

## IMPACT OF PROFESSIONAL QUALIFICATION ON TEACHING SKILLS OF SECONDARY SCHOOL TEACHERS

SADIQA KIANI

(PhD. Scholar, Department of Education, The University of Haripur)

Asaf Niwaz, Associate Professor, Department of Education, The University of Haripur,

Corresponding author: asifniwaz1@uoh.edu.pk

### Abstract:

This study examined the impact of professional qualification on the teaching skills of secondary school teachers. The study's objective was to determine the impact of professional qualifications on teaching skills. The quantitative method and descriptive survey research design were used. The population of teachers  $N = 2094$  i.e. (1356 male and 738 female). The sample was  $N = 300$  male and  $N = 250$  female teachers using proportionate stratified random sampling. The self-made questionnaire was developed for teaching skills using a four-point Likert scale. The tool was validated and reliable by pilot testing. Afterward, the data was collected from respondents and analyzed in SPSS using one-way ANOVA. The results indicated that the teachers who received pre-service training exhibited effective teaching skills as compared to teachers with induction programs or received no teaching training. It was recommended that educational institutions invest in pre-service training programs because it allows an increase in pedagogical practices, knowledge, and teaching abilities.

**Keywords:** induction, preservice training, pedagogical skills, professional development

### Introduction

A skilled instructor is an individual who facilitates pupils to learn novel skills and knowledge while also meeting the minimal standards for teaching at a certain level of learning (Lydia & Migosi, 2015). A study by Moon (2013) argues that one of the primary characteristics that affect teachers' trustworthiness is the possession of certifications, diplomas, and qualifications. Moreover, maintaining an efficient standard of behavior is also essential for accomplishing broad academic objectives. Consequently, extremely qualified teachers are needed to be in charge of successfully attaining the objectives directly related to lower secondary schools worldwide.

The term 'professional qualification of teachers' denotes to the opportunities available to working educators to learn new knowledge, skills, perspectives, and orientations that may assist them in becoming further effective in their duties as educators (Antony & Elangkumaran, 2020). Academic and training certificates help educators with their ongoing professional growth and training. More advanced levels of professional training introduce instructors to the latest pedagogical studies as well as standards of practice, helping them to keep relevant with the advancements in the industry.

Based on Ali et al. (2018) study, the educators with higher professional credentials demonstrated higher levels of competence in teaching strategies, classroom management, and students' involvement. The reason behind these accomplishments is that these teachers were more likely to use student-centered approaches, critical thinking tools, and individualized instruction to meet the unique requirements of their students. Thus, professional certification supports active learning and increases student engagement. Professional development broadly involves a person's development in their employment as a professional. In simple terms, professional development for teachers is the professional improvement that an educator experiences as a result of gaining new knowledge and carefully reviewing their methods of teaching.

However, pedagogical competencies encompass the capability of the instructor to supervise the education of pupils, and those involve at least the following: (a) comprehending instructive perspective or the basis; (b) recognizing students; (c) focusing on instructional or program growth; (d) designing instruction; carrying out informative and interactive instruction; (f) employing learning methods; (g) evaluating acquiring outcomes; and (h) enhancing the competence to regulate education

of students (Rusdiono et al., 2021). Thus, it can be concluded that teaching skills are an integral part of pedagogical skills.

Teaching competencies, according to Good (1959), are the ability to improve acquisition that is enabled by enough "preparation and experience" and boosted by intrinsic propensity. Teaching is a challenging endeavor, an art that can be learned and improved. This art of pedagogy or teaching comprises the implementation and execution of a variety of skills and abilities that the instructor must develop and incorporate into his/her cognitive repertoire (Naqvi, 2018). To effectively accomplish their numerous responsibilities in the educational procedure, the teachers must build specialized capabilities, successful instructional capacities, and endowments.

### Literature Review

The significance of competent instructors in the field of education cannot be underscored. According to Lydia and Migosi (2015), a qualified teacher is someone who mentors students, imparts updated knowledge, teaches practical skills, and most importantly, fulfils the requirements for teaching at a particular educational level. It is widely understood that prioritizing teachers' academic qualifications and professional development would undoubtedly result in enhanced teaching and learning outcomes (Herman, 2015).

