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

Muhammad Owais Mughal [1]* & Dr. Razia Fakir Mohammad [2]

[1]P. hD Scholar (Education Department, Hamdard University, Karachi, Pakistan)

[2]Associate Professor ((Education Department, Iqra University Gulshan Campus, Karachi, Pakistan)

Abstract: The motive of this study is to explore teachers' perceptions on implementation & associated issues of Teaching Licensing Policy, 2023 in the context of public schools of District Naushahro Froze, Sindh. Research benefits include; teachers' awareness, understanding the components of Teaching License Policy, 2023, significance and concerns. In this research data were collected from Elementary, Secondary and novice teachers of District Naushahro Feroze of Sindh, Pakistan. The mixed method design enables the use of various data gathering techniques that are compatible with both qualitative and quantitative approaches. In quantitative method, survey method total 307 respondents were invited for the responses and for qualitative data, purposive sampling was used for 20 semi structured interviews of pre-service and in-service teachers. Using SPSS version 22, the examined data in this exploratory study were then represented using descriptive frequency tables and charts. Thematic analysis was used to examine the qualitative data once it had been categorized according to its pertinent questions. Overall, the statistical analysis provides evidence of the teachers understanding of teaching license policy and resulted outcomes in terms of recruitment and professional development. However, the qualitative analysis indicates variation in terms of teachers understanding of the implementation of the policy. They were not clear about the role of success in test in terms of career growth.

INTRODUCTION

Historically, various policy initiatives and reform actions were taken to raise learning standards at the national level; however, failures in policy implementation have been reported (Tatto & Menter, 2021), which led to a new policy notification. Policy development is a cyclic and reflective process that includes various stages; examining one stage leads to another stage, hence facilitating the implementation process and improving it (Fullan, 2020; Shattuck & Anderson, 2022). According to Fullan (2020), successful policy outcomes may include four broad phases: initiation, implementation, continuation, and outcome. The initiation phase discusses factors that affect the implementation positively and negatively and serve as the substance for further stages of policy implementation. The Sindh School Education Department's Teaching License Policy (TLP), 2024 is an initiative to raise teaching standards and encourage merit-based hiring of teachers in Sindh, Pakistan. In spite of the national policy's emphasis on reform measures since 1947, low teaching quality has remained a significant problem in this context. Theoretically, teacher licensure is seen as a way to guarantee teacher quality by making sure they can fulfill their basic classroom duties (Darling-Hammond et al., 2021). In the Pakistani context, poor mechanisms of teacher recruitment

and lack of authentic monitoring and promotion procedures are the reasons for limited outcomes of education (Tatto et al., 2019). Recent debate has highlighted the importance of teaching licenses as an indicator of teaching quality, which enhances student active learning (Sahlberg, 2021). A license guarantees qualified individuals who wish to work as teachers and is closely linked to greater social and economic growth. It also increases school fairness and efficiency (Hanushek & Rivkin, 2019). It will raise the standard of schooling generally, and the license will weed out those who are not interested. Pakistan took the license concept from these industrialized nations in order to improve the quality of education and teaching (Moe, T., & Wiborg, S. 2022). Policymakers, educators, and academics are increasingly discussing teacher effectiveness and teacher education in national and worldwide settings. A system of education cannot enhance student learning without enhancing the quality of its teachers. With this theoretical background, the Sindh Education Department approved TLP 2023 and executed it in early 2024. The license policy is subject to Social Cognitive Theory (SCT) which highlights how external variables impact behavior and how internal cognitive processes contribute to behavior development. For instance, SCT was used in a study by Miller, Riggs, and Glessner (2020) to investigate how teacher opinions toward licensure policy are influenced by teacher efficacy, professional commitment, and collective efficacy. The study's findings demonstrated that teachers' attitudes toward licensure policy were significantly influenced positively by teacher efficacy and professional commitment, but negatively by collective efficacy. As a result, SCT can be utilized to better understand how teachers feel about licensure policies and that more study should be done to examine how other SCT-related factors affect these opinions.

