	IGCE – ACU Course Outline
<p><i>Compulsory Papers</i></p> <ol style="list-style-type: none"> <li>Perspective of Education In Pakistan</li> <li>Educational Psychology and Guidance</li> <li>School Organization and Management</li> <li>Measurement &amp; Evaluation In Education</li> <li>Curriculum and Instruction</li> <li>Educational Sociology</li> <li>Elective I (Content)</li> <li>Elective I (Methods)</li> <li>Elective II (Content)</li> <li>Elective II (Methods)</li> </ol>	<p><i>Professional Studies</i></p> <ol style="list-style-type: none"> <li>Perspective of Education In Pakistan</li> <li>Educational Psychology and Guidance</li> <li>School Organization and Management</li> <li>Measurement &amp; Evaluation in Education</li> <li>Curriculum and Instruction</li> <li>Educational Sociology Curriculum Studies</li> <li>Classroom Teaching and Management</li> </ol>
<p><i>Elective I &amp; II May Be Chosen From The Following</i></p> <p>English (Content) English (Method)</p> <p>Commerce (Content) Commerce (Method)</p> <p>Mathematics (Content) Mathematics (Method)</p> <p>Physics (Content) Physics (Method)</p> <p>General Science (Content) General Science (Method)</p> <p>Biology (Content) Biology (Method)</p> <p>Pakistan Studies (Content) Pakistan Studies (Method)</p> <p>Chemistry (Content) Chemistry (Method)</p>	<p><i>Elective Units (Any Two)</i></p> <p>English Curriculum Studies</p> <p>Mathematics Curriculum Studies</p> <p>Pakistan Studies Curriculum Studies</p> <p>General Science Curriculum Studies</p> <p>Chemistry Curriculum Studies</p> <p>Physics Curriculum Studies</p> <p>Biology Curriculum Studies</p> <p>Commerce Curriculum Studies</p>
Teaching Practice	Professional Practice in two Elective Subjects

Source: NDIE Handbook, 2006

## **Appendix E Outline of Master of Education Preliminary I & II course**

### **Master of Education Preliminary I**

#### Course Outline

- Developmental Psychology – Early Childhood and Adulthood
- Curriculum Design and Development, Integrated Curriculum
- Introduction to Research

### **Master of Education Preliminary II**

#### Course Outline

- Internship
- Workshops - Research Methodology  
- Curriculum Studies
- Initiation Of Qualitative Research Project

Source: NDIE Handbook, 2006

**Appendix F Research Survey Questionnaire**

SQ \_\_\_\_\_

**Survey Questionnaire**

Please place a tick in the relevant box

1. **Gender**      Male        
                      Female

2. **Age**            21 – 25        
                      26 – 30        
                      31 – 35        
                      36 – 40        
                      41 – 45        
                      More than 45

**3. In which area of Pakistan do you currently work?**

- |             |       |                          |       |                          |
|-------------|-------|--------------------------|-------|--------------------------|
| Sindh       | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> |
| Punjab      | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> |
| Baluchistan | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> |
| NWFP        | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> |
| Overseas    |       | <input type="checkbox"/> |       |                          |

**4. What is your religious affiliation?**

- Christian        
Muslim        
Hindu        
Baha'i        
Any other       please specify \_\_\_\_\_

**5. How long have been associated to a teaching related profession?**

- 0-4 years        
5-9 years        
10 years or more

**6. What academic qualification did you have before M. Ed.?**

\_\_\_\_\_

**7. In which capacity were you working before M. Ed.?**

- Teacher
  - Principal
  - Vice- Principal
  - Subject Coordinator
  - Member of In-service team
  - Any other (please specify)
- 

**8. In which batch did you do M. Ed. from NDIE?**

Year \_\_\_\_\_

**9. In which capacity are you working now?**

- Teacher
  - Principal
  - Vice- Principal
  - Subject Coordinator
  - Leadership in congregation
  - Curriculum Developer
  - Teacher Educator
  - Member of In-service team
  - Any other (please specify)
- 

**10. In which area of education do you do most of your work?**

- Primary
- Secondary
- Teacher education
- Any other  Please specify \_\_\_\_\_

11. The following questions relate to your experience as a postgraduate M. Ed. student at NDIE. Please indicate whether you - **Strongly Agree (SA)**, **Agree (A)**, **Disagree (D)** or **Strongly Disagree (SD)** with each statement. If you feel you cannot comment, e.g. for lack of experience, select the '**Unable to Judge**' (UJ) option. If a question does not apply to you, select the '**Not Applicable**' (NA) option

