



Teacher in Promoting Quality Education: Head Teachers Perception

¹Mohammad Nabi, ²Muhammad Javed Iqbal, ³Rahat Mand, ⁴Intzar Hussain Butt

¹PhD scholar Sarhad University of Science and Information technology Peshawar, Pakistan.
mohammadnabi71@gmail.com

²Director Mass education Sarhad University of Science and information technology Peshawar, Pakistan.
javed1qbal1941@yahoo.com

³PhD scholar Sarhad University of Science and Information technology Peshawar, Pakistan.
rahatmand70@gmail.com

⁴Assistant Professor, University of Education, Lahore, Pakistan.

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ABSTRACT

This research was carried out to study the head teachers' perception in terms of teacher in the promotion of quality education and about those characteristics which make them different from other facilities that bring quality in education. Quality of education is the major concern of any country and preparing quality teachers is the prime importance in many countries. In this connection quality of teacher cannot be ignored. This study explores the quality characteristics of teachers through literature review that influence the quality of education. In response to the need of quality teacher, Government of Khyber Pakhtunkhwa review and developed Teacher Education Strategy (TES 2013-2018) to improve the quality of teacher in the province. In this regard two districts were taken to know the perception of head teachers of primary public schools in the province. A five point likert scale questionnaire was developed to know the perception of 108 head teachers in two districts Swat and Tank of Khyber Pakhtunkhwa Pakistan.

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Corresponding author's email address: mohammadnabi71@gmail.com

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1. Introduction

Education has substantial role in the development of an individual as well as serves the nation in particular. Education is the improvement of the human body, soul, intellect, emotion, will and physical health. Quality of education is elaborated in widen and with diverse meaning. It may mention to elevated standard of managerial skills, teaching, learning and achievements of learner. Zaki and Rashidi (2013) point out the parameters of quality in higher education which are institutional design, educational policies and practices, teaching staff, institutional leadership, curriculum, resources and learners.

The Quality of education contains on these ingredient, quality of management, quality of teacher, physical facilities and textbook quality. Heads of the schools are the managers of their institutions know their teaching staffs very well and know how to achieve the objectives of quality education. Teachers are the backbones of any educational institutions. They play an important role in the development of a child and impart quality education to their pupil. Quality education is the need of the day. Every country wants to improve the quality of education especially

developing countries like Pakistan. The objectives of the Study are (i) to identify characteristics of teacher that affects the quality of education and (ii) to know the perception of teachers about the main component in quality education. The Research Questions of the study are (i) What are those characteristics of teachers which promote quality in education?, (ii) What is that prominent component which brings quality in education?

2. Literature Review

2.1 Quality education

It is difficult to define quality because it is a dynamic concept. Sallis (2002, p. 1) argued that no any two person agree upon one definition but they are in a state of opposition when discussing quality. So many researcher defined quality. Alexander (2008, p. 11) defines that it “can mean a degree of excellence”. Another definition equalizes quality with the ability to satisfy human needs. ISO define quality as "The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs". The product/service will be then the quality product/service that have total amount of excellence and features which fulfill human needs.

In educational setting quality is attained by services that satisfy the learner needs. Fredriksson (2004, p. 4) defines Quality education “that best fits the present and future needs of the particular learners”. It is concluded by the Fredriksson definition that education is a service which must fulfill the present and future requirements of the learner (customer). Chisholm (2004, p. 14) concluded that the quality of education is connected to teachers, textbooks and the values raised in schools by curriculum. Teachers, content, textbooks, environment are all the ingredients of quality education but “The quality of an education system cannot exceed the quality of its teachers” (Barber & Mourshed, 2007, p.7). A quality teacher contributes in the promotion of quality education. Quality of education is mostly linked with student outcomes and teacher is the one who can delivers the lesson with effective teaching methodology. Quality teacher have the following characteristics which are the essential tools for quality education.

