

Impact of academic qualification to influence the role of secondary school teachers in Karachi

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Abstract: The aim of the study was to analyze the impact of academic qualification to influence the role of secondary school teachers in Karachi. The extent of the study was limited to secondary schools of Karachi. Three hypotheses were formulated. A comprehensive analysis of the literature was done. The strategy of research was survey. All the secondary school teachers were part of population. A sample of 300 secondary school teachers was drawn through stratified random sampling design. Questionnaire and interview protocol were used to collect data. Data were analyzed and it is found that the private secondary schools teachers have effective teaching style than their counterpart public secondary school teachers. And it is also concluded that graduate and post graduate secondary school teachers both have effective style of teaching.

Key words: Academic qualification; Role of secondary school teachers; Competency

1. Introduction

Teaching and learning are the prescribed method through which community deliberately transfer their accumulating abilities, talent, traditions, beliefs, code of conduct and standards to next generation. Schools must work for the betterment of education. Secondary education is the fundamental stage for future development. Secondary education ensures quality education to the students. Secondary education is important because it provides a broad education to everyone. It is essential to create for the bright future of individuals. Teaching is a complex process. It is a skill oriented activity. Its effectiveness can be judged by different factors like competences and skillfulness of the teachers and communication style. Teachers play central role during teaching learning process. Teacher posses major position in the national education system. Teachers are most important part of the institution. Hardworking, honest and efficient teachers are those who are completely conscious on the fact that she trusts of her suitability, progress and reputation of the nation. The backbones of the nation are teachers.

Without the efforts of the teachers state cannot think about their progress. Quality of classroom and interest level of the students can be developed by teachers. Teachers are transmitter of context expertise and scholarly skills. Typically teachers consider as distributor of skills, mostly teachers are anticipated as facilitators or knowledge managers. Teacher can be a human architect, messenger, planner, supervisor, evaluator and guider. They are often thought to be co learners with their students.

Teacher exerts the authority to set the direction for balance behavior development. In education system teacher cannot be replacement. A good teacher is sort of a candle which consumes itself to lighten others. Akinsolu (2010) it has been found out that availability of qualified teachers concluded the performance of students in school. Quality and standard teachers are those who exhibit fascinating character, traits and hold professional standards and norms. Teachers bring about student learning are considered a quality teacher. In determining the academic achievement of the students teacher plays an important role.

The overall purpose of the research was to analyze the impact of academic qualification to influence the role of secondary school teacher of Karachi. The study specifically focused on the following:

1. To determine the factors which affects the performance of secondary school teachers.
2. To assess the quality of teaching secondary school teachers.
3. To investigate the level of competence among secondary school teachers.

Three major hypotheses were formulated,

1. There will be no significant difference in the effectiveness of the teaching style among less qualified and high qualified secondary school teachers.
2. There will be no significant difference in the on-job performance of public and private secondary school teachers.

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3. There will be no significant difference in competency level among secondary school teachers

The study will be useful due to its effectiveness in understanding the qualification impact on the role of secondary school teachers. It will guide and support the authorities to take appropriate decisions regarding induction and training teachers. The study will be a useful guideline for secondary school teachers to have effective teaching performance. The study will enhance the body of knowledge in the area of study.

The study revolved around all secondary school teachers of Karachi. The key terms used in the study are:

Academic Qualification: The degrees, diplomas, certificates, professional titles as academic qualification. It is acquired by an individual either full-time study, part time study or private study whether honored by educational authorities or professional bodies.

Role of Secondary School teachers: The role of secondary school teacher is prescribed or expected behavior associated with a particular position of a group or organization who is working on regular basis in secondary school. Secondary school teacher is engaged in teaching of classes IX-X.

Competency: A competency is something that a person or organization is competent in performing. Competencies are mixture of natural talents and practiced skills, and they can set individuals apart from others in the marketplace as specialists in a particular field or activity.

In a cosmopolitan city of Karachi thousands of secondary school teachers have been engaged in the teaching learning process. Minimum qualification of the secondary school teachers is graduation along with B. Ed degree.

