

Employers' Satisfaction with Professionally Qualified Secondary School Teachers in Pakistan

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Abstract

Higher Education Commission launched professional training programmes for secondary school teachers in Pakistan. That is significantly important for teachers' professional development. In this study, the employers' satisfaction with secondary school teachers' practices, who have acquired professional training, was explored by administering questionnaire to 180 school heads and interviewing 14 district educational administrators in Pakistan. Descriptive analysis of the study revealed employers' partial satisfaction with the practices of professionally qualified teachers. Relatively, the practices of female teachers were more satisfactory than their male counterparts.

Keywords: Employers, Teachers, Satisfaction, Professionalism, Teaching

Introduction

The educational process is wholly moulded and shaped by instructors who have an active participation in any educational system. They are the principal stakeholders of teaching learning process, who not only create appropriate learning environment for their students but also quench their thirst of knowledge (Johansen, 2008). Variation in the teachers' effectiveness is not only the predictor of school excellence (Glewwe & Kremer, 2006; Hanushek & Wößmann, 2011) but also of students' learning quality (Goldhaber & Brewer, 1999; Hanushek, 2002). This profession is unmatched by other challenging and thought-provoking professions. Since teachers undertake heavy responsibilities of nations building. It is generally acknowledged that a competent and loyal teacher develops capable individuals who occupy leading positions in society (Lun'e, 2014). However, the competency of teachers in Pakistan remained under criticism since decades (Memon, 2007). A study by Sadruddin (2013) found that teachers lack expertise in content knowledge, while Mushtaq and Kayani (2013) revealed that some deficiency in few teachers overshadowed the recognition of

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dedicated teachers which harmed their self-esteem. UNESCO and USAID (2006) declared that low level of teachers' performance is a major cause of dismissive education quality by public sector institutions in Pakistan.

Researchers concluded that quality education can only be imparted by well qualified teachers; the teachers who can transform an ordinary personality into a well versatile personality (Teoh, Volbrecht, & Savoy, 2015) with their commitment, affection for learners, mastery of subject, morality, effective strategies, professional collaboration, and aptitude (Hopkins & Stern, 1996; Sakarneh, 2014; Teoh et al., 2015). Teachers' motivation to teach, ability to transfer knowledge, healthy relationship with students, maintenance of friendly classroom environment, pedagogical approach and teaching in-demand content are considered as the major characteristics of professionally qualified teachers (Oliveira, Oliveira, & Costa, 2012). Undoubtedly, teachers are a vibrant model for their students. They try to equip the students with prime knowledge, skills and values (Sakarneh, 2014; Stronge, Tucker, & Hindman, 2004). In this regard the professional competency of teachers for using various instructional strategies and adoption of content according to the needs of learners is important (Sakarneh, 2014). The command on outcome based curriculum is another requirement for this purpose. This type of curriculum is normally deployed through learner-centred activities, which are usually loaded with first hand learning experiences along with proper learning environment (Beusaert, Segers, & Wiltink, 2013; Plecki, 2000). To monitor these instructional practices and to assure the achievements of learning outcomes, continuous assessment is vital (Sakarneh, 2014). In essence, teacher quality includes their professionalism, curriculum knowledge, pedagogy and assessment approaches in effective learning environment (Ministry of Education, 2009).

In order to accomplish all these responsibilities, teachers need extensive training (Lovat, 2010; Lovat, Dally, Clement, & Toomey, 2011; Osterman, 2010). The future of education depends largely on quality of teachers groomed in the teacher education institutions (Hamidullah, 2005; Zafiroopoulos & Vrana, 2008). In most of the cases, universities are responsible for preparing school teachers (Odhiambo, 2011). In 21st century, most of the teacher education programmes are generally based on developing awareness among learners about the contemporary world by incorporating the habits of creative thinking, making smarter about new sources of information, developing interpersonal skills such as teamwork and providing social leadership. Teacher education system in Pakistan is generally based on the development of sound and solid base of theoretical acquaintance, orientation of practical life, professional skills, attitudes and interests. It enables the teachers to acquire knowledge, skills and techniques for effective teaching (Higher Education Commission, 2012). There are 275 teacher education institutions in the country (Government of Pakistan, 2009). General universities and privately managed teacher education institutions are also offering teacher education programs. In-service training is the responsibility of the Curriculum

Boards and Extension Centres. In addition, the provinces have assigned in-service training responsibilities to one or more Government Colleges (Memon, 2007). In result, 90% in-service secondary school teachers have acquired teacher training (Author, 2015) regardless of quality concern.