According to the white paper(2022), license policies are utilized as stimulants, which cause behaviors that have consequences. In order for teachers to be rewarded with a license, they will shape their behavior to meet national requirements. During the implementation phase, teachers are positively reinforced by the license policy. Failing to obtain a license will be viewed as negative reinforcement. Teachers behave in an operant manner. The chance that a behavior will recur in the future is determined by the interaction between the discriminative stimuli, response, and reinforcement (Schunk, 2022). But for the teachers, it turned into a source of exhaustion. Acosta and Acosta (2016) found that teachers thought passing the Licensure Examination for Teachers (LET) was a crucial prerequisite for teaching. In the context of Sindh, Teachers may not well aware about teaching license policy because there has not taken any state initiative to spread the awareness among teachers in school in particular and province in general. Amoah et al. (2015), asserted that, in the absence of licensure, teachers view licensing as a partial assessment of the performance of certified in-service teachers, raising questions about honesty.

THEORETICAL SUPPORT
The definition of quality teaching is a topic on which practitioners and policymakers cannot agree (Darling-Hammond et al., 2021). According to Goe et al. (2020), there are several qualities that make up quality teaching rather than just one. Dr. J. John Sekar (2022) argues that teaching quality comprises responsive and reflective teaching. A teacher should be responsive to children and their prior knowledge questions. There are three key differences in teacher quality based on distinct

factors, as noted by Kennedy (2021). First, teacher competence should be demonstrated through academic and professional experiences, as competence is a predictor of teaching quality. Second, teaching credentials are required to predict the quality of teaching in order to achieve student learning outcomes (Cochran-Smith & Villegas, 2020). A study by Mayasari et al. (2023) examines the relationship between teacher quality and student achievement and identifies a positive correlation between teacher quality and student performance. The study suggests that having a more qualified teacher is an important factor in quality teaching and teacher characteristics such as gender, age, and education. Many countries in Europe have reported a widespread shortage of teachers (Eurydice Report, 2022). Teacher supply continues to be a challenge in Australia and New Zealand, as well as in England and the US. Studies have indicated a favorable relationship between a nation's degree of growth and the quality of its educational system (Tanjung et al., 2022). The OECD (2022) has recognized the critical role that highly qualified teachers play in ensuring quality education. Research by Chu et al. (2021) has shown a connection between student achievement and the quality of teachers, with competent teachers having a major impact on students' learning results. Traditionally, the development of teacher education programs has not been predicated on a single, coherent, well-formulated definition of what constitutes quality teaching (Sykes et al., 2021). Hence, the question addressed in this paper is: How do teachers who appeared in the teaching license test 2024 perceive the implementation of the teaching license policy and its associated challenges?