2. Literature review

Education is provided by the teacher to students. Teacher's task is continuous and prescribed which is carried out in a formal education institution. An individual who want to adopt teaching profession must have to obtain some particular certificate from the university. Teachers who have at least bachelors' degree are considered highly qualified. The state give him licensed or certified for the subjects they teach and demonstrate. The professional duties of a teacher may expand beyond formal teaching like field trips, administer study halls, assist with the organization of school functions, and manage extracurricular activities and maintain discipline. Sabu (2012) Teachers are a lot of involved with ends than with means. The behavior of the teachers impacts on students that good and acceptable behavior of teacher influence students and they also adopt that behavior (Anderson, 1989). Kayler (2009) confirmed that all instructive examples in any human culture calls for surpassing master instructing staff to lift up the estimations of training.

No education coordination can go up its qualities over the brilliance of its instruction. The Report of the commission on National Education, 1959 inserted that the instructor ought to be rationally very much qualified in subjects he/she educates and have had reverberation particular preparing to shoe his/her subject. Educators' capability is the arrangement of information aptitudes and conviction an instructor has and convey to the teaching circumstance (Anderson, 1989). Teaching is ability. It is an intuitive process, involving four angles: teacher, student, learning procedure and learning circumstance. The instructor makes the learning circumstance. The procedure is the connection between the students and the instructor. The accomplishment of instructive frame work basically relies on the ability of the teachers, who grasp their profession (Nikose, 2012). The right way of transmitting units of knowledge application and skills to the students are said to be competency. A study of the major competencies requisite teachers in the light of curriculum reforms published by UNESCO advices that teachers must be facilitating the learning process by developing an environment in which it can take place effectively. The needs of the students should determine by the teachers in relation to new learning task. Teaching is a profession, where educators require sufficient planning to achieve objectives and to inculcate knowledge. According to (Moon, et al., 2004) teaching includes the use of a wide association of information about the discipline of study. Educators can play their part and obligations towards society in two perspectives. Ike, et al., (2008) all state teachers are recognized that significant factors in the delivery of excellence education at all level. Becki (1983) stated that the nation depends on the efforts of its teachers for successful achievement of the educational development. Academic qualification of teachers' plays important role in effective teaching. Ngada (2008) underline that mostly the achievement and defeat of an educational program depends on the availability of qualified, dedicated and competent teachers. Teacher experience and educational qualification were the key predictors' of student educational achievement (Akiril, et al., 2008). Fajonyomi (2007) noted that availability of professional teachers is responsible of the success of any educational program or institution. Ajayi (2009) point out that professional and academic qualities of teachers that they have to do with the following:

- ✓ Subject mastery
- ✓ Organizational sense
- ✓ skills to simplify ideas
- ✓ Capable to motivate students
- ✓ Good imaginary ideas
- ✓ Capacity to connect students in meaningful activities throughout the period of teaching
- ✓ Management learning
- ✓ Oftenly supervise and monitor students through test.

Seweje and Jegede (2005) noted that not only teachers have good academic background but also they acquired outstanding pedagogical skills. Teachers are the curriculum implementer in the classroom (Aweh, 2004). Through educational qualification teachers know how to perceive difficult areas of teaching. (Uche and Umoren, 1998). It is noted by (Adeniyi, 1993) the manpower of the country depends on well qualified teachers.

Abe and Adu (2013) stated that, to become a registered secondary school teachers, she acquired academic and professional degrees. According to (Adieze, 1986) in the profession teachers kills the teaching profession as they are not really teachers. The effectiveness of teachers can be identified by their performance. Although common perceptions, that effective teacher cannot be identified through their schooling, where they are registered or how long their schooling is. Teacher's effectiveness can be assess in the best way is to look their on job performance like classroom management and through their student achievement report. Quality teachers are those who emphasize on student learning (Harris, et al., 2006). However, Fatai (2005) counters that employed those teachers who have a good moral standing, qualified, certified and competent. Teachers should be serves as role models in matters of punctuality, self-discipline, accountability, integrity and sound leadership style. Efficient schools appoint teachers those have strong sense of efficiency. The competent and skillful teacher knows the subject matter and has idea about what methodology is to use. She knows that once a student learns a basic fact, this can be incorporated into a future lesson for teaching some subsequent fact. The knowledgeable teacher is continuously looking for better, more effective methods. The subject matter of teacher knowledge, teaching skills, dedication to teaching and openness to new ideas, all can play a significant role in determining the success of a new curriculum.

