

ASSOCIATION BETWEEN QUALITY TEACHING AND LEARNING OUTCOMES

Dr Abdurrahman

Education Deptt; Hazara
University, Dadial Mansehra
PAKISTAN
a.rehman@hu.edu.pk

Dr Asif Jamil

Institute of Education & Research
Gomal University, DIKhan
PAKISTAN
asifjamil72@hotmail.com

Dr Saeed Anwar

Education Deptt; Hazara
University, Dadial Mansehra
PAKISTAN

Razia Sultana

Education Deptt; Hazara
University, Dadial Mansehra
PAKISTAN

ABSTRACT

This study is an academic attempt to determine the revolutionary change(s) that the teaching as a profession and skill, has undergone over the past decade. Recent researches about the teacher have investigated his true role and potential. Through an extensive review of literature it was made clear that concept of quality teaching is based on common sense level of the teacher, self efficacy, knowledge of subject matter and mastery over communication technology. These qualities are among the factors that contribute to the kind of learning process which makes a difference. Results indicated that quality of student learning outcomes is directly dependent on the quality of the teacher and without any doubt the quality of pedagogy straight and strongly affects the quality of learning. Quality teaching has the power to overturn the disadvantage. Improvement in standard of education is possible if we manage for teachers who could work for quality assurance and this is the only reliable source of variance which is required.

Keywords: Quality teaching, Students, Learning, Outcomes

INTRODUCTION

Since the start of mass schooling and with its spread across the world, public education has been repeatedly burdened with the expectation that it can save society. Schools and their teachers have been expected to save children from poverty and destitution. They are supposed to develop and produce the universal literacy as a platform helping for the economic survival; assist in the creation of skilled workers and in the development of tolerance among children in nations where adults are divided by religious and ethnic conflict. They are further supposed to cultivate democratic sentiments in societies that bear the scars of totalitarianism. They are also supposed to keep the developed nations economically competitive and help developing ones to become so; and, as the United States' Goals (2000) for education proclaimed, the way educators prepare the generations of the future should eliminate drug dependency, end violence in schools and seemingly make restitution for all the sins of the present generation.

But poor results of education institution brought an end to optimistic educational assumptions in many of the developing and also in developed economies of the West. Education suddenly became the problem, not the solution. Welfare concept began to collapse, and, with them, resources for education in debt-burdened economies. Meanwhile, demographics went into reverse, student populations shrank, and teachers lost their market attraction and bargaining power. Christopher Jencks (1972) argued, on the basis of large quantitative data sets, that teaching did little to remedy social

inequalities. And teachers were blamed for everything by everybody—by governments, by media. This put extensive pressure on teachers.

There was and now is a need to identify who is highly qualified- easily. Have they retained that status? What about tracking student engagement and learning success? We can not answer these questions keeping into view our education system based on 60-year-old model, which is broken.

What is required is to bring together the main principles set out in the declaration of the new education policy for the generation of knowledge and the training of high level professionals. Because it is evident that the success recorded along the avenues pursued by economic and social development in the western world will have convinced even the most dogged productivity that the yield from human capital, both individually and in a social context, appears greater than that achieved by physical capital. This leads us to ponder the strategic importance for individuals and the community alike that is attached to the concentration of public and private investment in high-profile education, in more general terms, in training of high caliber teachers.

In any advanced scientific, technological and competitive civilization, such as that which exists on our planet, the challenges are overcome only on the basis of knowledge to measure itself, on a continual basis, and capable of proposing high-quality individuals. We need to remember above all, at this juncture and at this location, that only an economy based on research succeed.

Keeping into view the importance of quality teaching the study is designed to investigate what exactly are we doing to develop the potential of the teacher? What incentives in this flat profession of teaching do we offer a teacher to make them want to continue to give their best in the classroom? How can we develop professional competency of a teacher career which could lead towards quality education?

STATEMENT OF THE PROBLEM

The focus of research was on quality teaching, specifically looking at the connections between teacher qualifications, professional development and student achievement.

SIGNIFICANCE

It is generally held that the current talent management scheme is based on inputs not outputs. School should look what is called end product. Highly qualified doesn't equate to highly effective. We need to look at what outputs teachers are producing. Pay increases are based on academic degrees, which reflect little in terms of competency. What need to know what kind of ongoing professional development effects competency? How do we find incentives to not just retain teachers but to get them to teach in these high need areas? Money alone will not do it. The need of the time is to get creative. In this connection study is significant because:

1. It would enable us to "re-organize" existing school organizations and "fix" old-century methods so they'll work in this century. Such interventions have a chance of engaging educators and students in 21st century learning, where both groups assume responsibility for the personal and social relevance of what's learned and where interest is spurred by more authentic connections to and feedback by local and global communities.
2. Existing old-century teachers would be presented with new opportunities and preparation for becoming functional mentors in the new learning environments and their roles as subject experts would be less imperative to the success of the new mission of education. Mentors outside of learning centers would be developed who have professional careers outside of education that would assist students (and mentors) in linking their interests and developing capabilities with prospective work careers long before such work became authentic livelihood.
3. Hopefully it would allow students to benefit from talented teachers and apprenticeships appropriate for their ages and levels of advancement in understanding and skill that were not

considered as extracurricular, but vital to their learning. A learning center might be seen as the specialized facility which students returned to for further personal nurture, self-directed study.

