

**Measurements of Teachers' Characteristics for the Improvement of Internal
Efficiency of the School Principals in Khyber Pakhtunkhwa**

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Abstract

Teachers are related to their occupations based on responsibility, professional and academic experiences. The provision of committed and capable teachers are influenced by elements like teachers' compensations, political ruled appointment of educators, in-service and pre-service training, and working conditions when contrasted with different professions. The effect of paper capabilities and accreditation of teachers have no obvious difference on student's achievements and the nature of training in the region of Khyber Pakhtunkhwa, Pakistan. It is a noteworthy worry of the network and instructive administrators to increase learning results of the pupils. It picked a graphic approach dependent on logical strategy for research. Population of the present investigation was two hundred and ninety-seven principals of secondary schools and fourteen hundred and thirty-three senior teachers (SSTs). The sample of the study was adequate, in light of the fact that (25%) head masters and (25%) senior teachers were incorporated. Both subjective and quantitative methodologies were connected for gathering and analysis of information. The survey was delimited to boys' High Schools in the profession of teaching-inspirational motivating incentives. Therefore, natural and extraneous prizes are required for their consolation to enhance learning capabilities of teachers. The preparation of instructors needs to focus on the educational, theoretical, professional and intellectual abilities along with pedagogical skills to satisfy the needs of market and network. Instructor attributes, for example, age, involvement, qualification and motivations affect the inner productivity of schools.

Key Words: Appointments, Qualification, Intellectual Abilities and Pedagogical Skills.

Introduction

As indicated by Killen (2003), teachers are associated to their employments based on their scholarly and proficient educational experiences, skill of teaching and their duty is

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to the perform teaching well. So, as to hold great educators in the profession of teaching, inspirational motivators as encouragements and extraneous prizes are required for their consolation. As reported by World Bank (2006) about the pitiable worth of education in the Government schools of Pakistan, which is because of clumsy and unprofessional attitude of teachers, non-accessibility of classroom based exercises, low quality of educational modules, absence of constant evaluation and absence of viable supervision.

Teachers are significant supporters in advancing the nature of educational approaches. For this reason, most advanced nations of the world in sense of educational advancement make a big deal about the accessibility of skilful and submitted teachers. The selection procedure of such teachers are influenced by multiple elements similar teachers' compensations, political overwhelmed appointments, their training before and after joining a profession, working conditions when contrasted with different occupations and the financial expenditures of prospective teacher when contrasted with different professions. Minaz, Tabassum, & Ahmad (2018) argued that professional instructors are the most central figures to improve the whole system of education in a developed or developing country. In this context, teacher training with modern technology and modern teaching strategies is providing supports to enhance teaching capabilities.

Age limit and Teaching Experience of Teachers

Khan (2015) highlighted major reflections associated to teacher education of 2019, 'National Educational Policy, in very detail. He mentioned that the elementary and secondary schools' teachers must have the degree of Bachelor of Education known as B.Ed.

Although the job experience of teachers and centrality of age are unclear and it is always a hot topic for discussion in many forms of education. According to Hussain, Shaheen, Ahmad & Isalm (2019), teacher's gender, age and experience are also the main barriers to weaken or strengthen the potential of teachers. The new inducted teachers faced different difficulties during classroom activities and multiple types of classroom assessments. On the other hand, experienced teachers do not equip with modern teaching approaches. There are such a large number of teacher related components influencing productivity of school. In this regard Tucker (2002) discussed in detail that the quality of instructors teaching is as often as possible dictated by time he spends delivering teaching, academic qualification, capability and professional advancement in teaching and learning methodologies. According to Minaz, Tabassum, & Ahmad (2018) aside from

these, different components like Assessment practices, teaching skills, furnished and technology equipped classrooms, and inclusion in school-based exercises influence nature of instructors.

Education and Qualification

The inward efficiency of the structure of education of a nation to a great extent relies upon the nature of persons who deliver it. Therefore, the teachers are those developers of the country who can build or abolish the whole nation. Meanwhile, Government of Pakistan (2011) collected data from EMIS 2010-11 reported that the teachers of Khyber Pakhtunkhwa at the Elementary and Secondary level are suitably professionally well-appointed and confirmed having their imperative education and capability for the particular posts in schools.