3. Research methodology

The strategy of research was survey. The population is large and diverse. Stratified random sampling design was used to draw a sample of 300 teachers. Data was collected through questionnaire and interview protocol and analyzed.

4. Data Analysis

4.1. Composition of the sample on the basis of control and academic qualification

Table 1: Distribution of secondary school teachers by the control

CONTROL	NUMBER OF TEACHERS	PERCENTAGE
PUBLIC	160	53%
PRIVATE	140	47%
TOTAL	300	100%

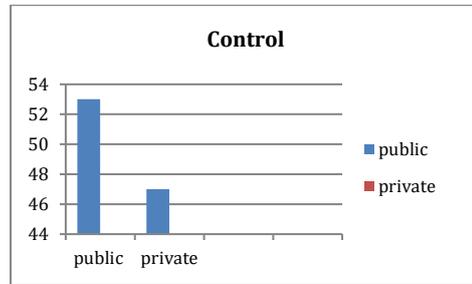


Fig. 1: Control

It is clear from the table majority of the secondary school teachers (53%) were from public sector and (47%) were from private sector. The ratio was found 53:47.

Table 2: Distribution of secondary school teacher by academic qualification

ACADEMIC QUALIFICATION	X	%
Academically less qualified (graduates)	140	47%
Academically More Qualified (post graduates and above)	160	53%
Total	300	100%

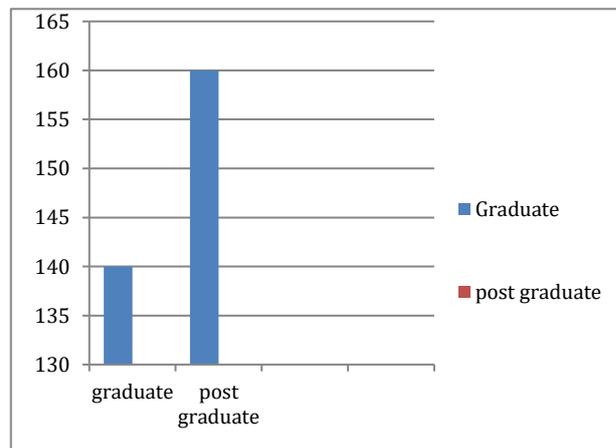


Fig. 2: Academic qualification

It is clear from table majority of the secondary school teachers (47%) were Graduate, 53% teachers were post graduate and above. The ratio was found 47:53.

Testing of hypotheses

All the hypotheses were analyzed through the application of t test.

Analysis of the Problem

1. $H_0: \mu_1 = \mu_2$
2. $H_1: \mu_1 \neq \mu_2$
3. $\alpha = 0.05$

4. Test statistics: $t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$

5. Decision rule: Reject the null hypothesis if computed $t \geq$ tabulated t .

Hypothesis: There will be no significant difference in the style of teaching among less academically qualified and more academically qualified secondary school teachers.

Application of t - test

t- Test was applied to compare the difference between Graduate (less qualified) and Post graduate (more qualified) Secondary school teachers.

Table 3: T-test

	Graduate x ₁	Post Graduate x ₂
Mean	213.60	208.22
Variance	496.34	1202.6
Sample	140	160
Df	298	
Computed value of t	1.62	
Tabulated value of t	1.96	

Referred to the table t, it was found that tabulated value of t = 1.968 with df = 298 at α=0.05 is smaller than calculated value of t = 1.629 therefore the null hypothesis is upheld. It is concluded that there is no significant difference in the mean score regarding style of teaching among graduate and post graduate secondary school teachers.

Through the inspection of the table, it is cleared that graduate and post graduate secondary school teachers both have effective style of teaching.

Hypothesis: There will be no significant difference in the mean scores regarding style of teaching among public and private secondary school teachers.

Application of t - test

t-Test was applied to compare the difference between public and private secondary school teachers.