Effective teaching should provide tangible, easily communicable results that are supported by official certifications such as degrees, diplomas, and certificates. Along with achieving learning objectives, formal academic qualification serves as an important signal of competence as well (Herman, 2015). However, traditional teacher training institutions confront difficulties in developing instructors with exceptional academic and instructional abilities (Taleb, 2007). It is important to stress that, while professional development and training programs for teachers are crucial, they are insufficient to generate skilled instructors (UNESCO, 2015).

Supporting Moon's argument, Kruijer (2010) in his research argues that the productivity of the instructors is directly proportional to the standards of their training. These trainings are effective only when they are both relevant and practical, according to the available resource material for teachers at their respective schools. The sole purpose of these pieces of training should be to tailor and update the skills and abilities of not only the mentors but also the trainers involved. While suggesting different strategies to improve the effectiveness of teachers' training programs, Nordstrum (2013) proposes that the teachers' existing qualifications should be taken into account when giving training to improve their skills, with a particular emphasis on their areas of weakness. To achieve this outcome, only face-to-face teaching components are included, and ongoing monitoring is performed.

One of the major problems that we are currently facing in Pakistan is the lack of relevant job opportunities for students with medical, engineering, and IT backgrounds. When they fail to get job opportunities in the relevant fields, they end up applying for the post of Secondary School Teachers (SSTs). Due to this most of the seats are being taken by these academically strong candidates (with primarily a background in sciences), instead of those who have strong professional profiles along with professional degrees of teaching like ADE, B. Ed. 4-years, and M. Phil. in Education etc (Moon, 2013). When both types of teachers come into the classroom, one with strong academic qualifications and one with strong professional qualifications, they undoubtedly make a difference in terms of;

- Students' achievement
- Teaching skills and techniques
- Job satisfaction and
- Creation of an effective and productive learning environment in the classroom.

These factors suggest that in addition to academic credentials such as degrees, certificates, and diplomas, an effective code of conduct that coincides with the objectives of universal educational opportunity is essential. Therefore, the passion and skill of highly trained teachers is critical to attaining the aims of universal lower secondary education (Moon, 2013).

### Professional Qualification and Teaching Skills

Teaching is the management and evaluation of circumstances in which students experience deficiencies and attempt to overcome them through the procedure of learning. It entails amicable interactions among teachers and students, with teachers conveying their expertise and students evaluating their learning. The effectiveness of instruction is determined by the teacher's actions and role (Iqbal, 1996).

In the instructional process, teachers should serve not as educators only, but as researchers, developers, adopters, implementers, guides, counselors, and mentors also. To fulfill all these responsibilities efficiently, they are required to dedicate most of their time to involve students in both curricular and co-curricular activities. Thus, teachers have an important role in society as productive and responsible citizens and as educated and trained professionals in their institutions, contributing to societal change and progress. To fulfill these multifaceted responsibilities, teachers should be innovative in curriculum design, which will ultimately create a conducive learning environment. They should make efforts to change students' moods and act as supervisors, adapting their roles and behaviors to societal and educational changes (UNESCO, 1975).

Moreover, the teachers can improve effective learning conditions by guiding learners to identify their problem areas, helping them develop self-confidence, nurturing new interests, and utilizing audio-visual aids to support demonstrations (Mouly, 1988; Ogwezi & Wolomsky, 1985).

Along with professional training, effective classroom instruction primarily requires teachers to possess two fundamental skills: speaking and interpersonal skills. Educators can use these abilities to instill confidence in their students and encourage them to work autonomously. These abilities must be mastered to become an exceptional teacher. In order to improve the quality of teaching and learning in Pakistan, it is critical to research and analyze the qualities of instructors' conduct, abilities, knowledge, and influence on secondary school student's academic objectives (Iqbal, 1996).

Based on all the ongoing research, the role of teachers can be categorized into three major categories: academic, professional, and social. This categorization makes teachers responsible for transmitting learners' cultural legacy, including skills, knowledge, practices, social expectations, and behaviors. They additionally need to concentrate on fostering adaptability in students and must be able to encourage students, identify their passions, illustrate concepts, and motivate and involve students in a variety of ways (Gupta, 1996).