4. It would enable educators to know that accountability and personal responsibility is the oxygen that's breathed in this world view. Great leadership will be required to move individuals to tie their personal and professional fortunes to progressively moving toward educational and concomitant social change and to adapt lives in more sustainable ways to new environmental and social realities and to follow roles and methods of work (as educators) which are useful, meaningful, and good for us.
5. It would encourage authorities to do more to make education more appealing to mid-career professionals, because these professionals are in need of an injection of professional energy and new ideas.
6. There would be opportunities for teachers to work in meaningful learning teams that are committed to reflecting on student performance. By identifying and then amplifying the instructional practices that work in a collaborative setting.
7. It would explain that any new framework for teaching and learning will need to include a smart system for preparing and developing talented individuals as teachers and mentors who understand learning theory, pedagogy, and kids.
8. Considering the scale of social change which requires to replace existing, non-adaptable systems of public education and those employees in large numbers who are currently unmoved and inadequate to respond to the call for reformation, in this connection study would lead authorities to take revolutionary steps while managing for teacher education to become more responsive.
9. As a result there would be educated well informed scientists and technologists who will contribute to society best by transparently serving the learning needs of children best.
10. In Pakistan, where families and communities are increasingly looking to the school as a primary resource for not only teaching children - but also instilling values and other critical development tools that were the former exclusive domain of homes, mosques, and community organizations .If finding of the study are met the we could expect our best and brightest to lead the way for the next generation.
11. It is a type of appeal to the talents and to our best educators to think that how we are using our human potential and what is the demand of changing world market.

OBJECTIVES

This study aimed at providing a neutral and objective assessment of the research findings and to draw conclusion leading towards establishment of standards for quality teaching.

LITERATURE REVIEW

Talbert, (1994) set out to realize a vision of how to build human resources. They believed that the channels of education and medical research are most effective ways to mobilize human potential. Thus, when we look at how to address the crisis in education, we focus on the needs and resources of educators-and specifically seek to provide strong motivation for talented young men and women to enter and strengthen the profession.

At the century's turn, a new economy and society, emerging from the ashes of old industrialism, has begun to take shape—what Castells (1996) calls the informational society. It is in this society that hopes for educational and social reconstruction are being widely invested in developed and developing countries—and schools and their teachers are vital to its core mission.

According to Hargreaves, (1994), teaching is changing and must change in the post-modern age of information. The informational economy and society is rooted in and driven by the development, expansion and circulation of globalized electronic, computer-based and digital information and entertainment. In the new informational mode of development, the source of productivity lies in the technology of knowledge generation, information processing and symbolic communication. What is

specific to the informational mode of development is the action of knowledge upon knowledge itself as the main source of is oriented toward economic growth and human potential mobilization through specialized knowledge.

Dinham and Scott (1997) imagined in his classic text on the coming of post-industrial society. Rather, in the constantly changing, self-creating informational society, knowledge is a flexible, fluid, ever-expanding and ever-shifting resource. It is not just a support for work and production, but the key form of work and production itself. These new ways of generating, processing and circulating knowledge are absolutely central to what many experts now call the learning society or knowledge society. And the role of education and quality teaching in such a society is absolutely vital.

Fujita (1997), discussed schools and teachers, he argued, have served students and society poorly and are failed to prepare many of them, especially the most disadvantaged, with their capacities. New teachers and drivers of the knowledge require forms of educational preparation that would enable them to be highly skilled in working with symbolic abstractions, in systems thinking, creativity and experimentation, and collaborations/

Castells, (1998) As catalysts of successful new generation, teachers must therefore be able to build a special kind of professionalism—a new professionalism, where they can learn to teach in ways that they were not taught themselves; where they can develop classroom strategies that will enhance the new goals of learning required of a symbolic analyst; where they can commit themselves to their own lifelong learning going far beyond the point of initial qualification; where they can work effectively with and be eager to learn from other teachers in their own schools and elsewhere; where they see parents and communities as sources of learning and support and not simply as sets of obstacles; and where they can become their own skilled change agents responding swiftly and effectively to the social and educational changes swirling all around them. These are some of the directions that a new professionalism in teaching needs to be taking. Bell, (1973) *The coming of post-industrial society* New York, Basic Books, for example, found that students who had strong teachers for three years in a row made reading gains over the period that were 54% higher than their fellow students who began at the same level but who had weak teachers for three consecutive years.