METHOD

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

In this study, the population consists of public-school teachers who appeared in the teaching license test and passed the license test. The data was collected from the concerned authorities of the government, which is the primary body overseeing the teaching license policy test. There are 1,341 teachers working in 31 public high schools throughout the district, according to the Education Directorate.
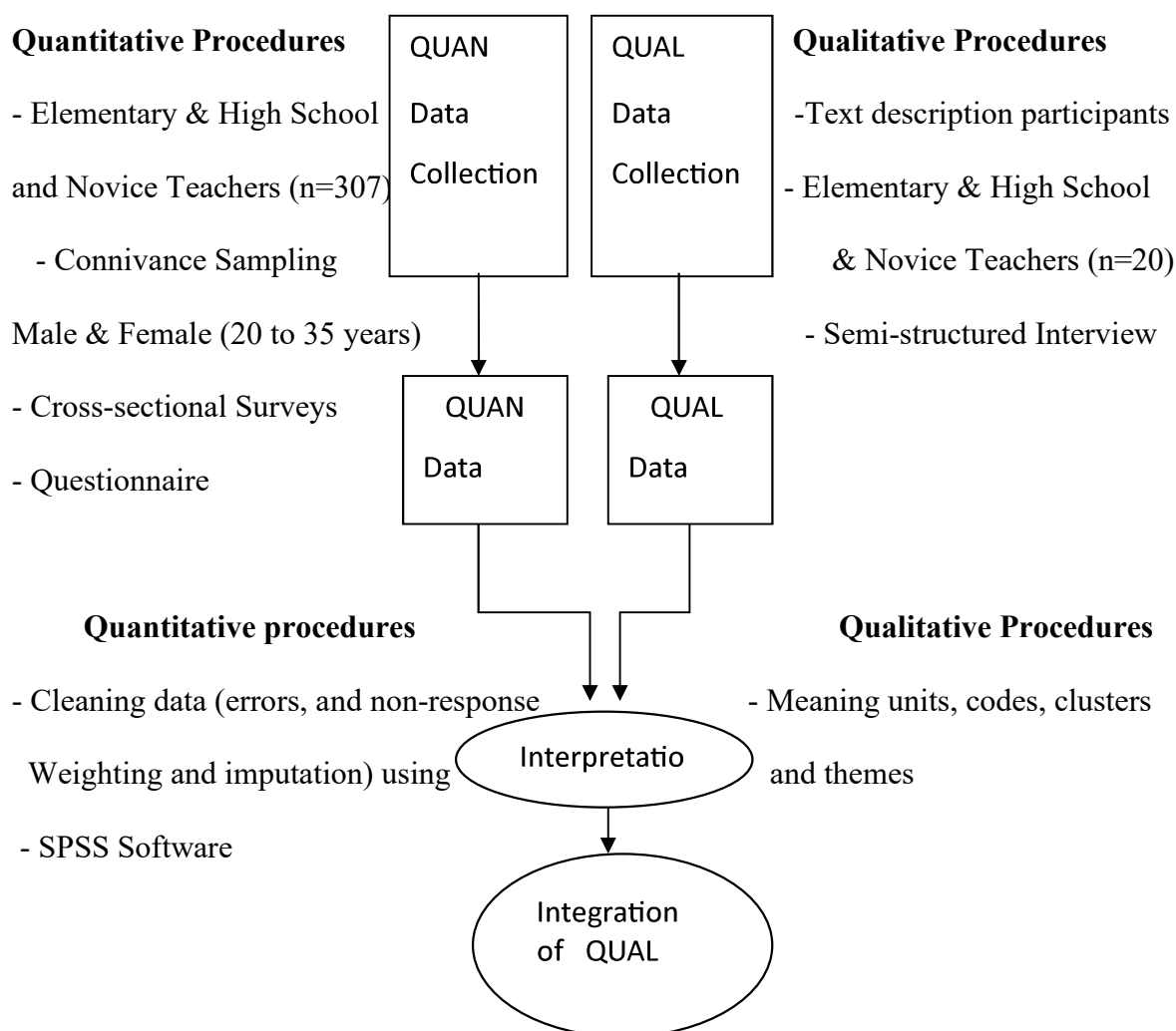
Quantitative Procedures

- Elementary & High School

and Novice Teachers (n=307)

  - Connivance Sampling

Male & Female (20 to 35 years)

- Cross-sectional Surveys

- Questionnaire

QUAN Data Collection

QUAL Data Collection

Qualitative Procedures

-Text description participants

- Elementary & High School

  & Novice Teachers (n=20)

  - Semi-structured Interview

QUAN Data

QUAL Data

Quantitative procedures

- Cleaning data (errors, and non-response

  Weighting and imputation) using

 - SPSS Software

Qualitative Procedures

- Meaning units, codes, clusters

and themes

Interpretatio

Integration of QUAL

Figure 1. Diagrams for a Study

Sampling Techniques

The quantitative sample size was established by applying Yamane's (2021) formula for a finite population correction factor: n=N1+N(e2) where e is the standard error and N is the study population. Thus, n = 1341/ 1+1341(0.052) = 307. Therefore, the survey sampled a total of 307 teachers. For the qualitative phase, purposive sampling was employed. Purposive sampling is qualitative research sampling strategy, referring to the deliberate selection of individuals according to their traits, expertise, background, or other standards (Patton, 2022). 20 semi-structured interviews were conducted with 12 male and 8 female public-school teachers, ensuring equal representation of in-service and pre-service teachers.

