



RESEARCH PAPER

Effectiveness of Teachers' Higher Qualification in Teaching-Learning Process

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ABSTRACT

The main objective of the study was to determine the effectiveness of teachers' higher qualifications both academic and professional, in teaching-learning process at higher secondary level. The study followed descriptive quantitative research design. The sample size was 599 teachers, selected through a simple random sampling technique. A self-structured questionnaire consisted of 45 items was used. The data were analyzed using descriptive statistical techniques i.e., percentage, mean, standard deviation, independent sample t-test and ANOVA. Finding showed that teachers' perceptions of the effectiveness of highly qualified teachers in the teaching-learning process showed significant agreement on aspects such as expertise, knowledge sharing, teaching methodology, innovation, communication skills, and professional attributes. Similarly, teachers perceived that highly qualified teachers' roles are significant in increasing students' academic performance. Moreover, highly qualified teachers successfully play various roles that contribute to maintaining an effective institutional climate. The study recommends that qualified teachers should be hired and also the existing faculty should make efforts to improve their academic as well as professional qualification.

KEYWORDS Effective Institutional Climate, Higher Academic Qualification, Higher Professional Qualification, Students' Academic Performance, Teachers' Effectiveness

Introduction

The highly qualified teachers both academically and professionally are assets and builders of any nation, serving as unique personalities and strong pillars in the global educational system. Maiya and Aithal (2023) claimed that highly qualified teachers struggled to enhance student engagement and motivation, improve learning outcomes, foster critical thinking and problem-solving skills, promote inclusivity and diversity, and facilitate the development of everlasting skills. Giles (2020) asserted that teachers who possess exceptional qualifications exert a greater impact on pupils' academic achievements compared to factors such as class size, curriculum, school culture, and technology. Junaydulloyevich et al. (2021) argued that in the era of globalization and information technology, the importance of education is increasing worldwide. They suggest that a country's level of development is no longer solely determined by socio-economic and cultural factors but also by its intellectual capacity. Students taught by highly qualified and experienced teachers performed better academically than those taught by less qualified but experienced teachers.

Qualified teachers continually aim for exceptional performance, possess exceptional interpersonal communication skills, and prioritize student development,

knowledge, and achievement. Teacher education programs worldwide are specifically developed to equip educators with the necessary credentials and competencies for their professional careers (Dilshad, Hussain, & Batool, 2019). Li and Li (2022) emphasized that a strong knowledge foundation is crucial for teachers' professional growth and necessary for facilitating student learning and growth. Teachers must possess deep reservoirs of information, exceptional teaching skills, meticulous teaching approaches, and scientific teaching methodologies to embody the notion of solid knowledge (Gore et al., 2021). Furthermore, Singh and Attri (2020) stated that the primary role of a teacher is to establish a conducive learning environment that fosters student motivation and enhances learning outcomes. Adept educators can adapt to swiftly evolving cultural, economic, and social advancements.

An exceptionally skilled educator can effectively address the problems by employing motivational strategies. Highly qualified teachers possess several qualities that are closely associated with their responsibilities. These qualities include their behavior towards students, attitude towards colleagues, support for principals, academic achievements, personal development, literary preferences, active engagement in learning, higher rates of student enrolment and lower rates of dropout, enhanced quality assurance, and the establishment of a consistent academic environment (Tatto, 2021). Experienced teachers are well versed in classroom management due to its established significance in educational research, encompassing topics such as classroom rules and procedures, handling disruptions, and facilitating seamless transitions (Ahmad, Shaheen, & Hussain, 2022; Choudhry, Muzaffar, & Javaid, 2016)

In addition to it, highly qualified teachers possess a substantial amount of expertise in the development and implementation of teaching tactics. Teachers utilize a diverse range of platforms to facilitate their instructional practices, including assignment allocation, skill development, and student assessment, throughout the teaching and learning process. According to Rafiola et al. (2020), educators also strive to align their instructional approaches with the specific needs and interests of their pupils.

To ensure that all students have access to highly qualified teachers, it is crucial to implement intelligent and focused subsidies for teacher preparation. Highly qualified instructors can exert a significant impact on various aspects of students' lives. Professional educators possess comprehensive knowledge that connects academic concepts to practical circumstances encountered by students (Aliyyah et al., 2020).

