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THE ATTITUDE OF IN-SERVICE TEACHERS TOWARD ACQUIRING HIGHER QUALIFICATION

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KEYWORDS	ABSTRACT
<p>In-Service, Teachers, Qualification</p>	<p>Survey was conducted to analyze attitude of in-service teachers towards acquiring higher qualification. Teachers of schools, colleges & universities of 2-divisional headquarters of southern Punjab (Bahawalpur & Multan) constituted the population of the study. Sample consisted of 224 in-service teachers of schools, colleges & universities. To collect relevant information a questionnaire and observation sheet was used. The factor analysis with varimax rotation yielded seven major factors; departmental restrictions, the financial benefit, family responsibilities, departmental facilities, job security, teaching quality and quality of the educational institutions. The data was analyzed with independent t-test and one way ANOVA. It was concluded that 79.8% teachers faced departmental restriction, 77.5% faced financial constraints, 82% faced family responsibilities, only 42.05% were facilitated by department, 79.33% felt job security after higher education, 75.36% responded teaching quality was improved while 51.4% responded quality of educational institutions improved due to highly qualified teachers. Results provides significant information in deciding about the relationships and reaching conclusion along with offering certain recommendations to policy makers for revisiting their polities and future researcher to conduct research from new dimensions.</p>
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INTRODUCTION

In Pakistan most common issue is inconsistent and low quality of teachers and consequently learning outcomes at public schools (USAID Teacher Education Project, 2013). Only teacher's education cannot be considered as key factor affecting student outcomes. Teacher competency, motivation and opportunity as well as the context in which teaching take place also effect the student outcomes (Jamil, 2004). Issues and problems of teacher education in Pakistan have been pointed out by the different studies in last 30 years. Generally it is accepted that quality of teachers is low. There are many factors for low quality of the teachers. Primary school teacher

certification program do not match with needs of present age. Critical thinking power, sensible communication skills, creativity in instructional leadership and significant content knowledge are not provided by them. There is a need to redesign the pedagogical skills so that the general practice of rote learning, unquestioning acceptance of textual material and passive training for test can be omitted. Academically talented candidates do not prefer to these programs due to prevailing salary and service conditions. Pre-service & in-service professional development of teachers faces hurdles of self-esteem and low social status ([National Professional Standards for Teachers in Pakistan, 2009](#)). In numerous parts of world include Europe, Australia, North America and numerous other developing nations' teacher education reform movements are underway.

Each country has its own directions and approaches to diverse reforms. In different societies new ways of understanding teacher education has been contributed by educational policies, innovations, research and ongoing advancements in the field of education. There is critical gap between understanding the fundamental driver, basic central issues faced by teacher training and professional development in Pakistan. Literature produced in Pakistan clearly shows the picture of teacher education where more attention is given to structural and organization issues. Moreover philosophical, reasonable and pedagogical underpinnings to instructor training are neglected which have got more noteworthy consideration in global connection. Meaning of teacher's learning and development in Pakistan is to focus upon technical aspects of teaching profession such as subject matter knowledge and pedagogical skills required to transfer that knowledge to students. Personal, social and ethical aspects of teacher learning have received little or no attention in Pakistan which is internationally considered as aspect of extraordinary importance. At the international level different approaches to teacher's continuous professional development such as, the reflective practices action/collaborative research and ICT and many other informal way of learning have gained wide popularity ([Ali, 2011](#)). [Ahmad, Segaran and Rizad \(2020\)](#) elaborated that academic staff must learn knowledge that could be used in their teaching.

Problem Statement

It has been widely acknowledged that in improving quality of education teachers play vital role especially in terms of learning outcomes. There is a need to improve teacher's professionalism for raising education standards and quality. Present study was therefore planned to focus the objectives: 1) To identify attitude of in-service teachers for enhancement of qualification. 2) To explore the factors affecting the attitude of in-service teachers for improving the qualification. 3) To compare qualification improvement attitude of school, college, university, and women university teachers.

Research Questions

- ✓ Which variables have an influence on teachers attitude toward improving qualification?
- ✓ What is the role of the department in the in-service teacher qualification improvement?
- ✓ What is trend amid school, college & university teachers about qualification improvement?
- ✓ What is the attitude of male and female teachers regarding qualification improvement?
- ✓ To what extent does higher academic qualifications improve teachers' job effectiveness?
- ✓ Which type of hurdles are being faced by the in-service teachers within these institutions?
- ✓ What are the major benefits that teachers avail as the result of the higher qualification?