Furthermore, professional certification is critical in developing exemplary instruction skills. This review aims to examine the existing literature to determine the extent to which professional qualification impacts positively on the development and enhancement of teaching skills. Professional qualification provides teachers with the necessary knowledge, expertise, and competencies required for effective teaching (Darling-Hammond, 2000). It equips them with pedagogical strategies, content knowledge, and classroom management techniques (Ingersoll, 2003). This foundation enables teachers to create engaging learning environments and facilitate student achievement. Many researches demonstrate that teachers with a strong professional qualifications possess in-depth content knowledge, which positively influences their instructional practices (Hill et al., 2005). A comprehensive understanding of the subject matter, along with proper professional training, enables teachers to design effective learning experiences and address students' diverse needs. Additionally, professional qualification enhances teachers' pedagogical skills, allowing them to employ various effective and goal-oriented instructional approaches, assessment methods, and differentiation teaching strategies (Wilson et al., 2001).

Additionally, professional qualification equips teachers with effective classroom management techniques, promoting a positive learning environment (Emmer & Stough, 2001). Professionally trained teachers can use their abilities to develop routines, manage misbehavior, and provide a secure and conducive environment for student learning. Moreover, teachers with strong professional qualifications tend to foster student engagement through interactive teaching methods, facilitating active participation and promoting higher-order thinking (Darling-Hammond et al., 2005).

Professional training should be a constant part of a teacher's life because continuing professional development is essential to sustain and enhance effective teaching skills. These

continuous professional trainings provide a foundation for teachers to engage in ongoing learning, ensuring they stay updated with research-based effective, and relevant practices (Garet et al., 2001). Professional development programs enable teachers to improve their instructional practices, successfully integrate technology, and implement novel teaching approaches in their classrooms.

Additionally, professional qualification positively impacts effective teaching skills by providing teachers with content knowledge, pedagogical strategies, classroom management techniques, and opportunities for continuous professional development. These factors collectively contribute to the creation of engaging learning environments and promote student achievement. As such, investing in teachers' professional qualifications is crucial for fostering high-quality education (Darling-Hammond, 2000).

Most of the past research has investigated professional qualifications at the international level. This research is novice in Pakistan which examined the impact of professional qualification on teaching skills. Moreover, for this research, three groups of academicians were studied. These groups were categorized based on of professional qualification of the instructors i.e. teachers with pre-service training (B.Ed. and M.Ed.), teachers with pre-service training who also have received induction training, and the third group of teachers who are receiving induction training with no pre-service training. The teaching skill (dependent variable) is studied to draw the outcomes. The purpose of the current study was to find out the impact of professional qualifications on teaching skills. A hypothesis was also developed to check the effects of professional qualifications on teaching skills. There is no significant effect of professional qualifications on teaching skills

### Research Methodology

The following research procedure was followed to achieve the desired objective;

The quantitative method and descriptive survey research design were used. The impact of professional qualification (nominal variable) on teaching skills (ordinal variable) of teachers working in this research. These variables were measured through a self-made questionnaire.

The total number of high school teachers was 2094 i.e. (1356 male and 738 females) selected as population. The sample was comprised of 300 male and 250 female teachers. The three strata were selected. From each stratum, both male and female teachers were selected randomly i.e. urban (9 male 20 female), semi-urban (78 male and 47 female), and rural (213 male and 183 female) by using proportionate stratified random sampling. The sample was drawn from the population based on a 5% confidence level. The Research Advisors (2006) used to draw the actual sample from the population.

The professional qualification of teachers is determined by the demographic profile which constitutes information regarding the professional qualification of teachers i.e. pre-service training with no induction, pre-service with induction, and induction with no pre-service.

Assessment of teaching skills was developed by the researcher by reviewing the literature. There are numerous elements of teaching skills, which are related to National Professional Standards for Teachers i.e. standard 4 Instructional Planning and Strategies. The elements included; critical thinking, creative thinking, collaboration, communication, adaptability, and empathy. This tool was used in the current research with the guidance of experts. The six sub-categories were incorporated to highlight the teaching skills. This tool used a 4-point Likert scale i.e. never, rarely, very often, and always.

After the development of the research tool, it was validated by experts to evaluate the content of items and highlight errors, which were incorporated accordingly. Afterward, pilot testing was conducted on non-sample teachers for the reliability of the tool using Cronbach Alpha in SPSS. The value ( $\alpha = .890$ ) indicated the reliability.