The Bank, W (1998) recorded in a report that the things that were in charge of low nature of educational input sources incorporate insufficient incentives for teachers to show viably because of petty salary, minimum time for class instruction, deficiently competent and skilled teachers, and low quality of textbooks, curriculum instructional resources and other facilities provided to institutions.

Michaelowa (2001) recognized a few qualities of instructors that emphatically influenced the achievements of the learners. Those incorporated the theoretical and specialized qualification of the instructors, their insight and full command on local languages, including expertise in the curriculum they deliver to students.

According to Winkler (2008) the instructional objectives of the entire curriculum can be accomplished if the staffs are trained, skilled, competent and fully equipped with modern methodology. Furthermore, experienced educators generally use powerful showing procedures, which advance the inner productivity of schools. As indicated by Afolabi (2005) regardless of how wonderful the projects and resources of an organization are, deprived of experienced and competent scholarly staff, achievement of the structural objectives and targets would demonstrate unsuccessful.

Professional Development of Teachers

As stated by Minaz, Tabassum, & Ahmad (2018) the nature of instruction requirements is to prepare and submit instructors for refining learning outcomes of the pupils. It is solitary be accomplished by interest in educating teachers, which has optimistic effect on teacher-learning process. The preparation of educators needs to

concentrate on the educational and relational abilities to satisfy the requirements of market and network. This should be possible through submitted and skilled expert instructors through providing training before connection to teaching as a profession and post teaching training with modern technology. Those teachers are best able to assume a fundamental job in the advancement of interior productivity of educational institutions. Besides, Malik (1992) studied that current arrangement of instructors' training for SST's in Pakistan, when all is said and done in Khyber Pakhtunkhwa specifically, that they make agreements to provide the school based exercises to current teachers.

According to Guskey (2002) many teaching professional programs have failed to achieve the desired targets as consider the main source to bring change in the zone of teaching and learning. It is the most essential responsibility of a professional development program to bring constructive modification in the skill, professional attitude, perception, and approaches of the teachers. Numerous professional development leaders frequently effort for the modification of teachers' skills, behavior and concept about the certain characteristics of teaching, to developed and implement the modern curriculum for teacher education programs. They believe that such developed and modern curriculum will obviously modify the attitude, skills, behavior, and perception of teachers and in the result the efficiency of students will be incased preferably.

In this regard UNESCO (2012) reported the low quality of instructor training in Khyber Pakhtunkhwa area of Pakistan, which unfavourably influenced the inside proficiency of education institutions. Those include: deficient instruction quality; too much hypothetical teacher education inadequate formulating methodologies; and powerless help and inadequate educator trainings' supervision.

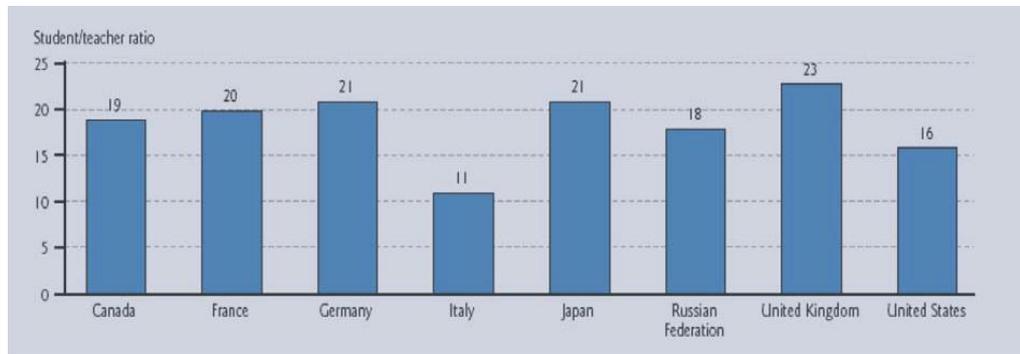
The quality of education out in the open (Government) institutions is weak. It is a direct result of the imperfections in administration, pre-administration preparing and less chances of in-administration preparing. Exercise calling is considered as the last chance of work for youth, who can't secure better, positions (Minaz, 2015).