Alzobiani, (2020) elaborated that a successful teacher can be defined as one who facilitates the enhancement of critical skills, comprehension, suitable inclinations, positive attitudes, self-worth, and significant personal growth in students. Teachers with higher qualification and extensive knowledge enhance academic achievement and overall performance of students. Highly qualified teachers employ motivational strategies to address problems effectively. Their qualities include behavior towards students, attitude towards colleagues, support for principals, academic achievements, personal development, literary preferences, active engagement, higher enrolment rates, lower dropout rates, enhanced quality assurance, and a consistent academic environment.

Literature Review

Kilag et al. (2023) asserted that the competence of instructors is a crucial factor in determining the efficiency of teacher education programs in cultivating lifelong learning skills. The teacher is a fundamental and essential component of our educational system.

The qualified teacher's possession of information, abilities, and attitudes is crucial for the teaching and learning process. Quality teacher preparation programs equip pre-service teachers with new information and abilities, making them highly qualified and essential contributors to education. According to Ololube (2005), academically qualified instructors refer to teachers who have received academic training by enrolling in an educational institution and obtaining degrees. Professionally trained instructors are those who have received specialized training that equips them with professional knowledge, skills, strategies, and aptitude that sets them apart from those in general education. According to Onyekuru and Ibegbunam (2013), the differences in teachers' qualifications and experiences could impact their level of effectiveness. In this connection, Thompson, Greer and Greer (2004) opined that it is a glaring fact that teacher who is well-prepared is more inclined to allocate time during lessons to observe and address behavioral issues and is less prone to overlooking the early signs of potentially disruptive conduct.

An exceptionally skilled educator is somebody of immense worth in society, and the field of teaching is seen as a sacred and unique vocation. Teachers have produced national champions. The teaching profession is currently more arduous and challenging than ever before. The global focus on literacy reflects the world's recognition of the teacher's pivotal position in societal development (Zahoor, Jumani, & Malik, 2019).

Teachers play a crucial role in implementing an education system in line with its underlying educational philosophy, which shapes its goals, curriculum, teaching methods, and the way it perceives the school, teacher, student, and educated individual. Teachers may adopt several philosophical paradigms in their approach to education. A democratic education system requires teachers who possess the ability to comprehend the core philosophy of the education system and recognize its objectives and methods in relation to classrooms, schools, and society (Çelik, Koca, & Dadandi, 2022). A highly competent teacher possesses robust classroom management abilities and is capable of establishing a secure and favorable learning atmosphere for pupils. This can enhance students' sense of ease and self-assurance, leading to improved academic achievement.

Highly qualified teachers are also skilled organizers. The classroom is where evidence of effective work by teachers is observed, regardless of their location, instructional planning, or organization. Arifin et al. (2023) suggested that the proficiency of teachers in carrying out their duties as educators, instructors, and mentors of their students is expected to have a substantial impact on the achievement of educational objectives. Similarly, smart education is an emerging educational concept that focuses on highly skilled teachers worldwide. Experienced educators develop effective instructional methods to teach their students about the environment. The integration of smart technology into the education system has fundamentally changed the way knowledge is delivered and received, as well as the techniques of instruction, support services, organization, and school administration (Tran & Tran, 2023).

A study was conducted by Aus et al., (2017) to explore the quality of highly qualified teachers. Teachers' belief-set at the beginning of their careers was shown to be associated with significant differences in the level of using instructional practices promoting mastery goal orientation in the classroom as well as offering students emotional support during the learning process.

Challenges regarding availability of highly qualified teachers in Pakistan

Pakistan faces certain issues regarding availability of highly qualified teachers. Financial restrictions prevent teacher training facilities from being ready to meet the demands of the current teacher education system. Teacher training institutes are experiencing a significant scarcity of resources, including instructional infrastructure, libraries, furniture, educational materials, and other relevant instruments. The majority of private schools have doubtful education quality due to a severe shortage of adequately trained and qualified teachers, as well as a lack of support mechanisms for these teachers (Bashiruddin & Qayyum, 2014).