I was encouraged to follow my own line of independent thought.	SA	A	D	SD	UJ	NA
I was encouraged to make links in the area of leadership with other areas of education	SA	A	D	SD	UJ	NA
M. Ed. provided opportunities for me to explore and critique the knowledge base for educational leadership	SA	A	D	SD	UJ	NA
I was encouraged to know previous and current educational resources to the learning, teaching and school leadership	SA	A	D	SD	UJ	NA
I was encouraged and critically analyzed current educational researches to the teaching, learning and on going teacher education.	SA	A	D	SD	UJ	NA
M. Ed. provided me with an opportunity to develop my human relation skills as leaders	SA	A	D	SD	UJ	NA
I was encouraged to work with other group mates to develop my interpersonal skills.	SA	A	D	SD	UJ	NA
M. Ed. programme helped me develop professional skills as a leader.	SA	A	D	SD	UJ	NA
My experience as an M. Ed. student extended me intellectually.	SA	A	D	SD	UJ	NA
I was encouraged to develop networks and contacts with outside educational organizations.	SA	A	D	SD	UJ	NA
My postgraduate study helped develop my critical thinking skills.	SA	A	D	SD	UJ	NA
I was provided with information on events happening in the area of	SA	A	D	SD	UJ	NA



educational leadership (seminars, conferences, etc).						
I had adequate access to the literature in the field of educational leadership.	SA	A	D	SD	UJ	NA
I was able to develop research understanding and skills.	SA	A	D	SD	UJ	NA
I was encouraged and given an opportunity to conduct workshops	SA	A	D	SD	UJ	NA
I was provided with the opportunity to further develop teaching skills (including tutoring and/or demonstrating).	SA	A	D	SD	UJ	NA
M. Ed. programme provided opportunities to apply my skills, competencies, and content knowledge in relevant administrative domains.	SA	A	D	SD	UJ	NA
M. Ed. programme provided opportunities to apply my skills, competencies, and content knowledge in relevant pedagogical domains	SA	A	D	SD	UJ	NA
The M. Ed. programme adequately prepared me for my educational leadership role in Pakistan	SA	A	D	SD	UJ	NA

**12. Indicate from your experience, the benefits of being on this M. Ed. programme for you as an educational leader. Please explain.**

**13. Indicate from your experience, the areas where you felt this M. Ed. programme did not adequately prepare you as an educational leader. Please explain.**

## Appendix G Letter from the director of NDIE to all participants



**NOTRE DAME INSTITUTE OF EDUCATION**  
Affiliated with the University of Karachi & Licensed by Australian Catholic University

### TO ALL NDIE – MEd GRADUATES

Very warm greetings to you from NDIE and it is a pleasure to be in touch with you. I do hope that all is well in your life both personally and professionally.


The main purpose of this letter is to formally introduce to you Mrs Sukaina Rizvi (Hussain) as a PhD student. Sukaina commenced her doctoral studies in the UK and, as she is now resident in Australia, she is continuing her work through Australian Catholic University.

Sukhaina will introduce her research topic to you in detail. However, as it concerns NDIE. I do wish to assure you she has my permission to pursue the gathering of necessary data.

I trust you will assist her in any way possible and I thank you for that.

With every best wish & God's blessings

Yours sincerely

  
Sr. Margaret Madden rsm  
**DIRECTOR**



June 14, 2005

**Appendix H**  
**Covering letter from researcher and Consent form**



Australian Catholic University Limited  
ABN 15 050 192 660  
Strathfield Campus (Mt. St. Mary)  
25 A Barker Road Strathfield NSW 2135  
Locked Bag 2002 Strathfield NSW 2135  
Telephone 02 9701 4012  
Facsimile 02 9701 4284  
[www.acu.edu.au](http://www.acu.edu.au)

## INFORMATION LETTER TO THE PARTICIPANTS

**TITLE OF PROJECT:** A case study of the contribution of the Master of Education programme at Notre Dame Institute of Education, Karachi, to the leadership of educators in Pakistan.

**STAFF SUPERVISOR:** Dr Annette Schneider

**STUDENT RESEARCHER:** Mrs. Sukaina Rizvi

**COURSE:** Doctorate of Education

Dear Participants,

My name is Sukaina Rizvi and I am a Doctorate of Education candidate at the Australian Catholic University. My research is focused on the impact of the Master of Education Notre Dame Institute on the leadership of graduates of this programme.

