



Academic Qualification and Teaching Competences; A Comparative Study of Primary School Teachers

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ABSTRACT

This study aims to compare the teaching competencies of primary school teachers through academic qualifications. It may be helpful to find out the abilities of the teachers in government primary schools. It may also help the administration for training programs according to present needs. The population of this study comprises headteachers of all high schools (administrating primary section), of both genders of Multan district. There were 119 male head teachers of high schools and 63 female headteachers of high schools. The sample was selected by using cluster sampling and systematic random sampling technique, which resulted in 25 male head teachers of high schools and 25 female headteachers of high schools being included in the sample. For data collection, two questionnaires based on Likert's Scale about their primary teachers' competencies, one for highly qualified and one for low qualified teachers were used. The analysis of the data shows that majority of teachers have no such required competencies but highly qualified teachers are better than low qualified teachers. To improve the outcome through developing the competencies of teachers some recommendations are also presented in the last section of the study.

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1. Introduction

Everyone knows that teacher is an important and precious person in the field of Education for society. It has in-depth power on the society he lives in and he is the most significant person in the society. Educator's traits like behavior, character building, and analytical skills etc., affect the learners (Luna, 2013). A well-liked teacher becomes a reproduction. The learners always are in practice to copy the educator for their behavior and style of discussion and get up (Lucas, 2001). The value of a teacher as a planner for next generation as well as his role for the nation stress that best, competent teachers should be selected (Dushi, 2016). Education is a continuous process and it required change in different manners for example change in ideas and change in educational procedures or processes. The purpose of teaching is to build up and enhance teaching, learning, curricula framework of education system (Alnoor & Hongyu, 2011).

Early education is the most important for the development of the instructive organization of the society. To construct early education effective and valuable, the competent teachers need increases. Teachers need to be focused on his work so teachers need satisfaction and gratifying environment for doing better in their jobs (Tabor, 2007). It is the job of teacher to make children socially acceptable for the society and teacher gets the

respected position in society that they deserve (Akhyak, 2013). Only competent teachers are effective and make children socially acceptable for the society (Hansen & Woronov, 2013).

Competence is the skill to do impressive or carry out a task as expected or according to stipulated standard. Harvey (2011) takes competence as the gaining of information, skill and ability till proficiencies enough for suitable occupation location. Wojtczak (2002) described competence as the ownership of the level related to the knowledge and the ownership of a reasonable level of related knowledge and attainment of a variety of relevant skills that take in interpersonal and technical workings at a certain point. Such knowledge and competencies are significant to the extent of specialized practices (World English Dictionary, 2009).

Teachers' competence is described as the application of acquired instructional information, skills and attitudes for proficient and effective teaching. This is the reason why Cultural Heritage National Training Organization (2004) argued that competence is an ability to perform actions within an profession or purpose; work time after time to decided standards. Messick (1984) clarify this idea as:

“Competence is structure of knowledge and abilities, whereas performance is accessing and utilizing those structures.”

This is the reason why Cultural Heritage National Training Organization (2004) argued that competence is an ability to perform actions within an profession or purpose; work time after time to decided standards. Teachers' competence means more than the knowledge and skills acquired on a particular subject area. It rather involves the teachers' ability to apply and appropriately utilize acquired instructional knowledge, attitudes and skills to achieve the desired instructional objectives (Harris & Muijs, 2004). In the light of this (Harvey, 2011) expressed that competence is an ability and skill to achieve the widespread stress of the challenging globe requirements.

According to National Education Census 2005, it is come to known that in Pakistan there is a lack of professional development among teachers (Howey, 2011). It is generally said that by increasing quality and qualification of teachers we can uplift the standards of primary and secondary education in Pakistan New expectations have aroused regarding teachers in schools as facilitators. As schools are the places where children learn about their society and environment without parent involvement, here the teachers are the most important guider, helper and facilitators (Alnoor & Hongyu, 2011). The Objectives of the current research is to;

- Identify the competencies of highly qualified and less qualified primary school teachers,
- Compare the abilities of high and low qualified primary school teachers.
- Suggest some approaches to improve the teaching competences of teachers.

2. Literature Review

Academic qualification is the basic requirement of teaching. It become more important when it links with the competences and abilities of teachers in general specially at primary level. In past, teachers were only considered as the knowledge provider and the source of information for their students. Worldly changing's change the meaning of teachers too. Now the teacher is helper and facilitator for students. (PQF 2015). Different researches showed that teachers and schools have a great influence on student's achievements. Many of researches represented that the background of students were the only factors affecting student's achievements, but now it is denied. In past, teachers are recruited in education department are usually having low grades and they are less desired for this job (Anderson, 1991). The reason is that the condition of schools, lack of class rooms, no monitoring systems and lack of other facilities. However not all teachers were the same many of them are best teachers with all aspects (Berry, 2003).