The search of quality has become an important consumer trend (Costas, Zafiroopoulos, & Vrana, 2008). Indicator of quality education is, “Outcome”, specified by UNICEF (2000). Outcome that comprises of knowledge, skills, attitudes and positive participation in practical life (UNICEF, 2000). Although few studies have reported the quality of teacher training in Pakistan (Dilshad, 2010; Reba & Afridi, 2011) by taking opinions from pre-service teachers and educators but employers’ views are still unexplored. It is the most crucial aspect as the quality of any service have direct positive relationship with employers’ satisfaction (Ahmed et al., 2010; Athiyaman, 1997; Shemwell, Yavas, & Bilgin, 1998). Employers of teachers are usually known as the administrative bodies in educational settings; therefore current study has focused on retrieving satisfaction of educational administrative bodies at institutional and district level by taking their perspectives. Perspectives were specially taken because satisfaction is usually based on consumers’ expectations and perception of service quality (Christou & Sigala, 2002; Ekinici, 2004). It is imperative to research the outlook of professionally qualified teachers’ at their current practice places, which not only identifies the positive changes in teachers but also shed light on silently weakening areas of teacher training in the context of Pakistan. The target audience of this study is mainly policy makers, education planners, curriculum developers; and practitioners who are given employers’ feedback to make necessary amendments in mechanism.

Teacher Training in Pakistan

In Pakistan, educational policies are majorly controlled by federal government. Though provincial government independently supervise its district education departments, nevertheless, policies and plans are implemented, which are developed by central ministry of education (Shah, 2003). Teacher’s role is fundamental to achieve the target of quality education. The number of teachers in Pakistan is reaching 1.35m in public educational institutions from primary level to higher education. There are 275 institutes of teacher training, which provide pre-service training along with degrees, diplomas and certificates. Moreover, 300 resource centres of teacher training are working actively in districts. These teacher training institutions are being managed by Extension for pre-service programmes and Bureau of Curriculum, while for in-service teacher training, Provincial Institutes of Teacher Education (PITEs) are carrying responsibilities and are playing a major role.

During the last few decades, a number of initiatives and projects were taken by Government of Pakistan, NGOs, and Higher Education Commission to enhance the teaching and teacher education programmes. In spite of all these, systematic teacher

evaluation is still a weak area of education system in Pakistan. Teacher education graduates are assessed only by their respective universities or institutions, from which they have graduated (Huma, 2013). Once a teacher is recruited in government school, there is no proper mechanism of performance evaluation of educators. Only the satisfaction report for probation period is required from school head (International Labour Organization, 2000). No common criterion is established for good teaching or to evaluate teaching quality at several levels (Siddiqui, 2010) as cited in Huma (2013). However, in some studies conducted by local and foreign researchers, a deficit of quality in government schools is repeatedly reported. Ministry of Education (1998), (2009) has declared in National Education Policies that teacher education programmes are responsible for performing poor teaching quality. After the National Education Policy of 1998, few main initiatives were taken, which involved affiliating all colleges of education with universities; laying foundation of regional and provincial teacher education institutes for in-service education; and establishment of National Accreditation Council of Teacher Education (NACTE). Educational experts from USA have imparted major role through USAID, which is amongst biggest contributor in the field of teacher education assessment in Pakistan (Huma, 2013). A serious initiative was taken for teacher education in 2009 when Ministry of Education, Pakistan developed National Professional Standards for Teachers in Pakistan. A broad vision of quality expectation from Pakistani teachers was framed in these standards. Pre-service Teacher Education in Pakistan was launched during the same year and improvement of teacher education policies and practices was the main agenda of this project. It was funded by USAID. Now BS programmes of teacher education has been initiated in several institutions. Moreover, curriculum was upgraded to meet the expected quality and effectiveness of initiated programmes.