### Data Analysis

The data was collected from respondents and analyzed in SPSS using one-way ANOVA. The following tables represent the results;

Table 1: *Comparison among teachers with different professional qualifications regarding assessment of teaching skills*

		Sum of Squares	df	Mean Square	F	Sig.
Assessment of Teaching Skills	Between Groups	44.665	3	14.888	107.106	.000
	Within Groups	75.896	546	.139		
	Total	120.561	549			

The table 1 exhibited the comparison among teachers with different professional qualification regarding assessment of teaching skills. There was significant difference found at the  $p < .05$  for the teachers' professional qualification  $F(3, 546) = 107.10$ ,  $p < .05$ .

Table 2: *Bonferroni's one-way ANOVA for multiple comparisons of teachers regarding assessment of teaching skills*

(I) Prof Qualification	(J) Prof Qualification	Mean Difference (I-J)	SD	Sig.
Pre-Service with No Induction	Pre-Service with Induction	.49444*	.03955	.000
	Induction with No Pre-Service	.67790*	.04979	.000
	No Pre-Service and Induction	.60633*	.06323	.000
Pre-Service with Induction	Induction with No Pre-Service	.18345*	.05634	.007
	No Pre-Service and Induction	.11189	.06852	.618
Induction with No Pre-Service	No Pre-Service and Induction	-.07156	.07489	1.000

\*. The mean difference is significant at the 0.05 level.

The table 2 revealed the multiple comparisons of teachers with different professional qualifications among four groups regarding the assessment of teaching skills. Post hoc test using Bonferroni showed that the mean difference for pre-service and no induction (I) with pre-service with induction (J) ( $MD = .49444$ ,  $SEM = .03955$ ,  $p < .05$ ). In addition, pre-service and no induction (I) with induction and no pre-service (J) ( $MD = .67790$ ,  $SEM = .04979$ ,  $p < .05$ ). Furthermore, pre-service and no induction (I) with no pre-service and induction (J) ( $MD = .60633$ ,  $SEM = .06323$ ,  $p < .05$ ).

In addition, pre-service and induction (I) with induction and no pre-service (J) ( $MD = .18345$ ,  $SEM = .05634$ ,  $p < .05$ ). Moreover, pre-service and induction (I) with no pre-service and induction (J) ( $MD = .11189$ ,  $SEM = .06852$ ,  $p > .05$ ). Furthermore, induction and no pre-service (I) with no pre-service and induction (J) ( $MD = -.07156$ ,  $SEM = .07489$ ,  $p > .05$ ).

### Discussion and Conclusion

The results indicated that the teachers who received pre-service training exhibited effective teaching skills as compared to teachers with induction program or received no teaching training. Teachers are very important in determining how students learn and what kind of results they get. Compared to induction training or no professional training, teachers with pre-service training possess more effective teaching techniques. Several research, including those by Ronfeldt et al. (2014), Klassen and Chiu (2010), and Tantoy and Gemota Jr. (2018), have demonstrated that pre-service teachers possess more effective teaching abilities than induction trainees or instructors with no



professional training. According to Tasdemir et al. (2020) pre-service training programs normally give prospective teachers a strong basis in pedagogical theories, instructional strategies, classroom management skills, and subject area expertise. With the help of this thorough training, educators will be able to successfully engage students, modify their lessons to fit a range of learning styles, and foster an inclusive and pleasant learning environment.

Teachers who are not professionally trained or who only obtain introduction training, on the other hand, frequently struggle to adequately address the varied requirements of their students. According to Yeşilçinar and Aykan (2022), induction programs frequently fall short of the comprehensive and in-depth knowledge offered in pre-service training, even though they can offer new instructors some support and mentorship. Teachers may find it difficult to differentiate teaching, apply evidence-based methods, and regulate the classroom environment if they lack a strong basis in pedagogy and instructional strategies. Consequently, there may be a decrease in academic success and engagement for learners taught by teachers who have lower professional training.

In summary, the findings consistently show that, as compared to induction training or receiving no professional development, pre-service training significantly improves instructors' ability to teach effectively. It is essential to invest in comprehensive and carefully planned pre-service programs to provide teachers with the skills, knowledge, and competencies needed to teach effectively.