An issue that needs to be addressed is the recruitment and retention of highly qualified people to become effective educators. Without attracting applicants of high caliber to the teaching profession, it is impossible to meet the desired standards. Equipping educators with the right skills is another obstacle. In order to help their students succeed, teachers need to have the knowledge and abilities to provide them with constructive criticism. Teachers who receive their certificates or grades from teacher preparation programs often lack the expertise in both subject matter and pedagogy to ensure that all students receive the best education possible (Ahmad et al., 2013).

Lack of resources is also an issue for highly qualified teachers. The underfunding of colleges and universities that provide teacher preparation programs is another obstacle to high-quality teacher preparation programs. Facilities for building, information and communication technology, libraries, reading materials, laboratories, etc. are often lacking in teacher-training educational institutions. The central aim of the paper is an attempt to explore the importance of education and teacher training program as well as also problems and challenges faces by the education fields in India and Pakistan (Khan et al., 2016).

Lack of motivation as pointed out by Dağgöl (2019), has been center of attention among teachers throughout the years because it proves the backbone of learning process. Motivating educators to do a good job is yet another concern. Ahmad et al. (2013) expressed that teachers' personal lives and professional performance are both negatively impacted by low-income levels. Teachers who are lack of motivation rarely care about their professional development. Every human activity starts with education and students are essential part of the process of education

According to Warsi and Khurshid (2022), in Pakistan, traditional professional development opportunities for teachers rarely boost their teaching practice. It has been documented by literature that such traditional PD programs hardly meet teacher's classroom requirements in day-to-day practice. Teachers' professional qualifications have been given attention in all education policies in Pakistan since its establishment (Ahmad, Shaheen, & Hussain, 2022). In Pakistan, Noureen et al. (2023) observed that the majority of educational institutions employ a limited number of conventional and outdated instructional approaches. The education sector has encountered numerous obstacles over time, such as a growing number of students in need of services and a scarcity of highly skilled teachers entering the educational system. Teachers' professional qualifications have been given attention in all education policies in Pakistan since its establishment (Ahmad, Shaheen, & Hussain, 2022). Mughal and Aldridge (2017) asserted that teachers are highly qualified if they receive extensive professional development both before and during their careers as teachers, participate in supervised programs, take on teaching responsibilities, and progress toward obtaining full certification in accordance with state requirements. Teachers with mediocre qualification usually possess low level of self-efficacy. Teachers' performance is highly influenced by their academic qualification and professional training which actually enhances their self-efficacy (Warsi

& Khurshid, 2022). Teacher self-efficacy refers to teachers' confidence in their ability to successfully carry out the necessary actions to achieve a specific teaching objective within a specific educational setting (Celik, Koca, & Dadandi, 2022). Aziz and Quraishi (2017) stated that teachers with a strong sense of self-efficacy believe they can effectively impart knowledge to disinterested and unmotivated students by offering them extra assistance and employing diverse and effective teaching methods, such as group discussions.

Methodology

Using a Descriptive Quantitative Research Design and Survey Method, data were collected. The population of this study included all the male and female teachers in higher secondary schools and colleges in districts Lodhran and Vehari (Punjab), Pakistan. For this study, a random sample of 650 teacher was selected. The researcher developed a self-structured questionnaire to collect data which included 45 closed-ended questions. A panel of Experts reviewed the instrument. To measure the internal consistency of the questionnaire, Cronbach's alpha coefficient was used. The reliability coefficient was determined for each individual item. Descriptive and inferential statistics were utilized to analyze the data gathered through the questionnaire.

Results and Discussion

The researchers performed both descriptive and inferential analysis. The findings of the inferential analysis are given. Independent samples t-test was performed gender, teaching sector, school location, district, teaching area, and ANOVA was performed on teaching experience, academic qualification, and professional qualification.