Significance of Study

In the globalized era teaching has become a challenging profession due to social, economic and technological changes, growing needs, high expectations of society & demand of human capital has made teaching a tasking profession. Teachers are the builder of society. Development of skill and capabilities of learner is likely only if teacher is oriented himself in latest pedagogies. There are many motives behind success and failure of educational reform processes such as status of teachers in society and education system, professional pledge, working environment, professional competency. It is commonly believed that effort to enhance teaching profession would produce qualified and quality teacher who will give the positive impact on the education development. This study attempt to examine attitude of in-service teachers towards improving their qualification.

- ✓ This study might help to improve the quality of the education (and consequently student outcomes).
- ✓ This study will help to redesign teacher education & professional development program which stress upon technical aspects and ignore other critical domains.
- ✓ With help of study entry requirement and prevailing salary conditions can be improved to attract academically talented candidates towards teaching.

LITERATURE REVIEW

Education is the wise, hopeful and respectful cultivation of gaining knowledge of undertaken in the belief that each one should have the risk to share in lifestyles (Smith, 2015). In-service education is education a teacher receives after he has entered to teaching profession. Success of educational system depends upon the teaching qualities as they are of high priority in any educational programmes. Teacher Education Programmes keep upon training teachers to fulfill the needs of the education system which are changing with the passage of time. The stick and rod lifestyle now has been changed by the use of modern technology in teaching. There is need to diagnose the role of teacher in good teaching because teacher is considered to be a pivot in teaching learning process. The teacher's role should be clearly determined in order to have a quality learning teaching environment (Akram, 2004). Role of teacher has been revolutionized in modern era. Issues and problems of teacher education in Pakistan have been pointed out by the different studies in last 30 years. Generally it is accepted that quality of teachers is low. In this connection, an individual needs life-long learning in order to improve himself (Tasdemir, 2013). The attitude of teachers towards in-service training varies with gender and amount of experience.

As teacher has central position in teaching learning process so state of teacher's education is of great importance (Yarger & Sam, 1982). Different components of the teacher education such as programme design, student teacher learning process, pedagogical interventions as well as the arrangements, professional development show positive outcomes through realistic approach (Korthagen, 2011). Higher education plays vital role in providing students with knowledge and skills (Hai, 2022). Development of teacher education along with continuous improvement of content and its delivery are essential for the quality assurance and management (Chong, 2014). Student's achievements are related to teacher's qualification and other school inputs. Student's performance can be improved through investment in the quality of teachers. Thus, student's achievements are strongly correlated with measures of teacher preparation and certification. Personal, social and ethical aspects of teacher learning have received little or no attention in Pakistan which is internationally considered as aspect of extraordinary importance. Difference

in qualification and capacities that teachers bring to their work can be brought over policies adopted regarding teacher education, licensing, hiring & professional development (Hammond, 2000).

Teacher's higher qualification and higher pay improves the student's performance. Teacher's qualification of master level along with the pre-service training raised student's achievement (Kingdon, 2006). Generally students perform better if taught by the well qualified, trained and motivated teachers (Towse, Kent, Osaki & Kirua, 2002). Shortage of teachers in educational institutions has also been an issue of concern. When teachers leave for in-service education a vacuum is created due to shortage of the teachers (Ige, 2014). After the completion of in-service training many teachers do not return to teaching. Thus, meaning of the teacher's learning and development in Pakistan is to focus upon the technical aspects of teaching profession such as subject matter knowledge and pedagogical skills required to transfer that knowledge to the students. Additional qualification can improve chances to adopt other professions. Thus, many teachers with teaching qualifications work in the different organizations. The teacher Education Programmes keep on training teachers to fulfill the needs of the education system which are changing with passage of time. It is because of poor status of teacher in society as compared to other professions. Continuity of this practice leads to experience shortage of teachers which may not guarantee the provision of quality education for the pupils/students now and in the future.

RESEARCH METHODOLOGY

The population of the study consisted of 10762, 624, 813 in-service teachers of schools, colleges and universities, respectively, in district Bahawalpur. Similarly 11082, 624, 840 teachers are working in schools, colleges and universities, in district Multan. List of male, female, rural and urban schools was prepared separately then randomly 4 schools (50% male and 50% female) were selected and same ratio is applied for locality from each district. Two (02) colleges from each district with equal representation of gender were selected. The multi stage random sampling technique was used to select sample. The sample of this study consisted of 224 in-service teachers which was 10% of 2234 in-service teachers of selected institution.

