

## QUALITY OF INSTRUCTION AT SECANDARY LEVEL

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### **ABSTRACT**

The Study was aimed to investigate the quality of instructions at Secondary Level in Khyber PakhtunKhwa. The study was of survey type in which inferential statistics was used. The main objectives of the study were (a)To analyze the availability of necessary infrastructure and physical facilities for quality of instructions at Secondary level .(b) To investigate the skills and competencies of the teaching staff at Secondary level.(c) To assess the learning achievements of the students studying at Secondary level(d) To examine the role of the Head teachers for promotion of quality of instruction at Secondary level (e)To suggest measures for improvement of quality of instructions at Secondary level. All male and female secondary schools of southern districts of Khyber Pakhtunkhwa were taken as the population of the study. 100 head teachers and 500 hundred teachers of five districts (Kohat, Karak, Bannu, LakkiMarwat and Dera Ismail Khan) were taken as the sample of the study. A self-developed questionnaire and survey Perfo were prepared for head teachers and teachers for collection of data as a research instrument. The collected data was tabulated, analyzed and interpreted in the light of the objectives of the study. Mean, Percentage, total mean, percentage and S.D tests were applied to infer the concrete result. On the basis of the findings it was concluded that most of the A.V.aids were not properly available in the secondary schools. Modern teaching methods were not used at Secondary level. It was also concluded that the curriculum at secondary level did not meet the societal needs. It was recommended that proper A.V.aids should be provided to the Secondary Schools as to bring the quality of instruction. The students should not be taught through old fashioned methods but modern teaching methods like demonstration method and activity based method should be used in the class room. It was also recommended that complete syllabus should be available in Secondary Schools as to ensure quality of instruction.

**Key words:** Quality of Education, Future Challenges, Necessary Infrastructure, Physical Facilities, Competencies, Learning Achievements, Teaching Staff.

## INTRODUCTION

Secondary education is an important sector of the whole education scheme. It works on two sides, on one side it provides skilled individuals for national prosperity and on another side it prepares individuals for going into higher education. The higher education then, prepares quality professionals. This all depends on the quality of secondary education. So it is the need of the day to strengthen the secondary education so that the young men may be prepared for the pursuit of higher education. Thus they will be able to adjust themselves in the society meaningfully and productively (Brown, 1998).

Secondary education is a significant phase in the educational ranking. Its objectives and structures are quite clear, has well defined objectives and a structure of its own. It works on two sides: 1. Self-development of an individual. 2 The strong development of an area. Now we can judge whether these two functions are performed by the secondary education or not. Some regional differences may be present in the performance of the system. So it is necessary to patch up these differences. This will be very helpful in the establishment of the secondary schools in future. The weak areas will be pointed out and remedies will be chalked out.

Secondary education acts as a bridge between elementary education and higher education. So it is necessary to improve the quality of instruction at secondary level because quality of education cannot be brought without improving quality of teaching (Govt of Pakistan, 1998).

Every education system in a recognized human community is in need of qualified teaching staff to hoist the standard of education. Secondary education holds a central place in the whole education system because it acts as

- A bridge amid primary education and advance education.
- An association between babyhood and parenthood.
- A base for practical and applied knowledge.

To make the quality of instruction strong has become a worldwide programme at all educational levels and especially at secondary level because it is directly related with quality of education as it prepares the students to face the future challenges boldly. As a student of M.Phil (Education) the researcher thought it very important to explore the quantity of instruction in Khyber Pakhtunkhwa. It was really very important because quality of education cannot be brought out without bringing quality of instruction in the educational institutions.

Quality of secondary education is highly valued by every person simply we can say secondary education has got its own status and importance. The better will be the quality of secondary education, the more fruitful results will be there and thus fruitful results can be expected of higher education. . The quality of secondary education will give a strong foundation for higher education. Best quality teachers or institutes are thought to bring about quality education. Features of quality institutes should include knowledgeable competent teachers, a for imparting knowledge and skills and where examination results are more or conducive environment less guaranteed. We have enough indications to recognize that secondary education may not be viewed necessarily either by a post primary or a pre higher education stage (Jacob, 1997).