### Recommendations

- Educational institutions may invest in pre-service training programs because it allows an increase in pedagogical practices, knowledge, and teaching abilities. This will boost teacher retention and satisfaction and improve educational quality.
- Effective teaching abilities may be greatly enhanced by collaboration and peer learning. Teachers may collaborate more easily, share ideas, and benefit from one another's experiences when they work in an environment that encourages cooperation. Collaborative endeavors, such as peer observations, lesson study groups, and professional learning communities, can offer educators the chance to participate in reflective practice and get helpful criticism. By encouraging these behaviors, educators may get access to a pool of knowledge, broaden their scope of education, and improve their methods of instruction using techniques that are supported by research.

### References

- Ali, I., Rahman, Z., & Khan, N. (2018). The impact of professional qualification on pedagogical skills of teachers at secondary level in Pakistan. *Bulletin of Education and Research*, 40(2), 1-12.
- Antony, S., & Elangkumaran, P. (2020). An impact on teacher qualifications on student achievement in science: A study on the GCE in Trincomalee District. *International Journal of Engineering Science and Computing IJESC*, 10(2), 24690-24695.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. John Wiley & Sons.
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(2), 103-112.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Good, T. L. (1959). The teacher and modern educational media. *AV Communication Review*, 7(3), 207-213.



- Gupta, R. (1996). Teacher's role in the learning process. *Journal of Indian Education*, 22(3), 31-36.
- Herman, J. N. (2015). Teachers, schools and academic achievement. *Econometric*, 73(2), 417-458.
- Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371-406.
- Ingersoll, R. M. (2003). Is there really a teacher shortage? A research synthesis. *Phi Delta Kappan*, 84(3), 190-200.
- Iqbal, M. Z. (1996). Teacher and the learning process. *Journal of Education and Research*, 15(2), 59-62.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741-756.
- Kruijer, A. (2010). *Teacher in Anglophone Africa: Issue in teacher supply, training and management*. Washington, DC: The World Bank.
- Lydia, M. M. & Migosi, J. A. (2015). Teacher qualification and students' academic performance in science mathematics and technology subjects in Kenya. *International Journal of Educational Administration and Policy Studies*, 7(3), 88-89.
- Moon, B. (Ed.). (2013). *Teacher education and the challenge of development: A global analysis*. Routledge.
- Mouly, V. S. (1988). Teacher role: Academic, professional and social. *Journal of Teacher Education*, 39(4), 2-6.
- Naqvi, T. F. (2018). Integrating information and communication technology with pedagogy: Perception and application. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 9(1), 31-37.
- Nordstrum, L. E. (2015). *Effective teaching and education policy in Sub-Saharan Africa*. United States Agency for International Development. Washington, DC.
- Ogwezi, J. P., & Wolomsky, M. (1985). Learning conditions in the classroom: An empirical investigation of the use of the classroom environment observation schedule. *Educational and Psychological Measurement*, 45(3), 751-758.
- Rusdiono, B., Harapan, E., & Wardiah, D. (2021, July). *The influence of pedagogical skill and professional competence in teachers' performance of the teacher in primary public schools in Banyuasin I*. In International Conference on Education Universitas PGRI Palembang (ICEUPP, 2021), (pp. 888-891). Atlantis Press.
- Taleb, A. (2007). The impact of motivation on students' academic performance in Mathematics in secondary schools in Nigeria. *Journal of Mathematics, Science and Technology Education*, 3(2), 149-156.
- Tantoy, O. A., & Gemota Jr, M. C. (2018). Teaching skills of pre-service teachers: basis for mentoring initiatives. *Liceo Journal of Higher Education Research*, 13(2), 111-120.
- Tasdemir, M. Z., Iqbal, M. Z., & Asghar, M. Z. (2020). A study of the significant factors affecting pre-service teacher education in Turkey. *Bulletin of Education and Research*, 42(1), 79-100.
- United Nations Educational, Scientific and Cultural Organization [UNESCO]. (2015). *Improving school effectiveness*. Paris France. UNESCO/ International Institute for Educational Planning.
- United Nations Educational, Scientific and Cultural Organization [UNESCO]. (1975). *Recommendation concerning the status of teachers*. Retrieved from <http://unesdoc.unesco.org/images/0011/001173/117395eo.pdf>
- Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations*. Center for the Study of Teaching and Policy,



University of Washington. Retrieved from  
<https://www.ed.gov/rschstat/research/pubs/preparationgap/prepgap.pdf>

Yeşilçinar, S., & Aykan, A. (2022). Lesson study and 21st-century skills: Pre-service Teachers Reason, Produce and Share. *Participatory Educational Research*, 9(3), 315-329.