Employers of Secondary School Teachers

The Teaching Council (2015) nominated Chief Executive of education, school board of management, and executive of training board as the employers of teachers. In connection with types of jobs and employers available in teaching and education, teachers in profit oriented schools, most of the times are known as independent or private schools that are recruited by the certain organization running that school. If one renders services in a government school, he/she can either be employed by local authority or other governmental organization. Often local authority run community schools; free schools and academies are directly funded by federal government, which has almost total control over teachers' salary package, conditions and curriculum. In several studies school heads, local educational executives and authorities, and principals were considered as employers of teacher education graduates as they are employing teachers in educational institutions (Aquino, Del-Mundo, & Quizon, 2015; NCTQ, 2014; QILT, 2016). In the view of the situation, the study focused on public sector

teachers because in Pakistani context the recruitment committee for teachers include local governments, school heads and provincial governments.

Satisfaction with Teachers

There is a lot of debate found in literature regarding quality of teachers in Pakistan while very few of the studies discussed about satisfaction of stakeholders. Alderman, Orazem, and Paterno (2001) reported that parents choose private schooling for their children just because they were dissatisfied with teacher quality in Government schools. Mushtaq and Kayani (2013) stated lack of content knowledge among school teachers. Moreover, Hussain (2004), and Malik and Behlol (2014) questioned the teacher education institutions for failing in developing professional attitude among secondary school teachers. Chang (2014); Dilshad (2010) also found dissatisfaction of teachers and students with teacher training programmes in Pakistan. Contrarily, Khan (2015), and Chishti, Tahirkheli, Raja, and Khan (2011) expected teacher training programmes to improve teacher quality in terms of their knowledge, professional development, instructional strategies, classroom environment, and evaluation processes.

Methodology

Research Tools

Mix-method approach was used in the study to investigate employers' satisfaction with teachers having professional qualification. The goal was accomplished by developing the scale of satisfaction and semi-structured interview. Scale is a most widely used instrument in survey research. Cohen, Manion, and Morrison (2000), and Fraenkel and Wallen (2009) have recommended this type of tool due to its cost-effectiveness and time saving attribute and coherence. Thus, by following previous studies (Khalkhali & Taghizadeh, 2012; Nicolescu & Păun, 2007), doing an extensive study of literature, official standards and definitive documents, a structured scale was developed and further devised by accounting experts' opinion. Construct of the items was based on teachers' characteristics within and out of classroom in secondary schools and the scale comprised of four points (e.g. Highly Dissatisfied, Slightly Dissatisfied, Slightly Satisfied, and Highly Satisfied). Demographics of the respondents were also added in first section of scale (i.e. gender, age, administrative experience, frequency of observation of teachers' practices).

Validity of the scale was established by using statistical and judgemental means. Convergent validity refers to the strong correlation among items of the scale. As measured by previous studies (Borza & Crisan, 2012; DuPre & Williams, 2011; Zait & Berteau, 2011), it was determined by calculating Pearson correlation between the items. The inter-item correlation was significant at 0.01 level. Face and content validity was assured by taking expert judgement. Reliability of scale was tested by using Cronbach's Alpha in SPSS, which was 0.95. Furthermore, interviews with employers enabled the researcher to get in-depth and detailed evidence about the phenomena in the study.

Perspectives on lacking in teachers' competencies, factors influencing their performance and suggestions for improvement were taken (e.g. Eurobarometer, 2010; Khalkhali & Taghizadeh, 2012; West, Noden, & Gosling, 2000).

Population and Sampling

To explore quality expectations and satisfaction administrators were taken as population of the study (Sandmaung & Khang, 2013; Srikanthan & Dalrymple, 2003). The study area was delimited to public sector secondary schools in Pakistan; therefore heads of those schools, District Education Officers (DEOs), Executive District Officers (EDOs), and Deputy District Education Officers (Dy. EDOs) were addressed in the study. Targeted schools (9953) were scattered in all over the provinces of Pakistan (Government of Pakistan, 2013) therefore school heads' selection was made on multi-stage sampling for appropriate representation of targeted population. On first stage, districts from each province were sampled through stratified random sampling technique by following previous studies (Brown & Mazzarol, 2009; Khan, Ahmed, & Nawaz, 2011; Reba & Afridi, 2011). Based on School census as retrieved from Government of Punjab (2013), 15 districts were selected (Eight from Punjab, two from Sindh, three from Khayber Pakhtoon Khwa, one from Balochistan, and one from Gilgit Baltistan. Capital of the country (Islamabad Capital Territory) was also included in the sample. At second stage, 58 administrative areas (Tehsils) of selected districts were identified on available statistics. Equal representation was given to each administrative area (Borza & Crişan, 2012; Dilshad, 2010; Nelson, 2006) and four schools (two male, two female) were selected from each by snowball sampling technique. There were total 232 schools estimated to be included in the study. At third stage, one administrator from each selected school was considered to participate in the study. Sample distribution of the study is given in Table 1.