2.2 Subject Matter Command

Command over the subject matter is the most successful characteristics of the teachers which pays share in the enhancement of quality education and improves students learning. This ability of teacher accomplishes the aim of fitness in the subject is essential for quality of education. Command on the subject matter of teacher makes the learners to understand well. Subject and content knowledge of the teacher, and to apprehend that how students learn that subject and how to transport that knowledge to students in the class are the needed tools (Wray, Medwell, Poulson, & Fox, 2002). This teachers’ proficiency lay a deep foundation of teachers knowledge as Smittle (2013, p. 3) describes “Proficiency in subject matter is critical for developmental education teachers”. Command on the subject is useful tool in the various aspects of teaching process as Alexander, Rose and Woodhead (1992) who stated that subject knowledge is a crucial procedure at every pace in the teaching process: in assessing and diagnosing, in planning task setting, explaining, questioning and giving feedback. Teachers’ command on the subject matter indicates quality teaching which add more to the students’ knowledge. It is certain that teachers' subject knowledge encapsulate exceedingly more than only their knowledge of the content which they will communicate in the class (Wray, Medwell, Poulson, & Fox, 2002). The characteristic of teachers command on the subject matter is the path way to quality of teaching that leads to the great deal of students’ achievements to quality education. Lacking of this reality is equal to nothing and to achieve nothing is the wastage of time and financial resources. Command on the subject matter is most important but it is ineffective without pedagogical skill because this skill give them expertise that how to teach.

2.3 Pedagogical skills

Pedagogy is defined “As the art and science of teaching” (Professional Support and Curriculum Directorate, 2003, p. 4). Pedagogical skill is of a great importance which no one can ignore because without pedagogical skill one can not imagine quality outcomes. Zammit et al. (2007) defined quality teaching as teaching that produces an improvement in learner outcomes. Obviously teacher knows the pedagogical skill well which helps him in the classroom and students’ outcomes. According to Bhowmik, and Banerjee, (2013, p.4) “(i) Teaching should be carried out as smoothly as possible and (ii) It should result into the maximum output in terms of the expected better teaching outcomes”. Pedagogical skill improve the quality of teacher and maximize the expected outcomes as according to Professional Support and Curriculum Directorate (2003, p. 4) quality pedagogy influences the quality of learning powerfully and directly which affects the students’ outcomes. Pedagogical skill makes the teacher expert by having the powerful influence to engage and motivate students during delivering quality teaching. Zammit et al. (2007, p.10) stated that many researchers point out significance of pedagogies which have the ability to motivate, engage and involve students in learning and develop students’ strategies for learning. Committed

teacher is using various pedagogical skill for effective learning. Bhowmik, and Banerjee (2013, p.1) argued that pedagogy, integrating an array of teaching strategies, shaping community confidence in the quality of learning and teaching in educational institutions. The effect of pedagogy builds confidence and makes the learner confident for the survival in society. According to the Scottish Executive (2005, p.7) we believe that we need to understand that how students learn and how to teach them that learning experiences leave them confident and competent. To achieve the purpose of students' confidence and competitiveness "Quality teachers apply a various teaching and meta-cognitive learning strategies that meet the needs of different level of students and the demands of different instructional goals, methods and topics". (Zammit et al. 2007, p.10). The skill "Pedagogy makes a teacher: how to work as facilitators, coaches, models, evaluators, managers, and advocates" (Bhowmik and Banerjee, 2013, p.5) and make the teachers skillful in their role. To play a role in the promotion of quality education, professional commitment is vital.

2.4 Professional Commitment

Commitment is considered loyalty with a job and loyalty is the potent property of teacher which in case of lacking is a big loss to the quality of education. Teacher's commitment is a dedication to the teaching profession and giving first priority to teaching over others. Teacher's professional commitment is a crucial dimension of teachers towards the quality of education. According to Razak, Darmawan and Keeves (2010) the concept of committed teachers has been used as synonym for quality teacher. To improve quality education is to maintain quality teachers for student's quality achievements. Maintaining teachers in their jobs in the school is crucial to keep standards and enhancing school performance especially in terms of student academic outcomes (Shah & Abualrob, 2012). Students' academic achievements are connected to the teachers performance which enhance school effectiveness, as Fredriksson (2004) that teachers have the responsibilities to improve the school performance because they have real power to make a difference in learners' capital enhancement while teaching. Thus students realize their interest as Obot . Obi. Essien. Uko and Akpan, (2012, p.136) remark that "students' perception of teachers' level of professional commitment has a significant influence on their interest". This influence of teacher's performance is the result of attrition tendency towards quality education. According to Choi and Tanng (2011) teacher commitment has been studied to expect teachers' attrition tendency and approaches towards class performance or quality of education.