Table 4: T-test

	Private x ₁	Public x ₂
Mean	217.39	205.95
Variance	603.40	989.90
Sample	140	160
Df	298	
Computed value of t	3.53	
Tabulated value of t	1.96	

Referring to the table t, it was found that tabulated value of t = 1.96 with df =298 at α = 0.05 is smaller than computed value of t = 3.53. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference in the mean score regarding style of teaching among public and private secondary school teachers.

Through the inspection of the table, it is clear that private school teachers have effective teaching style than their counterparts in public secondary school teacher.

Item-wise analysis

All the items were analyzed through application of Chi square test (Test of Goodness of Fitness), One Variable Case.

Analysis of the problem

1. H₀: f₁=f₂=f₃=f₄=f₅
2. H₁: f₁≠f₂≠f₃≠f₄≠f₅
3. α=0.05
4. test statistics $\chi^2 = \sum (f_0 - f_e)^2 / f_e$

Decision Rule: Reject the null hypothesis if computed $\chi^2 \geq$ tabulated χ^2

Item No.01: Teacher possess subject command.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 1

Conclusion: By the application of χ^2 test the computed value $\chi^2 = 296$. Referring to Table of χ^2 , tabulated value $\chi^2 = 9.488$ with df =4 at α =0.05 is smaller than the computed value. Therefore, the H₀ is rejected and it is concluded that there is a significant difference in the quality of teaching carried out by secondary school teachers of Karachi.

Inspection of the table clearly states that most of the teachers are of the view that teacher posses subject command

Item No 2: Teacher understands the significant relationship with other discipline.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 2.

Conclusion: By the application of χ^2 test the computed value $\chi^2 = 261.4$. Referring to Table of χ^2 , tabulated value $\chi^2 = 9.488$ with df =4 at α =0.05 is smaller than the computed value. Therefore, the H₀ is rejected and it is concluded that there is a significant difference in the quality of teaching carried out by secondary school teachers of Karachi.

Inspection of the table clearly states that most of the teachers are of the view that teachers understand the significant relationship with other discipline. .

Item No 3: Teacher's daily work load significantly effects on teaching learning process.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 3.

Conclusion: By the application of χ^2 test the computed value $\chi^2 = 213.55$. Referring to Table of χ^2 , tabulated value $\chi^2 = 9.488$ with df = 4 at α =0.05 is smaller than the computed value. Therefore, the H₀ is rejected and it is concluded that there is a significant difference in the quality of teaching carried out by secondary school teachers of Karachi.

Inspection of the table clearly states that most of the teachers are of the view that teacher's daily work load significantly effects on teaching learning process

Item No. 4: Teacher manages discipline in classroom effectively.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no.4.

Conclusion: By the application of χ^2 test the computed value $\chi^2 = 341$. Referring to Table of χ^2 , tabulated value $\chi^2 = 9.488$ with df = 4 at α =0.05 is smaller than the computed value. Therefore, the H₀ is rejected and it is concluded that there is a significant difference in the quality of teaching carried out by secondary school teachers of Karachi. .

Inspection of the table clearly states that most of the teachers are of the view that teacher manages discipline in classroom effectively.

Item No. 5: Teaching competencies affected by the different social problems.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no.5.

Conclusion: By the application of χ^2 test the computed value $\chi^2 = 255$. Referring to Table of χ^2 , tabulated value $\chi^2 = 9.488$ with $df = 4$ at $\alpha = 0.05$ is smaller than the computed value. Therefore, the H_0 is rejected and it is concluded that there is a significant difference in the quality of teaching carried out by secondary school teachers of Karachi. Inspection of the table clearly states that most of the teachers are of the view that teaching competencies effected by the different social problems.

5. Content analysis of the data from interview protocol

Interview protocol was developed. It was comprised of five broad questions. The questions of the interview protocol were based on specific objectives. Respondents of the interview were secondary school principals. Twenty five secondary school principals were selected through purposive sampling design. The principle selection was control and experience. Fifteen principals were from public sector and ten were from private secondary schools of Karachi. Data was analyzed through content analysis. Major themes and sub-themes were identified and analyzed qualitatively.