Table 1
Sample Distribution of School Heads

Province	Districts Selected	Tehsils in Selected District	Schools Selected for Sample	Administrators Selected for Sample
Punjab	8	30	120 (30*4)	120
Sindh	2	8	32 (8*4)	32
Balochistan	1	8	32 (8*4)	32
Khaiber Pakhtoon Khwa	3	8	32 (8*4)	32
Gilgit Baltistan	1	3	12 (12*4)	12
Islamabad Capital Territory	1	1	8	8
Total	16	58	232	232

From 265 accessible educational administrators of district level (EDOs, DEOs and Deputy DEOs), 20 were selected by using simple random sampling technique.

Data Collection and Analysis

During data collection, 180 administrators were given questionnaire of satisfaction while 14 employers were telephonically interviewed. Responses on the scale were coded as 4 for Highly Satisfied, 3 for Slightly Satisfied, 2 for Slightly Dissatisfied and 1 for Highly Dissatisfied. Percentage and mean score were calculated for each statement of the scale as used by previous studies (Borza & Crişan, 2012; Davies, Csete, & Poon, 1999; Dilshad, 2010; DuPre & Williams, 2011; Khan et al. (2011); Reba & Afridi, 2011) preferred to calculate frequency, percentage and mean score to derive results from stakeholders' viewpoints for each variable of quality service. Independent Sample t-test with 0.05 level of significance was undertaken to differentiate satisfaction level among males and females. Moreover, to find out difference among employers having diverse administration experiences and their frequent observations, One-way ANOVA was employed with LSD as Post-Hoc analysis. Responses retrieved during telephonic interviews were categorized into main dimensions, summarized and reported.

Results and Discussion

Five dimensions of satisfaction scale were extracted by undertaking factor analysis through Principal Component Analysis (PCA) following Varimax Rotation and the selection of factor loading in which the Eigen value for each factor was greater than one. Factors were entitled: professional attitude of teachers; teachers' expertise of classroom management; teachers' abilities of effective teaching; evaluation proficiency of teachers; and students' learning quality.

As regards the demographic information of the respondents 66% were aged above 45 years, 21% were from 36 to 45 year old and only 13% were from 25 to 35 year age group. Among all of the participants, 73% had administration experience of less than 10 years while only 27% were highly experienced of administrative post. 66% school heads used to observe teachers' observation on daily basis whereas the rest observed either weekly or monthly.

Table 2

Professional behavior among teachers

Item #	Statement	Satisfied (in %)	Dissatisfied (in %)
1	Teachers Collaborate with their peers	70.0	30.0
2	Teachers share their professional experience with others	60.6	39.4
3	Teachers are committed to students' well being	65.0	35.0
4	Teachers know the ways to develop students' potential	66.1	33.9
5	Teachers keep professional relationship with students	62.2	37.8
6	Teachers respect their students	72.8	27.2
7	Teachers are honest with their profession	65.0	65.0

It is shown in Table 2 that school heads were partially satisfied but not highly regarding professional behaviour adopted by secondary school teachers. Same as the reporting of Hussain (2004) that teacher education institutions were failing in developing professional attitude among secondary school teachers. According to 70% school heads, teachers had cooperative and respective behaviour with their peers and students. Results are similar of the findings of Mehmood and Rehman (2011). One of the employer also revealed during interview:

Teachers sometimes do not cooperate with their colleagues

It can be interpreted from above statement that all of the teachers did not fall in uncooperative staff but some of them. Results are aligned with the finding of Ahmad et al. (2013). Another told during the dialogue about professionalism:

Teachers have lack of respectful attitude towards their students

Here it seems that teacher education could not develop respectful attitude among teachers of secondary schools that they may respect their students inside or outside classroom. Results from quantitative data also showed that 40% head teachers were not satisfied with secondary school teachers' commitment to students' well-being, their knowledge of developing students' potential and their professional relationship with students while the rest were satisfied. While discussing about teachers' commitment, an employer said:

There is a lack of commitment and goal orientation among teachers because of a rapid change in government policies of education.