Data Collection Instruments

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

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

Validity and Reliability
To ensure the validity and reliability of the research instruments, 10 teachers completed the questionnaire in a pilot study before full implementation. According to Robson (2021), a pilot test helps improve specific aspects of a questionnaire, such as usability, self-explanatory nature, and clarity. The pilot study helped reduce response time and identify difficulties that respondents faced while interpreting the questions. Based on feedback, necessary adjustments were made to the questionnaire to align it with the study's objectives. The reliability of the instrument was measured using Cronbach's Alpha, which yielded a high reliability score of 0.91, indicating strong internal consistency and validity (Tavakol & Dennick, 2022). These results support the researcher's findings regarding teachers' perceptions of the Teaching Licensing Policy 2023 in public schools in District Naushahro Feroze, Sindh. The validity and reliability measures ensure that findings can be generalized to improve teacher and student quality while maintaining statistical robustness.

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

Ethical Consideration
The study complied with other codes of ethics regarding data collection and information retrieval, as well as attributing secondary data to the legitimate sources. The study was carried out in accordance with ethical codes in social science research, which include ensuring voluntary

participation, anonymity, and confidentiality of the respondents; all respondents were informed of the purpose of the research and given a questionnaire to complete based on their voluntary participation and informed consent; these respondents were also guaranteed anonymity and confidentiality of their responses.

RESULT AND DISCUSSION
Demographic Part of the study
Figure2 bearing numbers of public sector teachers selected randomly across all five talukas of district Nauhahro Feroze shows that district Nauhahro Feroze comprises of Moro, Nauhahro Feroze, Bhiria, Kandiaro and Mehrabpur where in Taluka Moro stays the largest of all having more population and correspondingly number of teachers, Sample N = 1341 in 121 elementary schools. 41 percent of population of sample belong to district, 28.7 of Taluka Naushahro Feroze, 25 percent of Bhiria Taluka, and 34 percent of Kandiaro and Mehrabpur each.
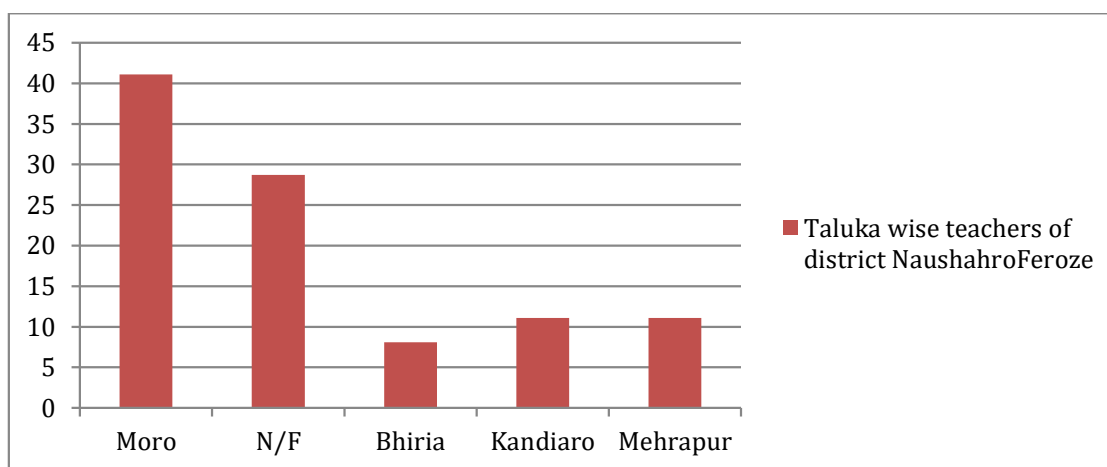

Figure 2: Taluka wise teachers of district Naushahro Feroze

The table 1 showing age break-up of the study respondent witness majority of the respondents falling in 25 to 30 age group, 179 nearly 58.3 of the selected sample. This bring to light that these younger teachers remained active part of system and will be play their role while experiencing ups and downs of education as well as teaching licensing policy. They comparatively appear to be in better position to contribute value added observation, strengths and weaknesses of Teaching License and changes introduced time to time as whole. In addition, 77 respondents falling in 20-25 age group which is 25.1 percent of sample which the youngest teachers who join teaching profession in very young age and they will become the most important catalytic to change the traditional teaching to modern teaching methodology.