2.5 Teachers effectiveness

Effectiveness of teacher is great characteristic as well as slogan for quality education. Where there is effective teacher there will be quality education because "effective teachers consistently achieve goals that focus on desired outcomes for their students and teacher effectiveness is encompassed in knowledge, attitudes, and performance" (Hunt, 2009, p. 30). It is true that "the effective teacher is very systematic in the preparation for and execution of each lesson" (McBer, 2000, p. 12) which is pointing to the enhancement of quality teaching. Similarly Bill and Mallinda Gates Foundation (2010) concluded that dramatically enhancing education is to ensure that every pupil has an effective educator in every classroom for every school session. But what will be included in teacher effectiveness Cheong, Mong and Tang (2002, p. 2) elaborate that "teacher effectiveness should include the quality of teacher competence and performance in various domains such as the behavioral domain, the affective domain, and the cognitive domain" These domains strongly affect the students outcomes. In the same vein "teacher effectiveness was measured in terms of the academic gains of students" (Duckworth, Quinn & Seligman, 2009, p. 540). Hunt (2009. p. 30) further describes that teacher effectiveness is broadly used in terms of pool of characteristics, competencies, and behaviors of teachers at every educational levels that enable learner to reach desired achievements. To achieve the desired goal effective teachers know the pedagogical skills as well as have the command on the subject matter as concluded by Byrd and Rasberry (2011, p. 5) that greater numbers of English language learners as well as special education pupil need educators who understand their subjects and different teaching strategies to transport the concepts and thoughts effectively. Delaney, Johnson, Johnson and Treslan (2010, p. iii) added that "Instructors who are effective teachers are respectful to students, knowledgeable, approachable, engaging, communicative, organized, responsive, professional and humorous"

3. Methodology

3.1 Research Design

This study was descriptive survey design included in quantitative data. According to Ary, Jacobs, Razavieh and Sorensen (2010) survey research is also known as descriptive research practices tools such as questionnaires to collect information from groups of persons. In this study quantitative data comprises a questionnaire which was structured for head teacher.

3.2 Population and Sample of the Study

Population of this study includes of head teachers of government male primary schools of two districts. In this survey the researcher selected multiple stage sampling technique. In the first stage two districts of Khyber Pakhtunkhwa, Pakistan were chosen as stratified sample. In the second stage head teachers were randomly taken from every stratum. The sample of the study was 108 (10% of the population).

3.3 Statistical Analysis

The data was analyzed with help of SPSS software. The results of questionnaire were analyzed on frequency percentage and graphs were drawn. The responses of questionnaire were gained through five point likert scale from strongly agreed (SA) to strongly disagreed (SDA)

4. Data Analysis

Table 1

Statement	SA	A	UN	DA	SDA	Mean	S.Div
1. Students achieves competency if teachers have command over subject matter.	68	29	13	-	-	4.52	0.67
2. Teachers' subject knowledge embodies a good deal more than their knowledge of the content.	-	76	23	09	-	3.62	0.63
3. Teacher uses pedagogical skill for effective learning to improve students' outcomes.	-	96	-	12	-	3.55	0.83
4. Teacher's commitment is loyalty to profession affect the result of students.	-	89	11	08	-	3.95	0.63
5. To keep a committed teacher in school is to improve the quality of education.	84	16	08	-	-	4.70	0.59
6. Committed teachers have a great interest to improve students' achievement.	-	93	-	15	-	3.72	0.69
7. Effective teachers are approachable, responsive communicative, organized knowledgeable and humorous.	11	92	05	-	-	4.05	0.38
8. Effective teachers consistently focus on students' academic achievements.	86	-	-	22	-	4.38	1.21
9. Effective teachers prepare lesson plan that deliver it effectively.	83	12	-	13	-	3.64	0.68
10. Effective teachers participate in the improvement of student outcomes.	15	83	10	-	-	4.04	0.48