Teaching methods concerns the quality of lessons, in particular for the core subjects. The structure of lessons, attention to pupil independence, the language of instruction and the extent to which the teacher involves the pupils in the lessons are also looked into. The teacher is essential to the quality of education. Good teachers know how to keep their pupils involved in lessons with engaging teaching that offers clarity and structure, is simultaneously varied and challenging, and as such has positive effects on the educational performance of the pupils. A good relationship between the teacher and the pupils is also important. An environment in which pupils feel safe and confident is conducive to them taking responsibility for further independent, (Inspectie & Onderwijs , 2011).

The quality of teaching is determined by the appropriate utilization of teaching media and educational innovations. Experienced educators agree upon the need to improve teacher quality, especially in rural areas, because rural teachers are usually least trained. Whenever there are changes in curriculum and teaching methods, teachers in rural areas are least able to change teaching behaviors. It is not surprising to see that most rural teachers still use lecturing as a major teaching method, and that the classroom atmosphere is too teacher-centered to allow actively engaged learning. The utilization of teaching media and educational innovations plays a significant role in promoting student learning (Coobs, 2011)

Teachers are the most important element in the whole educational system of a country. Without quality teachers, quality education is only a dream. Quality education can be achieved through quality teachers. The “World Declaration on Education for All “describes the role of teacher as: The pre-eminent role of teachers as well as of other educational personnel in providing

quality education needs to be recognized and developed to optimize their contribution, improve their working conditions and status notably in respect to the recruitment, initial and in-service training, remuneration and career development possibilities." (Article 1.6 para 33, p. 58). National Education Commission (1959) documented that no education system is better than its teachers. Memon (2007) is of the view that Teachers are perhaps the most critical component of any system of education. It is also said that teachers join their job without required skills and pedagogies. Even after joining teaching as a profession, teachers do not show interest in their jobs and think that once they become a teacher, now they are teachers forever. Association for Teacher Education in Europe (2006) describes in its policy paper entitled "the quality of teachers" that the quality of teachers affects both the quality of schools and the learning of pupils (International journal of academic research vol. 3. no. 2. march, 2011, part iii).

Quality teaching cannot be theoretical nor can be distinguished on the nature of teaching by theories of their feet in the clouds. Both theory and practices are essential. Indeed they are inseparable. Quality teaching is mere property conceived of unified embracing. Both theory and practice in which teachers, teacher education and researchers are jointly responsible for the development of theoretical measurement and the input of teaching (Stones, 1994).

Quaid-e-Azam wanted a system of education which could conform our education policy and program to the lines best suited to the abilities of our youth in harmony with our history and civilization and having regards to modern circumstances and development that were taking place all over the world. In the light of this message the Commission on the national education expressed the function of an educational system in the following words: "The education system is an instrument, through which a society has to equip its entire people to lead productive public lives according to their talents and interests" (Government of Pakistan, 1959).

The Level of secondary education is the most important phase of the whole education system. The large number of educated persons is available at this stage. Improvement of quality at this level is very necessary for future progress and development.

## OBJECTIVES OF THE STUDY

The following were the main objectives of the study.

- To analyze the availability of necessary infrastructure and physical facilities for Quality of Instructions at Secondary Level.

- To investigate the skills and competencies of the teaching at Secondary Level.
- To assess the learning achievements of the students studying at Secondary Level.
- To examine the role of the head teachers for promotion of Quality of Instruction at Secondary Level.
- To suggest measures for improvement of Quality of Instructions at Secondary Level.

### RESEARCH PROCEEDURE

The study was of survey type in nature. All male and female secondary schools of southern districts of Khyber Pakhtunkhwa were taken as the population. 100 head teachers and 500 hundred teachers from five districts (Kohat, Karak Bannu, Lakki Marwat and Dera Ismail Khan) were taken as sample of the study. A self-developed questionnaire and survey proforma were prepared for head teachers and teachers for collection of data as a research instrument. For pretesting of instrument, the researcher personally visited five institutions of district Lakki Marwat. On the basis of the discussion with the Head teachers, teachers educational psychologists, linguists, experts and the supervisor, the researcher made item analysis on the basis of relevant, difficult and ambiguous items. On the direction of the supervisory committee, difficult research items were amended accordingly. The collected data was arranged, tabulated and analyzed in the light of the objectives of the study. Mean, Percentage, total mean, percentage and S.D tests were applied to infer the concrete result.