Interestingly, 49 respondents falling in 30-35 age group which is 16 percent which is termed experienced teachers who are not ready to change their teaching but they showed their interest in this regard and it is a positive sign.

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

Table 1. Age wise Teachers

4.2. Descriptive Statistics

Table 2 presents descriptive information pertaining to the four components of the Teaching License Policy. The average of the "knowledge" score, which was determined by adding the scores of the eight linked items, was an average of 14.63 ± 3.26 out of 22. The results indicate that teachers' perceptions regarding awareness ranged from low to moderate, with an average score of 14.63 out of 22, teachers' perceptions regarding their own knowledge of TL were, on the whole, moderate to medium, teachers' attitudes toward TL were rated as moderate to medium. The "understanding of TL" score was computed by summing the scores of the 10 pertinent items; the average result was 17.42 ± 4.65 out of 30. The findings suggest that teachers' knowledge of their teaching licenses was average., teachers' opinions on procedural understanding were generally moderate to mediocre and teachers' opinions on criteria TL criteria ranged from moderate to average.

	Awareness		Components			Significance			Challenges	
	Knowledge	Attitude	Understanding	Procedure	Criteria	Status	Effective Teaching	Jobs Satisfaction	Teacher Challenges	Implementation Challenges
N Valid	307	307	307	307	307	307	307	307	307	307
Missing	0	0	0	0	0	0	0	0	0	0
Standard Error of Mean	14.63	15.16	17.42	17.53	9.64	12.73	18.11	23.66	30.86	23.82
Median	15.00	16.00	22.0	16.00	10.00	13.00	19.00	24.00	32.00	25.00
Variance	10.678	20.792	21.641	18.348	7.074	8.628	13.173	21.238	42.925	22.683
Std. Deviation	3.267	4.559	4.65	4.28	2.65	2.93	3.62	4.60	6.551	4.7
Minimum	10.00	8.00	12.00	11.00	5.00	7.00	10.00	12.00	16.00	10.00
Maximum	22.00	26.00	30.00	26.00	16.00	29.00	31.00	33.00	42.00	33.00
Range	12.00	18.00	18.00	15.00	11.00	22.00	21.00	21.00	26.00	23.00
Skewness	-0.110	-0.486	-0.486	.616	0.298	-0.03	-0.887	-0.407	-0.840	-1.309
Kurtosis	-1.253	-0.927	-0.927	-.517			0.375	0.808	0.574	1.908

Table 2: Presents descriptive information pertaining to the four components of the Teaching License Policy

The findings show that educators' opinions of their own professional status varied from poor to average. The average score of 18.11 ± 3.62 out of 31 was obtained by adding the scores of the 10 relevant elements to determine the importance of the "effective teaching" score, When the scores of the twelve pertinent categories were added together, the "job satisfaction" score was determined. The findings suggest that teachers had a positive outlook on their level of job satisfaction. The results demonstrate that views among educators regarding the difficulties faced by teachers ranged from satisfactory to favorable. The findings show that opinions among educators about the challenges faced by teachers ranged from good to very good.