Table 1
Gender-based Differences in Teachers' Perception

| Variable | Category | N | Mean | SD | df | t-value | Sig. value |
|---|----------|-----|-------|-------|-----|---------|------------|
| effectiveness in teaching-learning process | Male | 299 | 55.35 | 10.94 | 597 | -1.551 | .121 |
| | Female | 300 | 56.73 | 10.76 | | | |
| impact on students' academic performance | Male | 299 | 55.60 | 10.56 | 597 | -2.366 | .018 |
| | Female | 300 | 57.62 | 10.35 | | | |
| role for an effective institutional climate | Male | 164 | 55.87 | 10.21 | 597 | -1.166 | .244 |
| | Female | 173 | 57.03 | 9.60 | | | |

Table 1 shows that there is no statistically significant difference in terms of gender regarding teachers' higher qualifications' effectiveness in the teaching-learning process. But there is a statistically significant difference in terms of gender regarding teachers' higher qualifications' impact on students' academic performance. Moreover, it is concluded that there is no statistically significant difference in terms of gender regarding teachers higher qualifications' role in an effective institutional climate.

Table 2
Teaching Sector-based Differences in Teachers' Perception

| Variable | Category | N | Mean | SD | df | t-value | Sig. value |
|---|------------|-----|-------|-------|-----|---------|------------|
| effectiveness in teaching-learning process | Government | 343 | 55.88 | 11.07 | 597 | -.233 | .683 |
| | Private | 256 | 56.25 | 10.60 | | | |
| impact on students' academic performance | Government | 343 | 56.52 | 10.67 | 597 | -.363 | .816 |
| | Private | 256 | 56.73 | 10.28 | | | |
| role for an effective institutional climate | Government | 343 | 55.46 | 10.20 | 597 | -.687 | .492 |
| | Private | 256 | 56.03 | 9.57 | | | |

The results in Table 2 show that that there is no statistically significant difference in terms of the teaching sector regarding teachers' higher qualifications' effectiveness in the teaching-learning process. Furthermore, it is concluded that there is no statistically significant difference in terms of the teaching sector regarding teachers' higher

qualifications impact on students' academic performance. Next, it is concluded that there is no statistically significant difference in terms of the teaching sector regarding teachers' higher qualifications' role of an effective institutional climate.

Table 3
Location-based Differences in Teachers' Perception

| Variable | Category | N | Mean | SD | df | t-value | Sig. value |
|---|----------|-----|-------|-------|-----|---------|------------|
| effectiveness in teaching-learning process | Urban | 304 | 57.99 | 10.62 | 597 | 4.539 | .000 |
| | Rural | 295 | 54.03 | 10.77 | | | |
| impact on students' academic performance | Urban | 304 | 59.08 | 10.56 | 597 | 6.011 | .000 |
| | Rural | 295 | 54.07 | 9.82 | | | |
| role for an effective institutional climate | Urban | 304 | 57.59 | 10.35 | 597 | 4.792 | .000 |
| | Rural | 295 | 53.77 | 9.09 | | | |

Table 3 shows that there is a statistically significant difference in terms of the location regarding teachers' higher qualifications' effectiveness in the teaching-learning process. Moreover, it is concluded that there is a statistically significant difference in terms of the location regarding teachers' higher qualifications' impact on students' academic performance. It is also concluded that there is a statistically significant difference in terms of the location regarding teachers' higher qualifications' role in an effective institutional climate.

Table 4
District-based Differences in Teachers' Perception

| Variable | Category | N | Mean | SD | df | t-value | Sig. value |
|---|----------|-----|-------|-------|-----|---------|------------|
| effectiveness in teaching-learning process | Lodhran | 362 | 57.27 | 10.82 | 597 | 3.465 | .001 |
| | Vehari | 237 | 54.16 | 10.68 | | | |
| impact on students' academic performance | Lodhran | 362 | 58.14 | 10.61 | 597 | 4.487 | .000 |
| | Vehari | 237 | 54.27 | 9.90 | | | |
| role for an effective institutional climate | Lodhran | 362 | 57.39 | 9.98 | 597 | 5.245 | .000 |
| | Vehari | 237 | 53.13 | 9.39 | | | |

Table 4 shows that there is a statistically significant difference in terms of the district regarding teachers' higher qualifications' effectiveness in the teaching-learning process. Furthermore, it is concluded that there is a statistically significant difference in terms of the district regarding teachers' higher qualifications' impact on students' academic performance. It also shows that there is a statistically significant difference in terms of the district regarding teachers' higher qualifications' role in an effective institutional climate.