1Pupil-Teacher Ratio (PTR)

As Bruns, Mingat, and Rakotomalala (2003) expressed that an effective education framework has poor teacher-student proportion, to upgrade students' learning results. As indicated by research the teacher-student proportion in the greatest created

nations, the accompanying fluctuations exist: The following graph in figure-1 represent the proportion of teacher-student ratio in Pakistan provinces differs from 11 to 23.

Figure-1 Student-Teacher Ratio in Eight Developed Countries



(Bruns, Mingat, and Rakotomalala 2003)

The Government of Pakistan (2009) revealed that approximately the teacher-student ratio (1:38) at elementary level is a tough challenge for the teachers. Among all of the four provinces, the Province of Baluchistan has the most insignificant quantity which is 1:27 and in the province of Khyber Pakhtunkhwa has also most insignificant quantity of 1:40. At level of Middle Schools the province of Baluchistan has the most minimal proportion of 1:13 and Punjab the most noteworthy at 1:25. On the other hand at Secondary level the proportions drive between 1:19 for Sindh, 1:31 for the Punjab and 1:22 for Khyber Pakhtunkhwa. Higher instructor understudies proportion advances productivity, if the educators are submitted and ordinary.

Procedure of the Study

The examination endeavoured to recognize the components of instructors' attributes in advancing interior productivity of secondary schools with regard to Khyber Pakhtunkhwa region of Pakistan. The researcher picked an elucidating approach dependent on logical technique for research. Both qualitative and quantitative methodologies were connected for the investigation of information. The examination was delimited to Boys' High Schools in open segment mutually in urban and provincial regions of five regions of Khyber Pakhtunkhwa region of Pakistan. Moreover, Girls' schools and private based schools were not taken for the purpose of investigation because of time oblige.

Population of the Study

The accessible population for the current study was two hundred and ninety-seven head masters of secondary schools and the number of fourteen hundred and thirty-three senior school teachers (SSTs) in selected five districts of five divisions of Khyber Pakhtunkhwa province of Pakistan. The clear picture of district wise population taken for the purpose of the study mentioned in the table no1.

Table No 1: District Wise Population of the Respondents (Principles and SSTs)

District Wise Population of the Respondents (Principles)					
Bannu	Kohat	Lower Dir	Mardan	Peshawar	Total
48	44	62	69	74	297
District Wise Population of the Respondents (SSTs)					
248	145	275	410	355	1433

Sample of the Study

The current investigation selected stratified arbitrary inspecting method as the population range was more than five districts. Subsequently, regions were purposively chosen and test from each region was arbitrarily picked so as to give equivalent chance to subjects, for consideration in each unit of the population. The sample was satisfactory in light of the fact that seventy-five (25%) principals and three hundred and fifty-nine (25%) senior teachers were incorporated into the examination. The accompanying table gives a succinct image of the example in five regions of Khyber Pakhtunkhwa Province. The sample distribution mentioned in the table no 2.

Table No 2: District wise Sample of the Respondents (High Schools' Principals and SSTs)

District Wise Selected Sample of the Respondents (Principles & SSTs)					
Bannu	Kohat	Lower Dir	Mardan	Peshawar	Total
12	11	16	17	19	75
District Wise sample of the Respondents (SSTs)					
62	36	69	103	89	359

Research Instruments

The opinionnaire was used to gather information from principals and senior school teachers with respect to find the measurements of teachers' characteristics for the improvement of internal efficiency of the school principals in Khyber Pakhtunkhwa region of Pakistan. The opinionnaire comprised of five point Likert Scale.

Data Collection, Analysis and Discussion

The essential information was acquired through closed-ended opinionnaire by and given over to the principals and senior school teachers in rural and urban areas in five regions. The secondary data was acquired from office records, archives and survey of pertinent writing both in neighbourhood and worldwide points of view.

The gathered information was tried factually by both quantitative and qualitative scales. The quantitative information was upheld by factual measures and changed over into rates in unthinkable structure. The quality data was put under various examples and classifications, examined and translated for illustration inductions. Chi-square test was additionally connected for approval of results.