Responses of principals of secondary schools

1. What are the basic academic requirements of secondary school teachers?

The major them was Basic Academic Requirements and nine sub-themes were focused. The sub-themes were Instructional Resources, Instructional Techniques, Professional Training, Extensive Reading, Communication, Professionally Skillful, Attitude, Competent, and Qualification.

Majority of the secondary school principals argued that additional qualified and professionally skilled teachers are supportive in ensuring the quality of education. Few principals are in support of provision and use of instructional resources during teaching learning process. Principals said that extensive reading help the teachers to broad their knowledge and competency on the discipline of study. Ten percent of the respondents supported the effective communication style, suitable attitudes along with professional skills and subject command are vital components of academic process. In a nut shell it was found that large number of secondary school principals supported academic and professional qualification along with concrete and skills are basic academic requirements.

2. What is the level of competency among secondary school teachers?

The main theme was Level of Competency among secondary school teachers and nine sub themes were focused. The sub-themes were professionally trained

and competent, qualified, level of confidence, experience, ability to use diverse teaching strategies, maintain conducive learning environment, identify students' needs, able to collaborate, able to assess students.

Sixty five percent of the principals talked in generally regarding about competency level that teachers ought to be professionally well trained, they need a minimum graduate degree, absolutely assured, absolute command on her subject, have a lot of expertise. Twenty five percent responded that secondary school teachers should much qualified at least have master's degree and B.Ed training, will produce learning environment .Ten percent principals aforementioned that teachers competencies will be judge through different types of competency tests, ability, collaboration, determine student desires and sometime salary also affects on competency of teachers.

3. How you compare on job performance of public and private secondary school teachers?

The main theme was on job performance of the public and private secondary school teachers and twelve sub themes were focused. The sub themes were academic qualification, professional qualification and training, teaching skills and competencies, instructional resources, experience, motivation, up to date knowledge, class size, discipline, curricular and co-curricular activities, classroom management, teaching opportunities.

Sixty five percent of the principals usually talk about the comparison on job performance of public and private sector secondary school teachers that it may be compare through assessment and test process, results of the pupils, their educational and skilled qualifications, teaching skills, use of audio visual aids, their experiences, training, teaching opportunities. Thirty five percent of the principals talked that private sector teachers are more energetic and driven, take interest in co-curricular activities, disciplined, have classroom management skills teachers have latest information beside educational data as compare to public sector teachers as they need additional degrees, expertise and even have professional training. However they're not interested to deliver their knowledge to students.

6. Conclusion

Teachers' contribution towards making efficient quality of students cannot be ignored. So, it's important for each school to appoint qualified teaching staff. And identifies all those possible motivational and other factors that leads to teacher's job satisfaction and good performance and also strive to investigate the factors influencing their retention school. It was concluded from hypothesis no.01 that teachers from private schools have effective teaching style as compare to their counterpart public sector teachers. Monitoring and supervision is constantly done by the principals of private school teachers. Teachers use related

instructional aids, strategies and information technology in private schools. Teaching profession is adopted willingly in private schools.

The teachers of public sector have less effective teaching practices because of lack of accountability and supervision. Authorities are not facilitating provision of instructional resources. The result shows that graduate and post graduate secondary school teachers both have effective style of teaching. Most of the teachers of secondary school have competence over their discipline of study and have greater level of interest along with motivation towards teaching learning process. Effective communication skills of teachers are helpful to engage pupils actively to participate in teaching process. Majority of the teachers engages themselves with students to develop critical thinking abilities.

Students are supported by the teachers to resolve their learning problems. Through the analysis of the content it was concluded that the basic academic requirements of a teacher is his/ her academic qualification along with professionally trained, have competency skills, and have a complete personality. The level of competency among teachers were effective interaction with students, make learning environment, to plan lesson, able to identify students' needs and assess them, effective communication, motivated, these all competencies can compare on job performance of public and private school teachers.

7. Recommendations

1. It is recommended that an organized follow up of the teachers after trainings are essential to their profession.
2. To enhance the competency level of teachers there should be some challenging task given to teachers to prove themselves.

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