Changing in policies is discussed also by Amin, Shah, Ayaz, and Atta (2013) that it is responsible for poor performance of teachers in schools. He also highlighted:

Newly appointed teachers usually have motivation for their quality services but with the passage of time it decreases.

In conclusion, 60% employers mentioned in their interviews that teachers have lack of professional attitude among them such as lack of motivation, lack of collaboration, absenteeism, non-acceptability of responsibility, lack of interest, absent-mindedness, insincerity for purpose, unwillingness to accept change and individual behavioural problems.

Table 3

Teachers' efforts to maintain classroom environment

Sr. #	Item #	Statement	Satisfied (in %)	Dissatisfied (in %)
1	8	Teachers use democratic values in the classroom	73.3	26.7
2	9	teachers engage all students in the classroom	67.8	32.2
3	10	Teachers maintain creative environment in the classroom	68.9	31.1
4	11	Teachers have knowledge of their content	72.8	27.2

According to Table 3, 73% school administrators satisfied about teachers' abilities to maintain effective classroom environment. Moreover, 72.8% school administrators satisfied about teachers' knowledge of content and instructional strategies. The results are aligned with the report of Rizwan and Khan (2015). Furthermore 60% administrators were in view that teachers used multiple ways to solve problems.

Table 4

Perspectives on instructional processes used by teachers

Sr. #	Item #	Statement	Satisfied (in %)	Dissatisfied (in %)
1	12	Teachers have knowledge of general methods of teaching	74.4	25.6
2	13	Teachers use pedagogy of collaboration	58.3	41.7
3	14	Teachers use multiple ways to solve problems	60.0	40.0
4	15	Instructional strategies are based on students' needs	60.0	40.0
5	16	Teachers use multiple techniques to develop learning material	54.4	45.6
6	17	Teachers use results of assessment to improve teaching	68.9	31.1

Instructional strategies used by teachers were based on students' needs and pedagogy of collaboration, nevertheless, 54.4% were satisfied with the use of multiple techniques to develop learning material (Table 4). Likewise, an employer also specified.

Teachers have knowledge of multiple teaching strategies but there is a lack of implementation due to several reasons; such as lack of instructional resources and teachers' motivation.

This finding is aligned with the report of Solangi (2016) and Ahmad et al. (2013) that teachers' motivation is affected due to lack of resources and teaching facilities in schools. With regards of another employer's point of view:

Teachers are less successful in implementing multiple instructional processes particularly since they faced difficulty for updated contents.

It can be concluded from results and interview statements that teacher education programmes should have curriculum about updated content and medium of secondary school classes. Similarly, as per according to Mushtaq and Kayani (2013), medium of instruction was changed from Urdu to English but secondary school teachers did not improve their qualification. They need training for upgraded English medium contents. Another study by Shakir, Hussain and Zaffar (2011) also reported about lack of content knowledge among teachers.

Table 5
Perspectives on assessment strategies

Sr. #	Item #	Statement	Satisfied (in %)	Dissatisfied (in %)
1	18	Teachers have knowledge of multiple assessment techniques	68.7	31.3
2	19	Teacher use variety of assessment techniques	48.3	51.7
3	20	Teachers interpret results to make decision about students' promotion	63.3	36.7

In perspective of 68.7% school administrators, teachers have satisfactory knowledge of multiple assessment techniques but 31.3% were dissatisfied with the implementation of such bulk knowledge (Table 5). An employers declared during interview:

Teachers knew about evaluation procedures. But then they used to test students in only written and oral tests rather than multiple assessment techniques.

It was found from quantitative data that feedback from students' evaluation and tests is used for progression of students (63.3% administrators were satisfied). While talking about the problems in evaluation processes one of the employer told:

There are some external factors which hinder in transparent evaluation procedures such as political interference.

This view is supported by previous study of Ahmad et al. (2013) that there existed political interference along with other external factors which hinder teachers' performance. In conclusion, employers suggested to change the curriculum of teacher training courses which could prepare teachers to guide their students. That guidance would be according to students' needs. This suggestion is aligned with the findings of Sadruddin (2013).