New century teaching carries social and emotional as well as technical and intellectual components—to establish emotional bonds with and among children, to lay down the building blocks of empathy, tolerance and commitment to the public good (Hargreaves, 1998).

Shimizu, (1992) says, of course, caring for children has always been a salient quality of people's most memorable teachers. But even more is needed of teachers now than Albert Camus wrote—in *The first man*—of his own teacher during his poor Algerian childhood: a man whose method 'consisted of strict control on behavior while at the same time making his teaching lively and entertaining, which would win out even over the flies . He concludes if learners are more diverse and demanding, caring must become less controlling, more responsive to students' varied cultures, more inclusive of their own ideas, perceptions and learning requirements, more ready to involve and not just compensate for the families and communities from which students come in their quest to lift their learning to higher levels.

The claim that psychometric measures of teacher characteristics are not useful for initial human capital implies that candidates be selected by other means – staff interviews, recommendations by peers or past supervisors, intelligence, attitude, common sense and the like. Some might think that this approach is an abrogation of responsibility; but instead, it is a realization of the limits of psychometric approaches to personnel selection. The true abrogation of responsibility is when professional educators – whether they are tenured teachers, administrators or professors engaged in pre-service education of teachers – fail to conduct adequate evaluations of pre-service and in-service teachers who are practicing their profession under the supervision of their superiors.

Helsby, (1998) found that quality of the teacher accounted for at least 7.5% of the variation they measured in student achievement, by far the largest single factor. This finding was corroborated

Shimizu, (1992 who reported that just over 8% of the variation in student achievement was a result of teacher differences.

This is the social and emotional mandate for teacher professionalism today. While education certainly cannot end economic inequality or fully compensate for society, writers of all political persuasions point to its increasingly strategic role for stimulating and also ameliorating the effects of the new global society. Experts in education reassert that today 'improved education and skills training' are essential, 'particularly as far as poorer groups are concerned'. 'Investment in education,' they continues, 'is an imperative of government today, a key basis of the redistribution of possibilities' (Giddens, 1998)

Many educators-because of a lack of time for continued development-slip into comfortable instructional routines, over relying on the same practices year after year because little time is needed to plan or implement lessons and practices that have been used for years. Unfortunately, children continue to change-and practices that may have been appropriate ten years ago are often out of date and ineffective. How do we change these practices without alienating teachers who have a long professional history?

Situation in Pakistan

Pakistan like other developing countries inherited a disproportionately tiny share of the world's wealth with which to address too many problems. Very little portion of national budget is directed at establishing and extending basic primary or elementary education and to creating the fundamental literacy levels that are regarded as essential for attaining economic 'lift off' and independence. But resources are limited, class sizes are still overwhelming, technologies are basic in the extreme, with stones for seats and sand for chalkboards in some cases, teacher qualifications and expertise are poor. At the secondary level, smaller elites often learn the curricula of their colonial masters. They are taught it in ways that separated them from their experience and, as a result, drew them away from their own people. Teaching remained confine to what experts have termed a pre-professional age, where poorly paid and ill-prepared teachers have a restricted range of teaching strategies.

According to Giddens, (1998) here is the dilemma. While teachers and schools are the catalysts of change in the developing society, they are also its casualties—casualties of the weakening of the welfare safety net, casualties of reduced expenditure on the public good, casualties of students' families caught in social upheaval, casualties of the widespread de-commitment to public life. In many ways, the forces of de-professionalization —of declining support, limited pay, restricted opportunities to learn from colleagues, work overload and standardization—have continued to intensify for teachers. The very supports that teachers need to meet the goals and demands of living in society are being withheld and withdrawn from them, hobbling them in their efforts to make great leaps forward in their effectiveness and professionalism. Teachers in many developing economies, for example, must undertake two or three jobs just in order to make ends meet—virtually eliminating any chance of engaging in professional learning from other colleagues. This is the fundamental paradox of professionalism in teaching today.

A healthy, skilled and motivated population is critical to workforce participation and productivity, and hence for future living standards. By focusing on the outcomes needed to enhance participation and productivity, the human capital stream of reform in teaching aims to provide talent with the opportunities and choices they need to lead active and productive lives. Pakistan would be fortunate enough if capable individuals are recruited in different social institutions.