Table 1
Sampling Details

Region / District	Institutions				
	Universities			Colleges	
	University	Women University	Girls	Boys	
Bahawalpur	20	20	20	20	
Multan	20	20	20	20	
Total	40	40	40	40	

Table 2
Sampling Details

Region / District	Institutions				
	Urban School		Rural School		Total
	Girls	Boys	Girls	Boys	
Bahawalpur	8	8	8	8	112

Multan	8	8	8	8	112
Total	16	16	16	16	224

Sample comprised of 50% social science, 50% physical sciences, 50% female teachers, 50% male teachers, 50% teachers who improved their qualification and 50% teachers who did not improved their qualification. The survey comprising of the 33 close ended questionnaires was designed for this study. The research instrument for this study consisted of 33 items. A 4-point Likert scale was used to measure tendency of agreement. Validity of questionnaire measured from different angles. The internal consistency was measured which was 0.825. Many teachers of different institutes were found cooperative and few were non-cooperative regarding data collection. Researcher briefly explained the instrument to the teachers and also explained the purpose of this study. The tool was distributed among the 224 respondents. 198 respondents filled the questionnaire and handover to the researcher. The researcher physically checked each questionnaire, which were found incomplete were returned to the respondent for completion. the data was collected from 198 respondents through the questionnaire. Return rate was 88%. For the analysis of data a sheet was prepared. The data was analyzed by using the computer software SPSS v.20 through descriptive statistics frequencies, mean, standard deviation and percentage.

RESULTS & DISCUSSION

Factor analysis and frequency analysis of different data items is elaborated in tabulated form as under.

Table 3
Departmental Restrictions

Statement of Item	Factor Analysis			Frequency Analysis				Total
	FL	VR	α V	AF	% AF	DF	% DF	
Evening classes help in-service teachers to improve qualification	.805			161	81.3%	34	17.1 %	195
Department shows reluctance in giving permission for qualification	.671	7.550	.695	141	71.2 %	55	27.8 %	196
In-service teachers face difficulty in getting study leave	.661			172	86.9 %	26	13.1 %	198
Average				158	79.8%	38.3	19.3%	196

Table 3 shows that these items of this group show correlation matrix of variable ranging from .805 to .661 with total variance accounted for factor 7.550 and value of Cronbach alpha is .695. In present study 79.8% in-service respondents agreed that they faced departmental restriction during qualification improvement while they in-service while 19.3% respondents disagreed with statement. Departmental restrictions for in-service teachers are departmental permission / NOC, study leave, availability of suitable substitute in the institution, work load, shortage of staff, other administrative issues. In other studies similar constraints were also observed by in-service teachers for attaining qualification as reported by Ige (2014). But the results of other researchers (Mooi, 2008) were in contrast to our findings. Reasons of variance from our results may be due to socio-economic conditions of countries, type of institutions, policies, revolution on information technology, virtual system of education, advanced & developed countries, high literacy rate.

Table 4
Financial Benefits

Statement of Item	Factor Analysis				Frequency analysis			Total
	FL	VR	αV	AF	% AF	DF	% DF	
In-service teachers enjoy the promotion due to h- qualification	.740			162	81.8 %	36	18.2 %	198
At the completion of higher education basic pay increases	.725			122	61.6 %	75	37.9 %	197
Qualification improvement enhances the income	.615	7.488	.710	180	90.9 %	15	7.6 %	195
I have not enough time to teach and study at same time	.517			170	75.7 %	47	23.8 %	197
				Average 153.5	77.5%	43.25	21.87%	196

Table 4 shows that these four items show correlation matrix of variable ranging from .740 to .517 with total variance accounted for factor 7.488 and value of Cronbach alpha is .710. In our study 77.5% in-service teachers agreed they avail financial benefits as result of the qualification improvement on other hand 21.87% teachers denied to avail financial benefits on qualification improvement. In developing countries like Pakistan financial benefits are also being offered to those who achieve higher qualification and improve skills for better delivery of the service and better professional output. Financial benefit is one of the incentives for teachers / researchers to excel in their respective field and perform better in performing their professional duties. In other studies the similar findings have also been reported by [Britton and Propper \(2016\)](#). They found that teachers respond to pay. This due to gap between local labor market and teachers wages consequences in an average lack of performance. But the results of researchers ([Gilpin, 2011](#)) were in contrast to extent to our findings that is teacher's aptitude distribution seems no respond to repayment at all with marginal profits. Moreover, bonus/benefit pay or additional school interest profits do not seem to be significant in recruiting / keeping the high aptitude teachers