According to Monza, Harris, and Shaw (2015), teacher qualification, their test score, marks of degrees, specialization in any subject and experience are the factors affecting the student's achievement in final examination. In this research only the relationship between educator's ability and student's attainment narrated briefly, other factors or variables hold constant (Dhand, 2001). Where there it is considered that student achievement related to teachers qualification, it is trying to make teachers qualification better by providing

opportunity to acquire certification, upgrading their graduation program and by promoting their standards. After taking these steps it is observed the optimistic association of educator ability and student achievement (Merriman & Guerin, 2006).

According to Jumani (2007), competencies are basic and necessary skills for success in a profession and these can be achieved only through merit (Tabor, 2007). The researchers Myrberg (2001) recognized competencies for teacher basic and enhanced knowledge, syntax, dialogue, socio-linguistic, intended based forthcoming competencies and collaborative abilities with social group and (Stephan & Ma, 2005). Department of Education Regulation (2005) also categorize competencies same as given by Myrberg including, assessment, trouble facing.

Limited work in the area has been done in different countries. Eva Myrberg worked on impact of teacher competence in public as well as independent status of schools in Sweden in 2001. Achwarin (2005) worked in this field. According to him, teacher competencies can be developed from both inside and outside the classroom activities. Jumani (2007) worked on those teachers who got education through distance education and find their competencies in Pakistan. Medley and Crook (2010) research were related to achievement of tasks of teaching through creating competencies. Selvi (2010) described the competencies of teacher in different scope. According to Shukla (2014), competencies of teacher can be finding out by measuring learning outcomes. Tawalbeh and Ismail (2014) worked to find out the relationship between enhancing students' learning and teacher competencies.

The following study focus on the competencies of primary school teachers. The Research aimed on "A Comparative Study of the Competencies of the low qualified primary school teachers and high qualified primary school teachers."

3. Research Methodology

The present study is descriptive in nature and quantitative research/survey method was used to conduct study. The present study investigates the teaching competencies of teachers at primary level. The present research has wide-ranging implementations for professional teacher. It may be helpful to find out the present abilities of the teachers in government primary schools. It may help the policy makers to training programs according to present needs. The present study may be important in sense of better standard of primary education for teachers, administrators, management and curriculum planners etc. This research was quantitative as well as descriptive in nature which the researcher finds out the existing competencies of high qualified primary school teachers and low qualified primary school teachers in point of view of head teachers. The researchers borrow the questionnaire from M. Phil research of Ajmal (2017) by the permission of researcher. In the questionnaire six core competencies were identified for teaching. The study was delimited to Multan district only as well as Pedagogical, evaluation and professional parts of the tool only.

The population frame of this research included the high schools head teachers of both sexes of Multan district because as a evaluator head teacher can mention about the competencies of the teachers. There were 119 male high schools head teachers and 63 female head teachers of high schools. 25 male head teachers of high schools and 25 female head teachers of high schools were included in sample using simple random technique. Sample was requested to fill two questionnaires about their primary teachers, one for highly qualified and one for low qualified. Researcher visited the schools personally to collect the data in different schools of district Multan. Likert's scale was used in questionnaire:

SA	=	Strongly Agree	5	A	=	Agree	4
U	=	Undecided	3	D	=	Disagree	2
SD	=	Strongly Disagree	1				

Researcher applied different statistical techniques to compare the data obtained from respondents through questionnaires. Which were: Percentage, Mean and z-test. A number of available experts relevant to the field were consulted for the validity of the tool and a number of changes were made on the recommendations of the available experts. Researcher used Cronbach's Alpha to find out the reliability of the tool that was 0.73

4. Data Analysis and Findings of the Study

Analysis of the data was done by using MS-Excel sheet. The statistical calculation and analysis of this part (data of head teachers) is given below:

Table 1: Mean Score of competencies of high qualified primary teachers and low qualified primary teachers by Heads

Sr. No	Themes	Male Head Teachers (High Qualified PST)	Male Head Teachers (Low Qualified PST)	Female Head Teachers (High Qualified PST)	Female Head Teachers (Low Qualified PST)
1	thinking understanding	2.68	1.60	2.57	2.24
2	Lesson Planning	2.40	1.60	2.92	2.84
3	Learning Objectives	2.04	1.72	2.92	2.68
4	Individualized teaching	2.28	2.20	2.24	2.28
5	Use of teaching methods	2.28	2.20	2.41	2.16
6	Reflective teaching	3.28	3.76	3.44	3.12
7	Use of resources	2.24	2.16	2.32	2.48
8	Students centered approach	2.32	2.32	2.32	2.48
9	Q/A method	3.16	2.96	2.84	3.00
10	Assessment techniques	3.44	3.12	2.20	2.24
11	Evaluation procedure	3.48	2.88	3.16	2.88
12	Decision making	3.56	3.12	3.40	3.20
13	Assessment technologies	3.48	3.08	3.32	3.16
14	PT Meetings	2.68	1.61	2.92	2.60
15	Self- assessment	2.23	2.16	2.32	2.47
16	Sharing results	2.28	2.19	2.40	2.16
17	Professionalism	2.60	2.67	2.35	2.68
18	Professional development	2.48	2.48	2.36	2.59
19	Use of mother tongue	2.03	2.00	2.24	2.03
20	Tolerance	1.08	1.71	2.16	1.96
21	Cultural harmony	2.00	2.12	2.20	2.16
22	Team work	3.24	3.08	3.20	3.07