QUALITATIVE FINDINGS
Theoretical Awareness of Teaching License Policy
The findings indicate that the awareness of teaching license policy is a crucial subject that highlights teachers' ignorance of this regulation. Senior teachers and young teachers are the two categories of teachers. Teachers who have just joined the education department are considered younger; some have been in the field for as little as two or five years. Although they are not aware of the rules, younger teachers are highly curious to know about teaching license policies. Many teachers are not well-versed in teaching license policy, having learned about it mostly via various electronic or social media platforms. Some respondents stressed on their awareness as following:
"The same ratio the person around us is knowing about driving license policy"(Interview 1, Q-1)
"Yes, fact of the matter is that majority of teachers are not aware about the teaching license policy because they take it something like a burden or something like an activity which is going to hinder their progress or it is something which is more challenging" (Interview 4, Q-3)
"Novice teacher or the new teacher they are more interested in it because they know that their future depends upon this policy. They are not interested in this policy" (Interview 8, Q-4)
To put it briefly, most teachers are aware that the Sindh government has established a policy about teaching licenses, but many are actually unaware of the fundamentals of the policy. Teachers will share a uniform teaching license policy, and its execution will be based on merit. But most educators are aware that getting a teaching license would come with more responsibilities and could impede their ability to advance or get promoted in the event that they don't pass the test. Therefore, when talking about senior teachers' awareness of the teaching license rules, new teachers expressed their concerns through facial expressions. Seniors have demonstrated a certain level of ignorance of the importance of a license, despite their seeming lack of interest in it. All things considered, these viewpoints highlight how different teachers' awareness, perceptions, and attitudes are about the teaching license policy, indicating the need for focused education and communication initiatives to improve comprehension and involvement throughout the teaching community.
Significance of Teaching License Policy
The literature emphasizes the need of teacher education programs and license policies for high-quality education. The significance of a teaching license as a measure of instructional quality that

improves student learning has been emphasized in recent debates (Darling-Hammond, 2021). The results of this qualitative study revealed that license is a step in the right direction toward raising the standard of teaching in the classroom and fostering 21st-century abilities in students, such as teamwork and critical thinking, so they may successfully navigate the problems of the twenty-first century.

"Government have initiated this in order to equip the teachers with the skills that are required for this century"

(Interview 9, Q-5)

"Like it talks about collaboration, it talks about critical thinking skills, which I believe is one of the fundamental key components of learning" (Interview 11, Q-7)

"So, the results of the students and the results of overall education department will be increased and it is a better aspect for overall the Pakistan education system."(Interview 15, Q-10)

Government policy is to require teachers to possess fundamental abilities necessary to teach 21st century lessons in the classroom. The 21st century abilities that are required in today's classrooms to compete with other countries in the area and worldwide are missing from educational settings in Pakistani context. A license guarantees that educators possess fundamental 21st-century abilities, such as critical thinking and teamwork, which are essential in any classroom. It will support the development of wholesome learning possibilities for Pakistan's teachers, students, and educational system. The education department does not hold teachers accountable; instead, the Sindh government's 2018 biometric project is used. It guarantees that teachers are the only ones present within the school's boundaries and does not assess their output. Additionally, licensure policies will play a part in holding teachers accountable.

"Teaching License creates accountability in teachers" (Interview 12, Q-8)

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

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

"If you can't do anything, you'll become a teacher." Since education quality will be as low as judged in many surveys and evaluation. In this sense, a license guarantees that an individual possesses all of these details and is capable of applying them in the classroom. In the province, the value of teachers and education will both increase.

"Absolutely. But same the thing is going to happen with the teaching license policy. If a teacher is having a license, so he or she might get an extra benefit in some sort she's a licensed like a professional teacher" (Interview 8, Q-7)

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

teachers.In conclusion, the recognition of the teaching license by educators underscores its pivotal role in enhancing teacher standards and embedding essential 21st-century skills in classrooms. This strategic initiative is poised to significantly elevate the quality of education in Pakistan, positioning it competitively alongside regional and global peers.

Practical Challenges of Teaching License Policy

The results highlights that there are many challenges of teaching license policy from test to classroom teaching. The very first challenge faced by seniors who are not ready to accept this new reform of teacher education because they have so much experience of teaching as well as administration and they argued this policy will not help younger teachers to raise the standards of education because it has been the practice of government to introduce new policy reform every year but the implementation in true letter and spirit is a dream.

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

"So definitely it will be the challenging task for the government as well as the teachers and the administration to give the importance of the teaching license, teachers and the policy" (Interview 21, Q-6)

"First thing is that they know that their existence is not based on this teacher license. They know that they are permanent teacher or they are associated with this department although it is the private, semi government." (Interview 11, Q-15)

We are not challenged by a piece of paper; we are experienced and don't need any proof, but since you are a new teacher, you will need to demonstrate your abilities. Nevertheless, we are still better qualified to instruct pupils than you. It's interesting to note that experienced teachers' survival is not dependent on passing a licensing exam. Seniors are also reluctant to accept the licensing policy because, after more than 20 years of teaching, they were promoted to the 16 scale. However, if a younger teacher with three years of experience passes the licensing exam, they will be promoted into the 16 scale. Seniors, on the other hand, will not be prepared to accept the licensed teachers because they will be using new teaching strategies and approaches in the classroom.