Table 5
Family Responsibilities

Statement of Item	Factor analysis				Frequency Analysis			Total
	FL	VR	αV	AF	% AF	DF	% DF	
Financial limitations create difficulty in qualification improvement	.678			156	78.8 %	34	17.1 %	190
I want to improve qualification for effective learning of the students	.676			179	90.4 %	17	8.6 %	196
Qualification improvement during service seems difficult	.622	7.430	.672	152	76.7 %	46	23.3 %	198
Higher qualification of teacher improve academic results of students	.575			168	84.8 %	30	15.1 %	198
Family responsibilities leads in-service teacher to take time for Q- improvement	.530			157	79.3 %	41	20.7 %	198
				Average 162.4	82%	33.6	16.96%	196

Table 3 shows that correlation matrix of variable for these five items range from .678 to .530 with total variance accounted for factor 7.430 and the value of Cronbach alpha is .672. In our study 82% respondents were reluctant to improve qualification during service due to their

family responsibilities contrary to which 16.9% did not face any kind of reluctance from their families. The matters of socio-economic and family issues restrain people for achieving higher qualification. Especially the female teachers face the problem of care of their younger children and become reluctant toward improving qualification. Other family issues for male include the supporting of their family members i.e. parents, brothers, sisters, family members. Results are documented by [Yarger and Sam \(1982\)](#) state that social issues affect teachers and teaching. Socio-economic issues teacher's views qualification improvement were inspired through the political and social aspects. Cultural context is one of vital factors among these social aspects ([Ahmed, 2012](#)).

Table 6
Departmental Facilities

Statement of Item	Factor analysis			Frequency Analysis				
	FL	VR	αV	AV	% AF	DF	% DF	Total
Higher authorities are interested in your qualification improvement	.800			105	53 %	92	46.4 %	197
It is easy to get departmental permission for higher qualification	.730			76	38.4 %	114	57.6 %	190
Department encourages the teachers to get higher education during service	.687	7.332	.733	93	47 %	102	51.5 %	195
There is no impact of qualification improvement on income	.472			59	29.8 %	136	68.7 %	195
Average				83.25	42.05%	111	56.05%	194

Table 6 shows that correlation matrix of variable for this group range from .800 to .427 with total variance accounted for factor 7.332 and the value of Cronbach alpha is .733. In our study 42.05% teachers reported that they were facilitated by department for their qualification improvement during service while 56.05% teachers had opinions that they were not facilitated by department regarding qualification improvement during service. Types of facilities may be time relaxation, easy provision of study leave, lessen work load. Findings are similar to some extent with findings of [Gungor and Yildirim \(2016\)](#) as they found that school administrators arrange in-service training activities for the teachers in the scope of growing their capabilities, occupational development, performance, motivation, increasing awareness and knowledge level.

Table 7
Job Security

Statement of Item	Factor analysis			Frequency Analysis				
	FL	VR	αV	AV	% AF	DF	% DF	Total
It is not easy to get promotion without improving qualification	.761			149	75.3 %	49	24.8 %	198
Qualification of teachers have an impact on Job security	.620	6.382	.627	147	74.3 %	51	25.7 %	198
Lack of proper time for research leads to delay for the completion of higher qualification in prescribed time limit	.568			175	88.4 %	19	9.6 %	194
Average				157	79.33%	119	20.03%	196

Table 7 shows that range of correlation matrix of variable for this group is from .761 to .568, value of total variance lies at 6.382 and value of Cronbach alpha is .627. In our study 79.33% teachers feel their job more secured due to higher qualification while 20.03% teachers opinion was opposite to these teachers. As qualification of the teachers are improved they get better chance for uplift not only in same department but also in different organization. It is thus not surprising that teachers with teaching qualifications are working in different organizations. Ige (2012) also found that the additional qualification can improve their chances to adopt other professions.

Table 8*Teaching Quality*

Statement of Item	Factor Analysis				Frequency Analysis			Total	
	FL	VR	α V	AV	% AF	DF	% DF		
Science subjects take more time to attain degrees	.831			128	64.7 %	70	35.4 %	198	
Qualification allowance is available as a result of higher qualification	.545	6.025	.677	174	87.8 %	24	12.2 %	198	
Highly qualified teacher teaches better than others	.537			146	73.7 %	51	25.8 %	197	
	Average				149.33	75.36%	48.33	24.46%	197