I would like to invite you to take part in the research project. The data for this project will be gathered through survey questionnaires, in-depth interviews, focus groups and analysis of the documents related to the development and the review of the M. Ed. programme.

If you consent to participate, this will involve completing an anonymous survey that will take approximately 15 to 20 minutes of your time. Please answer all the questions and return the survey in the self-addressed envelope provided.

You will have the opportunity to give your insights and experiences as educational leaders and to reflect on the values of the M. Ed. programme to your development as leaders. The study will have benefit for those responsible for administering and delivering the M. Ed. programme at NDIE.

Participation in this research project is voluntary. You can withdraw from the study at any stage without giving a reason. Confidentiality will be maintained

during the study and in any report of the study. All participants will be given a code and names will not be retained with the data. Individual participants will not be able to be identified in any reports of the study, as only aggregated data will be reported.

The research will be explained in detail after completion of the study. At this stage, you are free to ask any questions regarding the project. If you have any questions about the project, before or after participating, please contact the Staff Supervisor, Dr Annette Schneider, on telephone number 03 5336 5349 in the School of Educational Leadership, Aquinas Campus at the Australian Catholic University, 115 Victoria Parade, FITZROY 3065. Before commencing, you will have the opportunity to ask any questions about the project. You will also have the opportunity to discuss your participation and the project in general after the completing the study.

This study has been approved by the Human Research Ethics Committee at Australian Catholic University. In the event that you have any complaint or concern about the way you have been treated during the study, or if you have any query that the Student Researcher and Staff Supervisor have not been able to satisfy, you may write to:

Chair, Human Research Ethics Committee  
C/o Research Services  
Australian Catholic University  
Strathfield Campus  
Locked Bag 2002  
Strathfield NSW 2135  
Tel: +612 9701 4059  
Fax: +612 9701 4350

Any complaint will be treated in confidence and fully investigated. The participant will be informed of the outcome.

If you are willing to participate, please sign the attached informed consent forms. You should sign both copies of the consent form, retain one copy for your records, and return the other copy to the researcher.

Your support for the research project will be most appreciated.

Yours sincerely,

Sukaina Rizvi  
Student Researcher

## INFORMED CONSENT FORM

### Copy for Participant to Submit

**TITLE OF PROJECT:** *A case study of the contribution of the Master of Education programme at Notre Dame Institute of Education, Karachi, to the leadership of educators in Pakistan.*

**STAFF SUPERVISOR:** Dr Annette Schneider

**STUDENT RESEARCHER:** Mrs. Sukaina Rizvi

**COURSE:** Doctorate of Education

#### Participant section

I \_\_\_\_\_ (the participant) have read and understood the information in the letter inviting participation in the research, and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I can withdraw at any time.

I agree that research data collected for the study may be published or provided to other researchers in a form that does not identify me in any way. I agree to be contacted by telephone if needed to arrange a mutually convenient time to complete the research task. I am over 18 years of age.

I agree/do not agree (cross out whichever alternative is not applicable) to my interview being audio taped.

Name of participant: \_\_\_\_\_ Phone: \_\_\_\_\_  
(Block letters)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Research Student: Mrs. Sukaina Rizvi

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Supervisor: Dr Annette Schneider Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix I**  
**Teachers' Interview questions**

Name	_____
Code No.	_____
Date of Interview	_____

1. Gender      Male                        
                    Female
2. Years of affiliation with NDIE \_\_\_\_\_
3. Areas of teaching \_\_\_\_\_
4. Full time/ part time \_\_\_\_\_
5. Briefly describe your role as a M. Ed. teacher.
6. In what ways the M. Ed. programme has contributed to the ability of the graduates to undertake the leadership role?
7. How did the programme prepare graduates for the challenges of leadership in Pakistan? Can you give examples?
8. What are some of the success stories where you have seen the development in graduates as educational leaders?
9. Do you have any concerns regarding the ability of the M. Ed. programme towards the development of leadership?
10. From your experience as a teacher, do you find any gaps in the M. Ed. programme which needs to be improved?
11. Are there any other issues that you feel are important for this research that we have not discussed yet? Please explain.