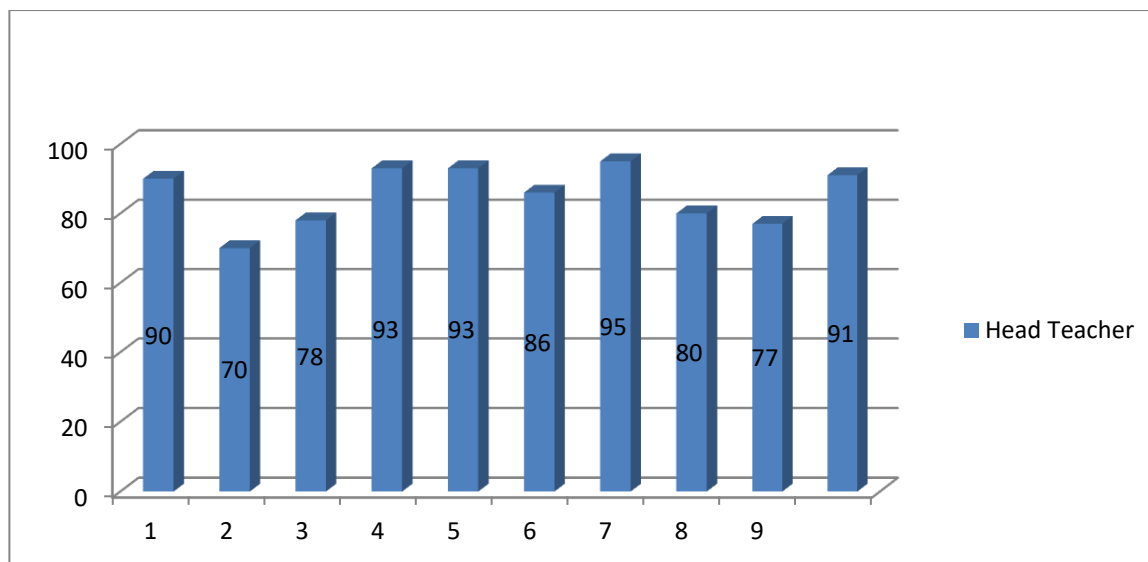


Table 1 statement 1 indicates that 90% respondents gave agreement that Students achieve competency if teachers have command over subject matter. Statement 2 reveals that 70% respondents agreed that teachers' subject knowledge embodies a good deal more than their knowledge of the content of what they will teach. Statement 3 point out that 78% of the respondents agreed teacher uses pedagogical skill for effective learning to improve students' outcomes. 93% respondents favoured statement 4 that teacher's commitment is loyalty to profession affect the result of students. Statement 5 shows 93% respondent agreed that to keep a committed teacher in school is to improve the quality of education while 86% agreed with statement 6 that committed teachers have a great interest to improve students' achievement. Statement 7 reveals 95% of the respondent agreed that effective teachers are approachable, responsive, communicative, knowledgeable, organized and humorous. Statement 8 shows that 80% of the respondents agreed that effective teachers consistently focus on students' academic achievements and achieve the goals. Statement 9 indicates that 77% respondents favoured that effective teachers prepare lesson plan and deliver it effectively. Statement 10 shows that 91% of the respondents agreed that effective teachers participate in the improvement of student outcomes.

Table 2

Statement	SA	A	UN	DA	SDA	Mean	S.Div
11. Physical facilities play a role in promoting quality education.	-	92	16	-	-	3.85	0.35
12. Physical facilities play a more role than teacher in promoting quality education.	-	13	-	95	-	2.24	0.65
13. Text book plays a role in promoting quality education.	92	-	16	-	-	4.70	0.71
14. Text book plays a more role than teacher in promoting quality education.	-	18	-	90	-	2.33	0.74
15. Head teachers' management participates in promoting quality education.	-	95	13	-	-	3.87	0.32
16. Head teachers' management participate more than teacher in promoting quality education.	-	25	-	83	-	2.46	0.84
17. Quality of education cannot exceed the quality of teacher.	-	89	09	10	-	3.73	0.62
18. Quality teachers are the strongest source to improve quality education.	-	100	08	-	-	3.92	0.26
19. Teachers' quality improves the students' outcomes	-	101	07	-	-	3.93	0.24