Table 8 shows that range of correlation matrix of variable for this group is from .831 to .537, value of total variance lies at 6.025 and the value of Cronbach alpha is .677. The present study has indicated that 149.33 (75.36%) teachers agreed that higher qualification of teacher has impact on teaching quality, on the other hand 48.33 (24.26%) teachers said that there was no impact of higher qualifications on teaching quality. Modifications within the teaching practices are promoted due the fact that brand new teaching application will ensure provision of quality education (Ercan, 2011). Hanushek and Rivkin (2003) found that everyone was interested in improving the performance of schools concentrates at the significance of teacher quality and teaching methodology. Desimone, Porter, Garet, Yoon and Birman (2002) examined that the teacher development centered on the specific academic practices will increase teacher's use of those practices in class room. Evansm (2006) also agreed that student achievement and teacher development applications have connection. All these findings are correlated with the present study. Teacher professional development is seemed as important thing to successful schooling reforms. For this drive, teachers predicted to experience continuous professional development to keep abreast with the relentless trade taking region in the education machine (Aminudin, 2012).

Teacher's in-service training refers to teacher's understanding of learning, their capacities, confidence for cultivating inner expertise for teaching and judgement for outcast activities (Dadds, 1997). Professional development for teachers is now recognized as a vital factor of regulations to enhance quality of coaching and mastering in our schools (Ingvanson, Meiers, & Beavis, 2003). Koedel and Betts (2007) discovered that version in teacher excellent is a crucial contributor to pupil fulfillment. But Stan, Suditu and Safta (2011) found that despite the fact that teachers take part in many professional development programs results of their students are disappointing as they prefer to quick and useless training guides, instead of attending a master program no longer for the betterment of students however for their personal blessings. Woodcock (2011) found that the training courses for teachers appeared to have no influence

on teacher efficacy levels. Zhang, Lai, Yi and Rozelle (2013) showed no significant impacts of teacher training on either teacher or student. Spreen and Fancsali (2005) argued that teacher quality and effectiveness cannot be judged or measured by years of education and hours of professional development. This contrast is may be due to the different variables which have an effect on the qualification improvement i.e. motivation level of participants, level of teaching institutions (primary, secondary, higher secondary, college and university teachers) and place of posting.

Table 9
Quality of Educational Institutions

Statement of Item	Factor Analysis			Frequency Analysis				
	FL	VR	αV	AV	% AF	DF	% DF	Total
Educational institutions suffers as result of qualification improvement of employee	.702	5.712	.508	118	59.6 %	77	38.9 %	195
Teacher's improve qualification only for personal benefits	.700			81	40.9 %	114	57.6 %	195
Qualification of teacher affects teaching quality	.478			171	86.4 %	26	13.1 %	197
There is no benefit of qualification improvement	.462			37	18.7 %	161	81.3 %	198
Average				11.75	51.4%	94.5	47.72%	196

Table 9 shows that correlation matrix of variable for this group range from .702 to .462 with total variance accounted for factor 5.712 and the value of Cronbach alpha is .508. This present study illustrated that 101.75 (51.4%) respondents believed quality of educational institution depends upon qualification of teachers while 94.5 (47.72%) respondents believed that there is no impact of teacher qualification on quality of educational institution. Teachers' professional development activities have significant impacts school improvement as reported by scholars (Enamul, Mahabubul, Kanesean, 2011). Being student at higher educational institute students always remain conscious about quality of education required for professional life (Makarova, Ldokova & Egorova, 2021). Rivkin, Hanushek and Kain (2005) disentangled the impact of schools and instructors in influencing success of students. Student's achievements are related to teacher's qualification. Student performance can be improved through investment in quality of teachers (Hammond, 2000).

CONCLUSION

It was concluded that in-service teachers want to improve their qualification which they have not completed due to any reason. The department shows reluctance in giving permission for qualification improvement to in-service teachers. Economic crisis is one of the major cause of failure of the students to complete their qualification. One of the main element of our society is family. Sometimes family responsibilities restrict to continue higher studies. Department can improve quality of education by encouraging in-service teachers to improve their qualification through providing permission for study, study leave, relaxation in work load or relaxation in timing. With acquiring higher qualification chances of job opportunities increase due to better student learning outcomes and risk of job insecurity decreases. Teaching quality depends on the teacher's education. Highly qualified teachers are more effective in teaching and give better results of students. Quality of an educational institution is related to the result of its students

which in return depends on qualification of teachers of that institute. When in-service science teacher leave their institution for higher study, students studies are badly affected that is why department do not give permission. More in-services teachers are interested in qualification improvement so department implemented some restrictions to decrease the loss of students due to teacher's study.

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