Name	_____
Code No.	_____
Date of Interview	_____

## **Appendix J**

### **Graduates Interview Questions**

1. Briefly describe the area of leadership in which you are currently working.
2. How has the M. Ed. programme contributed to your ability to undertake that particular role?
3. How did the programme prepare you for the challenges of leadership? Can you give examples?
4. Have you experienced any tensions or difficulties in your current work environment as a result of trying to implement the vision you have obtained from your training at NDIE? Please give me some examples.
5. What changes or improvements would you recommend to the designers of the programme in the light of your experience?
6. Are there any other issues that you feel are important for this research that we have not discussed yet? Please explain.

## **Appendix K**

### **Summary of the first findings of the Survey Questionnaire shared in the Focus**

#### **Group Interviews**

##### **Benefits gained from M. Ed. programme**

The responses of the graduates indicated a number of benefits that they feel they have gained from the M. Ed. programme offered at NDIE as an educational leader. The benefits mentioned by the participants are:

- Have deeper and clear understanding of teaching learning and leadership.
- Broaden knowledge base by studying new subject areas
- Learn the steps of successful vision forming, planning, training and conducting workshops and seminars
- Developed and enhanced the skills of
  - Leadership and management (Human and material resource management, teaching, problem solving, cooperative learning, evaluation)
  - Research skills (information gathering, explaining, observing, critical thinking, writing, computing, organizing materials and thoughts, presenting)
- Able to develop learning communities and work in teams
- Willingness to respect individuals and accept ideas of others.
- Opportunities for Interaction with like-minded people and experts of the field.
- Ready to bring positive change in the field of education generally and specifically in the working environment
- Opportunities for doctoral studies and scholarships
- Better opportunities to become principal, vice-principal, teacher educators and in-service providers.
- Able to critique one's own practices and learning.
- Able to identify and overcome strengths and weaknesses of the learning process with in a class, an organization as well as in the education system of Pakistan.

The following areas were identified as strengths of the NDIE M. Ed. programme.



Does your experience support that? Why or why not.  
Anything you would like to add in the list.

### **Areas that needs improvement**

The responses of the participants indicate few areas where they felt that the M. Ed. programme offered at NDIE did not adequately prepare them as educational leaders in Pakistan. The areas mentioned by the participants are:

- The content taught at NDIE is too theoretical and needs a balance between theory and practice
- The content needs adjustments in M. Ed.. P1 & P2
- The field experience (GPE) during this programme is not sufficient and very limited for the training as educational leaders.
- There is a need of field-based work for administration and management course to understand the concept.
- There should more exposure in terms of internships, seminars, conferences, and formal interaction with leaders in the field.
- Lack of reading material in Pakistani context.
- Students should get a chance to plan policies keeping the Pakistani educational environment and its limitations in mind.
- M. Ed. students of NDIE should get a chance to meet with M. Ed. students of other organizations in order to gain knowledge from them and making a common platform for improvement.
- There should be foreign staff for the programme in order to get more exposure from the people who come from the different context.
- There should be some sessions on the scope of this programme.

The following things were identified as the areas which need further development in the programme. Does your experience support that? Why or why not?

1. What other things you would like to add?
2. Does your experience support that? Why or why not.

### **Teaching/Learning environment of NDIE**

A number of participants have highlighted that they have gained a lot through the teaching /learning environment of NDIE. According to them NDIE provides

- Conducive learning environment
- Student centered teaching / learning processes
- Opportunities for learning and leading
- Lively atmosphere
- Opportunities for group activities and learning
- Graduate professional experience: helped translate theory into practice.

The following things were identified as strengths of teaching learning environment of NDIE.

1. What other things you would like to add?
2. Does your experience support that? Why or why not.

## **Appendix L Examples of Reflective Journal entries**

13/7/05

I did my first interview, what an excitement. Knowing the person and then interviewing them as a participant observer is difficult. The experiences of this fellow are totally different from my experiences. I don't know the reason, may be it is due to that she is from different batch. Any way she is making a contribution according to her capability and her contribution is worthy. I need to understand that they will not necessarily say what I want to hear.

12/8/05

I am really worried about the questionnaires. Up till now I have got only 15 questionnaires back out of 54. The reason for this is that NDIE doesn't have updated addresses of number of people; the other reason might be that they were contacted during holidays when most of them were away and may have lost the questionnaire by now. I am really worried that I will not get even 50% response through questionnaires.

16/09/05

I am thinking of not taking xxxxx and xxxxxx in this focus group interview. xxxxx has already told me that he does not have much to say because he does not know most of the graduates personally and did not know what they are doing at the stage. I can have a separate meeting with xxxxx asking her response regarding the emerged themes from questionnaires. There are chances that in-front of her other students might not open up.