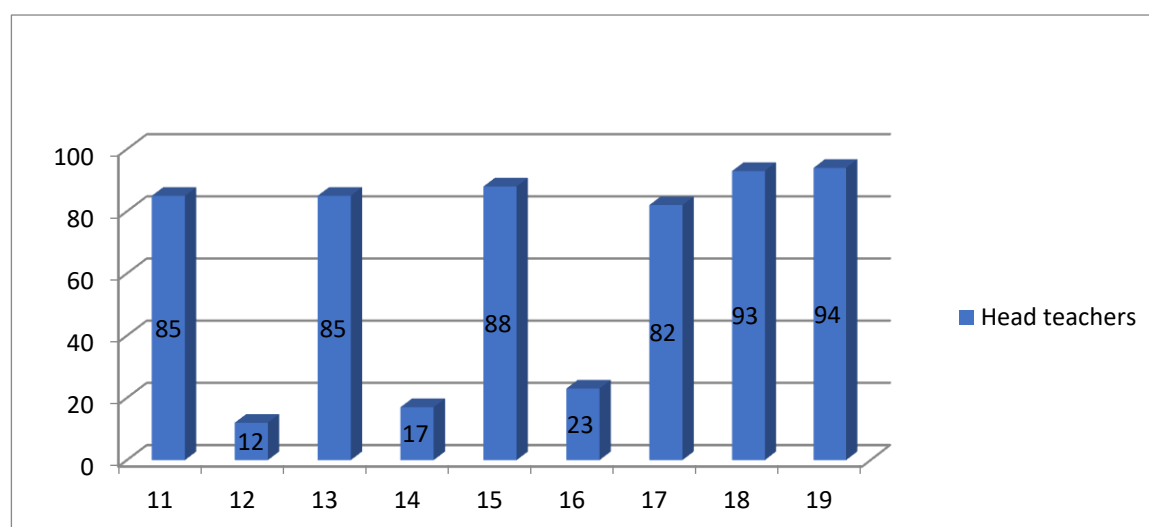


Table 2 statement 11 shows that 85% of the respondents agreed that physical facilities play a role in promoting quality education. Statement 12 indicates that 88% disagreed while 12% of the respondents agreed that physical facilities play a more role than teacher in promoting quality education. Statement 13 point out that 85% of the respondents agreed that text book plays a role in promoting quality education. Statement 14 reveals that 83% disagreed while 17% of the respondents agreed that text book plays a more role than teacher in promoting quality education. Statement 15 indicates that 88% of the respondents agreed that head teachers' management participates in promoting quality education. Statement 16 shows that 77% disagreed while 23% of the respondents agreed that head teachers' management participates more than teacher in promoting quality education. Statement 17 shows that 82% of the respondents agreed that quality of education cannot exceed the quality of teacher. Statement 18 shows that 93% of the respondents agreed that quality teachers are the strongest source to improve quality education. Statement 19 indicates that 94% of the respondents agreed that teachers' quality improves the students' outcomes.

5. Conclusion

The perceptions of head teachers about the quality of teachers in the promotion of quality education reveal positivity. Head teachers positively support that the main component in quality education is a teacher who has a strong role in the promotion of quality education than others facilities. Head teachers have the perception that teachers' command over subject matter, pedagogical skill, professional commitment and teacher's effectiveness are those characteristics or tools which indicate the teachers' efficiency and quality service that lead to the promotion of quality education. These characteristics make a quality teacher which is substantial to bring quality in education.

6. Discussion

The promotion of quality education for young generation sharply brings questions related to the role of the teacher and their education, their recruitment and their training. Among others indicators which bring quality in education teachers are the most valuable asset that can bring quality education. It is cleared that an adequate number of quality teachers is required in order to improve the quality of educational processes.

The question arises that all teachers can bring quality in education. The teacher perception is given importance that how they see the matter. They asked about quality of education and quality of teacher. They were agreed that quality teacher improve the students' outcomes and quality teacher is the strongest source for quality education than any other physical facilities which can not be ignored. They shape the minds of the new generation for the future and come across all the boundaries of challenging world facing difficulties.

They were agreed about the teachers' command over subject matter which is crucial for delivering the content of the subject to the students effectively when they understand it well. They agreed that teachers' subject knowledge embodies more than their knowledge of content and makes the students competent in the subject.

They have an agreement that pedagogical skill is consider the most evident characteristic of quality teacher. Without the pedagogical skill and only understanding the content well will run the well dry. Using an array of pedagogy makes the lesson easy and effective for students. Professional qualification inculcates pedagogical skill but more training in pedagogy is needed.

Professional commitment of teacher is a characteristic which improve students' achievements and teachers were agreed that they are committed to their profession. They showed an agreement that lacking in professional commitment is equal to lacking in quality of education. They perceived that committed teacher improve the quality of education.

Quality teacher has the characteristic of effectiveness. They perceived that effective teacher prepare lesson plan, deliver it effectively, engage students in the class, motivate them for learning and satisfy students with the teaching. They were agreed that effective teacher consistently focus on students to achieve the goals and struggle to improve the quality of education.

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