Table 2: Comparison of competencies of high qualified primary teachers and low qualified primary teachers (By male head teachers)

Respondents	No of teachers	Mean scores	S. D	z-value
Male head teacher (High qualified primary teachers)	25	2.65	0.56	0.07
Male head teacher (Low qualified primary teachers)	25	2.41	0.61	

Table 3: Comparison of competencies of high qualified primary teachers and low qualified primary teachers (By female head teachers)

Respondents	No of teachers	Mean scores	S. D	z-value
Female head teacher (High qualified primary teachers)	25	2.68	0.45	0.03
Female head teacher (Low qualified primary teachers)	25	2.61	0.41	

The table 2 shows that the calculated value 0.07 of z test is less than the table value 1.96 between competencies of high qualified primary teachers and low qualified primary teachers by male head teachers. The table 3 shows that the calculated value 0.03 of z test was less than the table value 1.96 between competencies of high qualified primary teachers and low qualified primary teachers by female head.

5. Discussion

On the basis of findings, following discussion is elaborated here;

5.1 Pedagogical Competencies

- Maximum head teachers of both sexes are not agreed that the teacher practice a range of instructional approaches to encourage thoughts and understanding, teacher frequently plans lesson that engage instructional actions and resources, teacher has a lesson plan linked to learning objectives and resources.
- Teacher uses individualized teaching methods keeping in view the individual differences, teacher uses prescribed teaching tools effectively, teacher utilizes reflective teaching and learning process, and teacher uses local resources to improve and enrich learning outcomes and to respond optimistically to the action of students in class.
- Majority of head teachers of both sexes are agreed that the teacher uses personally planned educational utensils but teacher uses various questioning skills.
- Majority of male head teachers are agreed for high qualified teachers and majority female head teachers are agreed for low qualified teachers while majority of male head teachers are no agreed for low qualified teachers and majority female head teachers are no agreed for high qualified teachers that the teacher focuses on student centered practices.

5.2 Evaluative Competencies

- Majority of head teachers of both sexes are agreed for high qualified teachers and Majority of head teachers of both sexes are no agreed for low qualified teachers that the teacher effectively utilizes assessment techniques.
- Majority of head teachers of both sexes are agreed that the teacher uses assessment data to improve job situation and teacher utilizes assessment results in making decisions about individual students.
- Majority of head teachers of both sexes are not agreed that the teacher asses' students timely, teacher uses wide variety of assessment technologies in addition to tests and examination, teacher interacts with parents about each student's learning progress and personality, teacher encourages self-assessment strategies among students to monitor their own progress and teacher reports assessment results and ongoing students' data to parent and principal.

5.3 Professional Competencies

- Majority of head teachers of both sexes are not agreed that the teacher accepts responsibilities for personal and professional development and seeks available opportunity, teacher relates own goals for professional development and teacher fluently uses Urdu and English language.
- Majority of head teachers of both sexes are agreed that the teacher uses a variety of instructional approaches to promote thinking and understanding.
- There is no significance difference between competencies of high qualified primary teachers and low qualified primary teachers by male head teachers.
- There is no significance difference between competencies of high qualified primary teachers and low qualified primary teachers by female head teachers.

6. Conclusion and Policy Implications

The findings of the study, reveals that majority of the primary school teachers of both genders whether highly qualified or low qualified are not practicing a range of instructional approaches to encourage thoughts and understanding, teacher frequently not planning lesson that engage instructional actions and resources (Bent, Bakx, & den Brok, 2016). Majority primary school teachers of both sexes whether highly qualified or low qualified use personally planned educational utensils but teacher use various questioning skills (Hussain, Abid, & Samuel, 2020). Similarly, many competencies are not present in primary school teachers of both sexes whether highly qualified or low qualified. But highly qualified teachers are better

than low qualified teachers. Although, there is no significance difference between competencies of high qualified primary teachers and low qualified primary teachers (Ashraf et al., 2015). Following are some suggestions/recommendations of the study presented here;

- Teachers may have lesson plan that clearly links to learning objectives and materials.
- Teachers may learn classroom management techniques more professionally.
- Teachers may utilize reflective teaching and learning techniques.
- Teachers may use locally available resources to improve and enrich learning outcomes and to react positively to what students bring into class room.

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