Table 5
Teaching Area-based Differences in Teachers' Perception

| Variable | Category | N | Mean | SD | Df | t-value | Sig. value |
|---|----------|-----|-------|-------|-----|---------|------------|
| effectiveness in teaching-learning process | Science | 344 | 56.07 | 11.50 | 597 | .078 | .938 |
| | Arts | 255 | 56.00 | 9.98 | | | |
| impact on students' academic performance | Science | 344 | 56.49 | 10.99 | 597 | -.324 | .746 |
| | Arts | 255 | 56.77 | 9.81 | | | |
| role for an effective institutional climate | Science | 344 | 55.88 | 10.09 | 597 | .504 | .614 |
| | Arts | 255 | 55.47 | 9.73 | | | |

The results in Table 5 show that there is no statistically significant difference in terms of the teaching area regarding teachers' higher qualifications' effectiveness in the teaching-learning process. It is also concluded that there is no statistically significant difference in terms of the teaching area regarding teachers' higher qualifications' impact on students' academic performance. Further, it shows that there is no statistically significant difference in terms of the teaching area regarding teachers' higher qualifications' role in an effective institutional climate.

Table 6
Teaching Experience based Differences in Teachers' Perception

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| effectiveness in teaching- learning process | Between Groups | 963.560 | 3 | 321.187 | 2.744 | .042 |
| | Within Groups | 69645.479 | 595 | 117.051 | | |
| | Total | 70609.038 | 598 | | | |
| impact on students' academic performance | Between Groups | 1026.099 | 3 | 342.033 | 3.138 | .025 |
| | Within Groups | 64848.268 | 595 | 108.989 | | |
| | Total | 65874.367 | 598 | | | |
| role for an effective institutional climate | Between Groups | 1432.508 | 3 | 477.503 | 4.939 | .002 |
| | Within Groups | 57530.190 | 595 | 96.689 | | |
| | Total | 58962.698 | 598 | | | |

Table 6 shows that there is a statistically significant difference in teachers' effectiveness in the teaching-learning process based on their academic qualifications. Furthermore, findings show that there is a statistically significant difference in teachers' higher qualifications impact on students' academic performance based on their academic qualifications. It also shows that there is a statistically significant difference in teachers' higher qualifications for an effective institutional climate based on their professional qualifications.

Table 7
Academic Qualification based Differences in Teachers' Perception

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| Effectiveness in teaching- learning process | Between Groups | 933.014 | 3 | 311.005 | 2.656 | .048 |
| | Within Groups | 69676.025 | 595 | 117.103 | | |
| | Total | 70609.038 | 598 | | | |
| impact on students' academic performance | Between Groups | 427.234 | 3 | 142.411 | 1.295 | .275 |
| | Within Groups | 65447.133 | 595 | 109.995 | | |
| | Total | 65874.367 | 598 | | | |
| role for an effective institutional climate | Between Groups | 350.535 | 3 | 116.845 | 1.186 | .314 |
| | Within Groups | 58612.162 | 595 | 98.508 | | |
| | Total | 58962.698 | 598 | | | |

Table 7 indicates that there is a statistically significant difference in teachers' effectiveness in the teaching-learning process based on their academic qualifications. Furthermore, it indicates that there is no statistically significant difference in teachers' higher qualifications impact on students' academic performance based on their academic qualifications. It further indicates that there is no statistically significant difference in teachers' higher qualifications for an effective institutional climate based on their academic qualifications.

Table 8
Professional Qualification based Differences in Teachers' Perception

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|-------|------|
| effectiveness in teaching- learning process | Between Groups | 2460.355 | 3 | 820.118 | 7.160 | .000 |
| | Within Groups | 68148.684 | 595 | 114.536 | | |
| | Total | 70609.038 | 598 | | | |
| impact on students' academic performance | Between Groups | 1404.054 | 3 | 468.018 | 4.319 | .005 |
| | Within Groups | 64470.313 | 595 | 108.353 | | |
| | Total | 65874.367 | 598 | | | |
| role for an effective institutional climate | Between Groups | 2384.490 | 3 | 794.830 | 8.359 | .000 |
| | Within Groups | 56578.208 | 595 | 95.089 | | |
| | Total | 58962.698 | 598 | | | |

Table 8 indicates that there is a statistically significant difference in teachers' effectiveness in the teaching-learning process based on their professional qualifications.