DISCUSSION

Study clearly shows that paradox of the teaching profession is the inability of teacher education programmes to response effectively to the sweeping changes that are taking place in schooling and teaching in many societies. As Touraine, (1995) points out, changes in teaching that are intensively sought will not be viable or have far-reaching effects if they are not accompanied by concomitant changes in teacher education programmes. Indeed, changes being initiated in teaching will also

change the understanding and practice of teachers. Changes in our understanding of the learning and teaching processes, in curriculum and subject integration, in the nature of teachers' work, and in the role of technology in teaching, are all important issues that should be addressed by teacher-education programmes. New models of teacher education have to be incorporated into the change process if current initiatives are to find their way into classrooms. According to Vanden, (1999), the transformation of teacher education should be based on the principles of feasibility, comprehensiveness, synergy and interaction. Teacher education programmes should pay special attention to the attitudes and dispositions of students, the characteristics of teacher educators, our approaches to understanding and problem solving, and teamwork that involves the contribution of students, practicing teachers, and teacher-educators who are experts in didactics and in the foundation disciplines. The ethos of teacher-education programmes should reflect an emphasis on teachers being members of learning communities that promote the pedagogy of inquiry.

It is generally agreed that the foundation of the nation's human capital is the health, education and skills of its people and called for a greater focus on promoting good health, preventing ill health, and achieving high-level educational outcomes among children and the working-age population.

According to Asia Report (1987) Pakistani system have a long history of failing to follow through on announced reforms. The state is falling significantly short of its constitutional obligation. Private schools that teach in English follow a different curriculum and have a fee structure that is unaffordable to most families. Political appointments in the education sector, a major source of state employment, further damage public education. Many educators, once ensconced as full time civil servants, rise through the system despite having little if any interest and experience in teaching. The widespread phenomenon of non-functional, even non-existent "ghost" schools and teachers that exist only on paper but eat into a limited budget is an indication of the level of corruption in this sector, far from reforming the public school system risks provoking an upsurge of violence if its problems are not quickly and comprehensively addressed.

All our research has led us to the notion that talented teachers are absolutely essential to assuring excellence and rigor in the educational experience of every young person in society. To improve student achievement, to eliminate achievement gaps among students of different races and economic classes in society, and to get us to the top of international achievement ratings.

RESULT

The simple truth which is indicated here is that teacher effectiveness is the single most important school related element driving student achievement. And the corollary is...that quality teachers are the bedrock of every successful school. Considering this, we should think that our system of education would be designed specifically to provide those opportunities that would draw talented people to the profession; while at the same time would honor and reward those talented people already there. But to move from that simple, profound truth to a system that assures the high quality of teachers, until recently, has never been a priority of Pakistani education.

RECOMMENDATIONS

Following are the recommendations of the study:

There should be opportunities for teachers to work in meaningful learning teams that are committed to reflecting on student performance. By identifying and then amplifying the instructional practices that work in a collaborative setting, we appeal to the talents of our very best educators while changing their work at the same time.

Teacher education throughout the country which accountable for producing the teachers we need for the 21st Century seems to me a huge waste of energy - energy better invested in new ways to develop teachers that will increasingly make the entrenched teacher education system irrelevant.

Where adults serve as mentors/guides for young people who use ICT technologies to explore, network with, and change the world could be developed by entrepreneurial teachers using public funds in something like a charter school framework.

Whatever models emerge, it is likely that we will continue to educate our people and those will necessarily contain every kind of ability, every kind of behavior, every kind of personality. Whether we call them teachers, or mentors, or "guides on the side" they will need to be professionals with a profound understanding of how to help any child develop the accountability and personal responsibility that experts rightly point to as essential in a world without walls. From among the best and brightest young adults, a new breed of professional educators must be drawn by incentives of greater social esteem and of higher compensation based on how well they acquit their increased social obligation. These would be educated in advanced settings as scientists and technologists who serve society best by transparently serving the learning needs of children best.

There are huge cultural leaps that would have to be made to create genuine learning communities between these leading experts and students from all the segments of our society. Educators at those local levels would be the initiators and nurturers of such communities for some time. We should put much more of our resources into real education reform and there must be a Marshall Plan for education).

Steps should be taken accountability in teacher education must come from the inside, rather than enforced from without. There are teachers whose potential is most often underdeveloped or under acknowledged. We as a nation should manage for their identification and due consideration because they make up a key target population among teachers for some of the most innovative changes in education.

Provide retention awards or sabbaticals to keep talent in the sector. Attracting new talent is vital, retaining talented entrepreneurs who might otherwise leave the sector after initial success is also key. School organizations could take steps to retain talent, but a few more sector-wide ideas could be tried. Encourage school organizations to create positions that enable teachers to gain skills and explore entrepreneurial paths. Generate more venture capital for educational entrepreneurship.

There should be federal legislation that addresses the critical shortage of quality teachers for all our nation's schools and that respects the autonomy and independence of private schools. Only inclusive and nondiscriminatory solutions that provide for the equitable participation of all teachers, whether they teach in public or private schools, will prove to be a sound investment in our nation's future and will improve the education of all our children.

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