There is a lack of confidence between policy makers and seasoned educators, and license teachers are the ones who will suffer as a result. Since there are no postings for elementary school teachers (ELTs) in the budget book, posting licensing teachers presents another practical problem. Nonetheless, the new budget for 2024–2025 adds more ELT positions without allocating them according to teachers' passing rates. For instance, Karachi has the greatest teacher passing rate—more than 100—but this budget book only includes a small number of ELT positions. The difficulty lies in how the government will assign these teachers to their home districts even in cases when there are no open positions. It will be more difficult for teachers to drive more than 50 or 100 kilometers every day if they are posted to an adjacent district. Then, real teachers will bear all the responsibility for some licensing teachers receiving easy passage, which will be a problem for those educators who are doing their jobs well. Therefore, the government needs to pay attention to this issue; otherwise, the province's license policy will likewise become a political football, and the hope and light would vanish.

"Now, ensuring the quality, the working, it requires a robust kind of monitoring and evaluation of this process. So, in this regard, these institutions are like PITE, we need to enhance them, we need to enrich them, capacity building measures have to be taken so that those candidates who are going to be the part of teaching license policy." (Interview 22, Q16)

The government will not be able to carry out the license policy in its entirety without capacity building initiatives. There is only one teacher training facility, the Provincial Institute Teacher Education (PITE) in Nawabshah. However, it lacks the resources and trainers necessary to serve all of the licensing teachers at once.

"So, the same is with our education system. No attention is being paid towards the quality education. Whenever there are even inspections in our department, we are told and we have means it all goes like a drama that inspection is going to be done." (Interview 16, Q-7)

The Sindh Government's Monitoring and Evaluation Agency lack qualified personnel to assess the educational process in schools. Monitoring Assistants have not enough knowledge of teaching pedagogies and assessment. Evaluation differs from the school inspection that takes place before exams. Although inspections are merely formalities, their true purpose is not served as the individual assigned to them is unfit for the position and is only performing the formalities. The monitoring of licensed teachers and their performance in the classroom will follow the same scenario.

Concerns of Teachers about Teaching License Policy

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

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

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

According to the Sindh Teacher Education Development Authority (STEDA), a teacher would pass if they receive 50 percent in both the subjective and objective sections. However, the teacher failure rate is not acceptable. The disheartening fact is that just 17percent of teachers are able to pass this exam. While there is no subjective component for head master bps 17 posts, which are filled by the Sindh government on a 33-mark, there is a subjective portion for elementary school teachers (BPS-16), which is not a gazette post. The results showed that a single paper test will not provide students with a healthy classroom learning environment. Since 2015, hundreds of teachers have joined the education department; the majority of these teachers are engineers with degrees in various fields. However, in Sindh, teaching is not their first priority. Surprisingly, the most recent recruitment for primary school teachers and junior elementary school teachers did not include a B.

Ed. Requirement. Others with a B.Ed. lack a fundamental understanding of pedagogy, although other teachers who regularly enroll in B.Ed. programs are very knowledgeable about engaging and instructing pupils. Even the most basic test with both subjective and objective sections is beyond the younger teachers' capabilities.

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

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

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

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

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

Teachers worry that the licensure exam will be administered based on their subjects. Each teacher must pass the test's broad section as well as the subject-specific subjective element. Due to the department's initial lack of resources, it is not feasible. However, many educators work in broad education rather than as subject matter experts. In conclusion, every teacher wishes that a test could be administered based on their comfort level or willingness, but this is not realistic.