Table 6

Perspectives on the quality of students' learning

Sr. #	Item #	Statement	Satisfied (in %)	Dissatisfied (in %)
1	21	Students have complete understanding of their courses	59.4	40.6
2	22	There is positive change in behavior of students	63.9	36.1
3	23	Students have acquired skill in practical work	52.8	47.2
4	24	Students' personality has been groomed	61.1	38.9
5	25	Students' learning is long lasting	56.7	43.3

With reference to Table 5, 59.4% of the view that students have complete understanding of their courses, their personality has been groomed as well as there was positive change in behaviour of students however only 52.8% satisfied with their acquired skills in practical work. Moreover, school heads did not highly satisfy (56.7%) with long lasting learning of students (Table 6). While being interviewed, employers mentioned that students have competitive grades in their courses but they showed somewhat dissatisfaction regarding their technical skills.

School heads with less than 10 year experience of administration have significantly lower satisfaction level with secondary school teachers' characteristics as compared to those who were administering for more than 20 years in schools. Probability of difference value was .015 which was significant at .05 level with mean difference of .454. As the administering experience increased, employers were more satisfied. Difference of employers' satisfaction based on their experience of administration is shown in Figure 1.

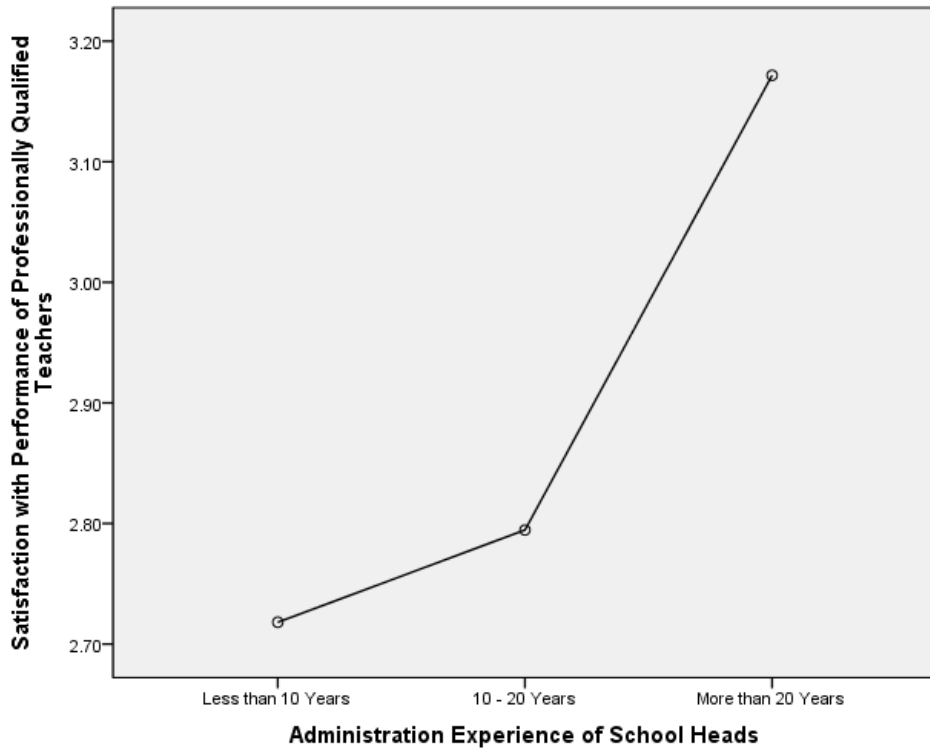


Figure 1. *Impact of employers' administration experience on their satisfaction with professionally qualified in-service teachers*

According to the results of the study, females have more confidence, satisfaction and belief in their work quality as compared to males. A remarkable difference of opinion among male and female secondary school heads was found. Female administrators were more satisfied as their male counterparts. Difference was significant at .05 level (Sig. = .010, mean difference = .294). Alike the results were revealed by Hussain (2004), Farooq, Chaudhry, Shafiq, and Berhanu (2011), Nudrat, Asdaque, Nawaz, and Haider (2011), and Saleem and Naseem (2013) in which female respondents had more positive attitude towards study topic than males. Overall satisfaction level of administrators across all dimensions was estimated by building line graph of separate variable, as shown in Figure 2.