24 March 2006

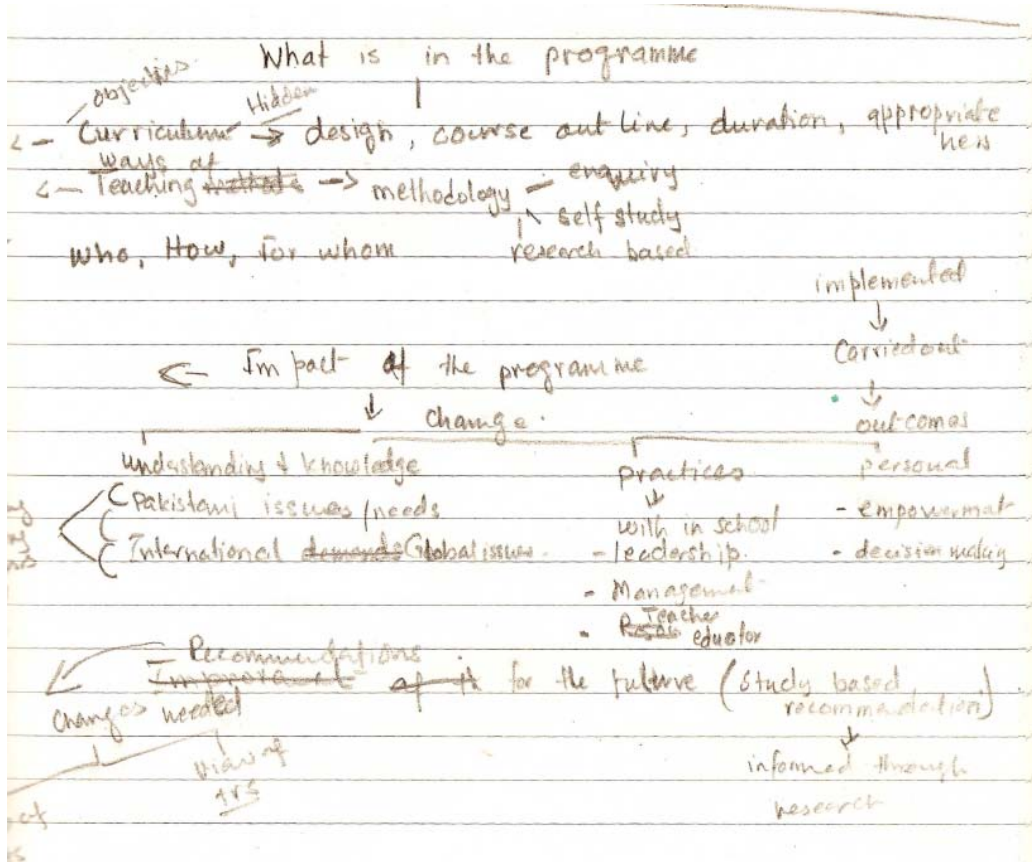
My second focus group interview was definitely better than the first one. Although there was a strike in Karachi but out five, four were able to attend. All the graduates came have done their M. Ed. after me after 2000. It is good to hear what they have to say, there reactions to the Questionnaire analysis summary was very different from the previous group. We discuss each and every point systematically and I think after conducting first group I was more experienced in it. I am hoping that my recordings would be better. I tried to place tape-recorders as close to them as I can. It was to write their responses as well as continue talking to them as well.

22-6-07

I am still chasing people for the interview transcripts; I am hoping that I will get all of them back. It seems like people in Karachi are busier than me. Sometimes it looks like that they still don't have research understanding and does not take their interview or questionnaire seriously. They don't know they are actually making a contribution to the literature of Pakistan.

5/11/08

This was the first time that I analyzed the document thoroughly. Going through each and every line of responses and finding meaning in it is not easy. I wish I would have learnt about the analysis software. It is a pains taking work, and if a person like me conscious and honest, want to do justice with data then it is really challenging. I think through doing it manually I am more familiarizing with the data. Still I feel I am no where, hopefully everything will go in the coming presentation.