Table No 3: School Principal Responses Regarding Teachers' Characteristics

S. No.	Most Essential	Quite Essential	Essential	Essential to Some Extent	Not So Essential
1	31	21	16	6	1
2	42	20	7	4	2
Total	73	41	23	10	3
Percentage	48.67	27.33	15.33	6.67	2.00

The above table shows that Out of (75x2) 150 responses of 75 principals in all the five districts. Number of seventy-three (48.67%) were respond 'Most Essential, number of forty-one (27.33%) were respond Quite Essential, number of twenty-three respondents which was (15.33%) were respond 'Essential, number of ten respondents which was (6.67%) respond Essential to Some Extent, and only three respondents which was (2%) respond for Not So Essential. It was found that majority of respondents were in favour of Most Essential. The above table represent a strong image of the data that majority of school principals agree with the statement that teachers' characteristics affect the internal efficiency of schools. Furthermore, the results of data strongly support that teachers were the strongest agents for school's effectiveness. Data also revealed that high teacher-

student ratio has positive impact and it was also a strong mediator towards effective teaching learning process, as well as to improve the internal efficiency of an institution.

The data placed in Table-3 were further subjected to statistical measures for validity.

H₀ = The Characteristics of Teachers and Internal efficiency of Schools are independent or they are not associated.

H₁ = Teachers' Characteristics and Internal efficiency of Schools are not independent or they are associated.

Level of significance $\alpha=0.05$ (for 95% confidence level)

Critical Region $\text{Chi-Sq (cal)} \geq \text{Chi-Sq}_{\alpha} (r-1) (c-1)$ d.f.

$\text{Chi-Sq (cal)} \geq \text{Chi-Sq}_{0.05} (1) (4)$

$\text{Chi-Sq (cal)} \geq \text{Chi-Sq}_{0.05} 4 \Rightarrow \text{Chi-Sq (tab)} = 9.49$

$\text{Chi-Sq (cal)} = 5.937$

The above measures show that data was analysed by using Chi-Sq (cal). The Chi-Sq was 5.937 which is not larger than Chi-Sq value (9.49), it is, therefore, found that it is not fall in the critical region. Therefore, it is established and concluded that H₀ "the characteristics of teachers' and 'Internal efficiency of Schools are not associated.

Table No 4: Senior School Teachers (SSTs) Responses Regarding Teachers' Characteristics

S. No.	Most Essential	Quite Essential	Essential	Essential to Some Extent	Not So Essential
1	148	97	74	23	17
2	150	105	65	27	12
Total	298	202	139	50	29
Percentage	41.50	28.13	19.36	6.96	4.04

The above mentioned table show that Out of (359x2) 718 responses of three hundred and fifty nine senior school teachers selected as sample from all the five districts, in which number of two hundred ninety eight respondents 41.50% were

responded Most Essential, number of two hundred and two which was (28.13%) responded Quite Essential, one hundred and thirty nine which was (19.36%) responded Essential, while number of fifty which was 6.96% responded Essential to Some Extent, and number of twenty nine which was 4.04% responded Not So Essential. The analysed data revealed that majority of respondents were in support of statement Most Essential. The results of collected data represent that the characteristics of teachers were beneficial for the effectiveness of institutions. Furthermore, it was also found that support given to committed teachers increase their morale. Moreover, high teacher-student ratio has positive influence and it was a strong mediator towards effective teaching learning process, as well as to improve the internal efficiency of an institution.

The data placed in Table-4 were further subjected to statistical analysis for validity. The above hypotheses were tested and the conclusion drawn was: Since Chi-Sq (cal) (19.961) is greater than Chi-Sq (tab) (9.49), which falls in the critical region. So we reject H_0 and conclude that 'Teachers' Characteristics' and 'Internal Efficiency of Schools' are associated.

Conclusions and Recommendations

It was concluded that Majority of principals and senior school teachers made sense of those instructors' attributes were valuable for schools' viability to help and hold submitted teachers. Furthermore, high student-teacher proportion has positive effect on consideration toward teaching-learning procedure and student-learning outcomes, which advance school adequacy. School management ought to guarantee to enlist, support and hold the satisfactory quantity of competent, professional and skilled instructors in accordance with the quality of the understudies for quality guidance. It is, further, suggested that quality of understudies in a class/segment ought not to surpass in excess of 40 pupils since teacher can't give more consideration to an individual pupil and disciplinary issues additionally emerge in stuffed classes.

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