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

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

Some teachers are driven by an internal desire to enhance their methods, techniques, and classroom management. They actively participate in ongoing professional development initiatives as a result. The majority of people lack motivation since policies is unclear; it's unclear how the government will modify in-service teachers. However, in-service teachers lack a comprehensive understanding of the EST service structure. How will teachers be promoted? Some teachers who passed their license and are on the High School Teacher (HST) promotion list are unsure about which order is better for their career and potential promotions in the future. Although the government displayed a lack of clarity over the EST service structure, the HST service structure is operational and available.

Despite their expertise, many teachers see licensure as a burden that could jeopardize their employment. After donor programs conclude, the education department frequently suggests modifications but is unable to completely execute them because of financial reductions. Experience is a major factor in teachers' awareness, yet senior teachers rarely impart expertise to juniors, arguing that licensing is useless. Additionally, the government keeps certain high-ranking officials out of talks. More than 500 applications were denied in the initial exam because they were ineligible or fell into the wrong categories, indicating that most teachers are unaware of the sorts of licenses and requirements, even though young teachers view licensing as a career boost. According to research, the goal of successful reform is to create educators whose attitudes, abilities, and knowledge result in exceptional instruction (Jian Wang, 2011).

Any profession needs credentials to increase the faith that parents and society have in educators (Darling-Hammond, 2000; Cochran-Smith & Fries, 2001). It is essential to update policies and compare national education to international norms (Zhao, 2010). Since teaching is rarely a first career choice, it is sometimes underappreciated. However, licensure will elevate the profession by guaranteeing that only qualified, dedicated professionals enter it. Only 17% of candidates passed the initial licensing exam, demonstrating the need of having rigorous standards. The majority of educators think that licensure encourages comprehensive, successful instruction. In order to meet the demands of the twenty-first century for high-quality education, teacher licensure (TL) guarantees that educators possess the necessary pedagogical knowledge and abilities.

The results point to a number of difficulties in putting the Teaching License (TL) Policy into practice. Many older teachers, who control school administration, are against TL because they believe it will devalue them and give juniors the opportunity to outperform them. They mistrust successful implementation without their support and feel left out of the consultation process. Unfair promotion policies and hasty, ambiguous test announcements exacerbate mistrust. Many instructors, particularly in rural Sindh where there is a dearth of real teacher training, struggle with the exam's poorly defined material and lack writing and critical thinking abilities. Instructors are concerned about passing the test, its impartiality, and the ambiguity surrounding hiring and advancement. Its influence on the quality of education is diminished when material is prioritized over effective teaching techniques.The government has to strengthen planning, involve senior teachers, establish confidence, and make procedures clear in order to overcome these problems. Workshops and awareness efforts are essential, particularly in rural regions. The Higher Education Commission must provide rigorous oversight, cluster monitoring, master trainers, and clear guidelines. Teacher postings should correspond with passing rates, and the service structure should be clear. Real reform and boosting teachers' trust in the system depend on upholding high standards without sacrificing test quality.

CONCLUSION
The goal of this study is to provide a modest yet significant addition to the growing body of knowledge regarding the nature and implications of the teaching license policy, which appears to be an innovative effort to raise the standard of education in Pakistan. Participants in this study,

which sought to investigate teachers' opinions on teaching license policies, had a range of opinions. Teachers acknowledged that the teaching license was a revolutionary instrument that may improve the standard of education in Pakistan. On the other hand, educators concur on its importance with regard to their own personal development. This result emphasizes how crucial it is to include administrators and senior teachers in the reform process, since research indicates that reform efforts may fail if their active participation is overlooked. Reform initiatives can occur into resistance and falling below of teachers' requirements and viewpoints if deep-rooted values, beliefs, and routines are not addressed and a culture of gradual change is not fostered. It is imperative that teachers understand the core ideals of the teaching license in order for it to fulfill its intended purposes and empower them to embrace and effectively enhance their professional practice. This study have accomplished its goal if it has even slightly contributed in promoting more progress in the real-world context of license policy implementation. It has also made some of the future work that still has to be done and what might be feasible apparent.The conclusion suggests that the administration of the licence test cannot be evaluated in terms of policy implementation, as the subsequent pathways remain unclear. If these concerns are not addressed, the policy risks becoming another failure in the context of this research.

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