## Appendix M Human Research Ethics Committee Approval

Australian Catholic University  
Brisbane Sydney Canberra Ballarat Melbourne



### Human Research Ethics Committee

#### Committee Approval Form

Principal Investigator/Supervisor: Dr Annette Schneider Ballarat Campus
Co-Investigators: A/Prof Charles Burford Nth Sydney Campus
Student Researcher: Mrs Sukaina Rizvi Melbourne Campus

Ethics approval has been granted for the following project: A case study of the contribution of the Master of Education programme at Notre Dame Institute of Education, Karachi, to the leadership of educators in Pakistan.
for the period: 1 <sup>st</sup> May 2005 to 31 <sup>st</sup> December 2006
Human Research Ethics Committee (HREC) Register Number: V200405 51 Rizvi

The following standard conditions as stipulated in the *National Statement on Ethical Conduct in Research Involving Humans* (1999) apply:

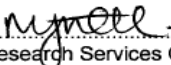
- (i) that Principal Investigators / Supervisors provide, on the form supplied by the Human Research Ethics Committee, annual reports on matters such as:
  - security of records
  - compliance with approved consent procedures and documentation
  - compliance with special conditions, and
- (ii) that researchers report to the HREC immediately any matter that might affect the ethical acceptability of the protocol, such as:
  - proposed changes to the protocol
  - unforeseen circumstances or events
  - adverse effects on participants

The HREC will conduct an audit each year of all projects deemed to be of more than minimum risk. There will also be random audits of a sample of projects considered to be of minimum risk on all campuses each year.

Within one month of the conclusion of the project, researchers are required to complete a *Final Report Form* and submit it to the local Research Services Officer.

If the project continues for more than one year, researchers are required to complete an *Annual Progress Report Form* and submit it to the local Research Services Officer within one month of the anniversary date of the ethics approval.

Signed:

  
.....  
(Research Services Officer, McAuley Campus)

Date:

1 6/05

## Appendix N Letter seeking permission from the Director of NDIE

Australian Catholic University  
Bible in Society, Geneva, Rabina, Melbourne



Australian Catholic University Limited  
ABN 15 050 192 660  
Strathfield Campus (Mt. St. Mary)  
25 A Baker Road Strathfield NSW 2135  
Locked Bag 2002 Strathfield NSW 2135  
Telephone 02 9701 4012  
Facsimile 02 9701 4284  
[www.acu.edu.au](http://www.acu.edu.au)

Director,  
Notre Dame Institute of Education  
Ahmed Munir Shaheed Road,  
Saddar, Karachi-74400  
Pakistan

24<sup>th</sup> March 2005

Dear Margaret,

As per our informal discussion about the research study I want to conduct in your institution, I would like to inform that Human Research Ethics Committee at Australian Catholic University has approved the study.

It is a case study of the contribution of the Master of Education programme at Notre Dame Institute of Education, Karachi, to the leadership of educators in Pakistan. Dr. Annette Schneider is my supervisor. The study will involve survey of all the MEd graduates and interviews of selected graduates and staff members. This will be followed by the focus group involving selected graduates, teachers and system leaders. The data collection will be done during the months of May to October 2005

In order to gather data at NDIE, I will require the following:

- Access to the list of graduates and their contact information
- Access to archives and all the related documents concerning the development and the review of the MEd Programme.
- Access to MEd handbooks
- A cabinet in your office to store primary data
- A room for conducting interviews and focus groups

In addition, I would like to inform that your permission would be taken before publication of any information from this study.

Your support for the research project will be most appreciated.

Yours sincerely,  
Sukaina Rizvi  
Student Researcher

List of Appendices

**Appendix O Letter of Approval from the Director of NDIE**



**NOTRE DAME INSTITUTE OF EDUCATION**  
Affiliated with the University of Karachi & Licensed by Australian Catholic University

June 15, 2005

Mrs Sukaina Rizvi  
Student Research  
[REDACTED]  
[REDACTED]  
Australia

Dear Sukaina,

I have read with great interest the research proposal for your Doctor of Education Programme. I hope that your pursuance of such will provide you with many enjoyable challenges and achievements that bring you both personal and professional satisfaction.

As Director of Notre Dame Institute of Education, I am happy for you to use the name of the Institute in your research title. I understand your need to have access to archival materials relevant to your research topic as well as contact with NDIE MEd Graduates. To the former I have no hesitation in granting you access on site here at NDIE. In regard to the MEd graduates, I will provide you with a letter of introduction and recommendation to each of them.

With every best wish and Gods' blessings as you undertake you studies.

Yours sincerely

  
Sr. Margaret Madden rsm  
DIRECTOR



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