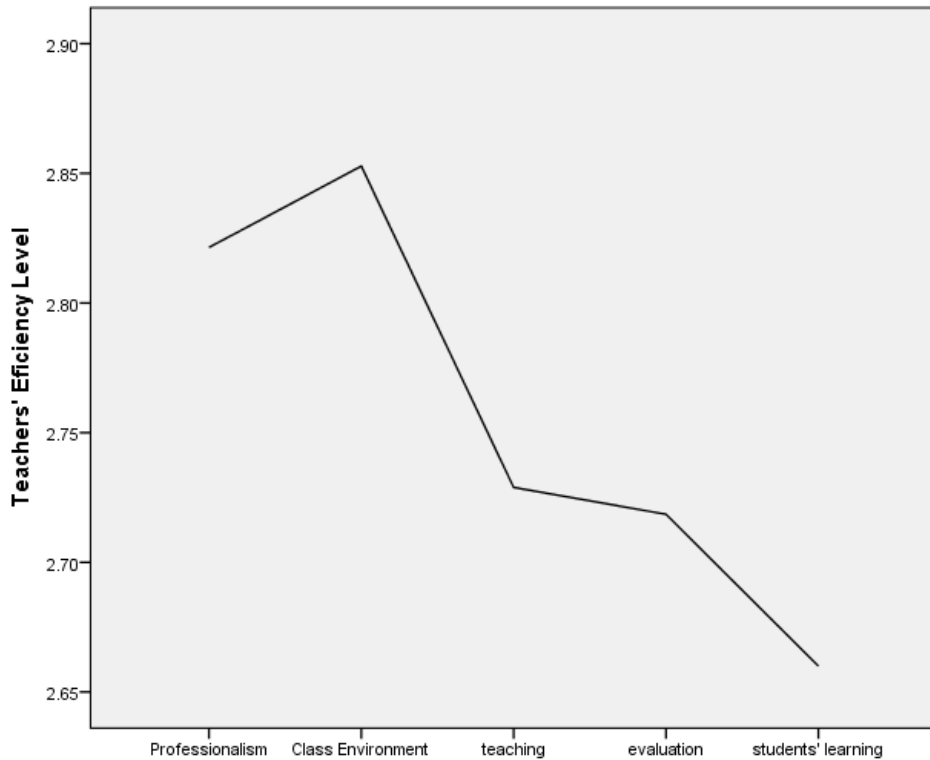


Figure 2. *Employers' satisfaction with teachers' efficiency in five dimensions of their profession*

Result shows comparatively higher satisfaction for teachers' professional behaviour and expertise in maintaining classroom environment than their teaching and evaluation proficiency. They were least satisfied with the quality of students' learning in public secondary schools. Alderman, Orazem, and Paterno (2001) and Ahmad et. al. (2013) also showed similar circumstances that parents in Pakistan least choose government schools for their children due to low quality of education there.

Results were similar to the discussion by Malik and Behlol (2014). They described that teacher education institutions are not training the teachers who practice their learning at satisfied level. Chang (2014) and Dilshad (2010) also found dissatisfaction of teachers and students with teacher training programmes in Pakistan. Contrarily, in the view of Khan (2015) and Chishti, Tahirkheli, Raja, and Khan (2011) teacher education programmes expected teacher training programmes to improve teacher quality in terms of their knowledge, professional development, instructional strategies, classroom environment, and evaluation processes.

Conclusion

Almost half of the administrators and less than half employers were satisfied about the classroom maintenance by teachers and their evaluation efficiency. Teachers have required knowledge of instructional and assessment strategies but there was a lack of implementation at classroom level. Students got competitive grades in their academics but their skills in critical thinking and technical practices were not up to the mark. Females had high favourable attitude regarding their performances, skills and their impact on students as compared to males. Employers having more experience of administration were highly satisfied with teacher education outcomes in secondary schools. There was a lack of competent quality among teachers, which would have enabled them to give quality education such as commitment and motivation for their profession. Government has upgraded the medium of content in secondary schools from Urdu to English but secondary school teachers were lacking upgraded knowledge about the English medium contents. Lack of resources in schools hinder the effective implication of instructional and assessment strategies. They should be trained and refresher courses should be organized for them in order to promote their professional skills.

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