Moreover, it indicates that there is a statistically significant difference in teachers' higher qualification impact on students' academic performance based on their professional qualifications. It also indicates that there is a statistically significant difference in teachers' higher qualifications for an effective institutional climate based on their professional qualifications.

The results of this study correlate with the results of prior research studies. The current research proved that higher academic and professional qualification of teachers contribute to the effectiveness of teaching and learning process. Highly qualified teachers have better and more effective teaching performance as compared to general teachers; therefore, qualified teachers enhance the learning process among students. A qualified teacher employs diverse and efficient teaching methods, taking into account the requirements of all students in the classroom. There is a noticeable difference in teaching approaches and methodologies between highly qualified and ordinary teachers. The findings are in alignment with Alzobiani (2020); Muliyah and Aminatun (2020) who narrated that instructors who possess extensive qualifications and experience, possess a deep understanding of the subject area, and demonstrate a strong dedication to teaching.

Moreover, the current research suggested that the qualifications of teachers and their expertise have distinct effects on pupils' academic performance in various courses. Advanced qualifications of teachers improve not only their teaching effectiveness but also help to maintain a pleasant educational environment. Highly skilled teachers are valued highly due to their competence, expertise, information sharing, and creative teaching methodologies. These findings co-relate with the findings of Jeschke et al. (2021) and Singh and Attri (2020) who pointed out that higher qualifications provide extensive subject knowledge and pedagogical skills, which are highly appreciated in educational contexts.

The study also explored that highly qualified teachers play a very crucial role in managing students' academic performance, collaboration, creativity, and adaptability, along with building positive relationships with students and encouraging a supportive learning environment. These teachers as motivators set high expectations and provide guidance. One important aspect of their performance is their motivation and inspiration. Highly skilled instructors are viewed as leaders with good administrative abilities and also help to create a positive institutional atmosphere. They act as role models and organizers, which both staff and students' respect. The findings of the study have deep connection with the findings of Aina and Olanipekun (2015) and Siddique, Siddique, and Khan (2023) who claimed that students who had highly qualified and experienced teachers as their teachers performed better academically than students who had less qualified teachers. Also, Aliyyah et al. (2020) was of the opinion that professional trained teachers possess comprehensive knowledge and help students in a very practical manner in resolving their issues. The findings are also aligned with Ahmad, Shaheen, and Hussain (2022), who opined that the highly skilled teachers play a crucial role in the advancement of schools, students, and society.

Conclusion

The study explored the effectiveness of highly-qualified teachers in teaching learning process with a focus on different domains such as teaching methodology, cooperative and problem-solving attitude, guidance and counselling, students' academic performance, and maintaining institutional climate. Highly qualified teachers receive recognition for their knowledge, innovative educational approaches, and strong professional attributes. Their beneficial impact on student engagement, academic

management, and institutional atmosphere is undeniable. It was concluded that highly qualified teachers use latest teaching aids to teach the students for better academic performance. They exhibit strong classroom management skills and create positive learning and motivational techniques and play a vital role to manage the students' academic performance. Highly qualified teachers play a leading role to sustain institutional climate for effective teaching-learning process.

Recommendations

Based on the findings of the current study, the following are the recommendations:

- There is a positive correlation between the effectiveness of teachers' better qualifications and the teaching-learning process. Teachers should improve their academic as well as professional qualification.
- To teach effectively in this digital era, teachers must be well equipped with technology- based pedagogy.
- Handling the students, well-aware of technology and other day to day issues of this digital world, it is not easy to instill in them the real spirit of knowledge and learning. Only highly qualified teachers can address their needs.
- Educational institutions should support and facilitate their teachers in their efforts to improve their qualification.

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