### DATA ANALYSIS

**Table 4.1 Head teachers and teachers' views about availability & Utilization of Infrastructure and Physical facilities.**

S/ No	Statement	SDA	DA	UD	A	SA	M	SD
1	Necessary Infrastructure & Physical facilities required for quality of instruction are available	f	05	35	31	418	3.99	.74
		%	8%	5.8%	5.2%	69.7%		

2	School Infrastructure & Physical facilities are properly utilized	f	08	35	23	340	194	4.13	.84
		%	1.3%	5.8%	3.8%	56.7%	32.3%		
Overall		f	13	70	54	758	305	4.06	0.79
		%	1.08%	5.83%	4.5%	63.16%	25.41%		

Table 4.1 shows that 8% respondent are strongly disagree, 5.8% are disagree, 5.2% are undecided, 69.7 % agree, and 18.5 % strongly agree with the statement ‘Necessary Infrastructure and Physical facilities required for quality of instruction are available’ with a mean score 3.99 and SD .74. while 1.3% respondent are strongly disagree, 5.8% are disagree, 3.8% are undecided, 56.7 % agree, and 32.3% are strongly agree with the statement ‘ school infrastructure and physical facilities are properly utilized’ with the mean score 4.13 and SD .84 with overall mean score 4.06, and SD 0.79. The mean score falls in the category 4 which shows that necessary infrastructure and physical facilities are present to a low level and the infrastructure and physical facilities are utilized to a low level. Maximum number of respondents was agree so it is concluded that necessary infrastructure and physical facilities are present in the secondary schools and are properly utilized.

**Table 4.2 Head teachers and teachers’ views about the required academic and Professional Qualifications.**

S/ No	Statement		SDA	DA	UD	A	SA	M	SD
1	Teachers have requisite academic and professional qualification necessary for quality of instruction.	f	03	14	57	296	230	4.23	.75
		%	5%	2.3%	9.5%	49.3%	38.3%		

2	Continuous professional development of teaching and administrative staff is mandatory for quality of instruction	f	06	10	36	287	261	4.31	.74
		%	1%	1.7%	6%	47.8%	43.5%		
	Overall	f	09	24	93	583	491	4.27	0.74
		%	3%	2%	7.75%	48.55%	40.9%		

Table 4.2 shows that 5% respondents are strongly disagree, 2.3% are disagree, 9.5% are undecided, 49.3 % are agree, and 38.3 % are strongly agree with the statement ‘Teachers have requisite academic and professional qualifications necessary for quality of instructions’. With the mean score 4.23 and SD 75. Thus 1.% respondents are strongly disagree, 1.7% are disagree, 6% are undecided, 47.8 % are agree, and 43.5% are strongly agree with the statement ‘Continuous professional development of teaching and administrative staff is mandatory for quality of instruction with the mean score 4.13 and SD .74 with overall mean score 4.27, and SD 0.74. The mean score falls in the category 5 which depicts that necessary infrastructure and physical facilities are present to a low level and the infrastructure and physical facilities are utilized to a low level. Maximum number of respondents were agree so it is concluded that teachers are academically and professionally qualified and in-service trainings and workshops are necessary for quality of instruction.

**Table 4.3 Head teachers and teachers’ views about the Practice of assessment system and the trend of increase of students learning achievement.**

S/ No	Statement	SDA	DA	UD	A	SA	M	SD	
1	Monthly ,quarterly ,and annual assessment system of students learning achievement is practiced	f	04	15	68	338	175	4.10	.74
		%	0.7%	2.5%	11.3%	56.3%	29.2%		

2	Periodic assessment system indicates the trend of increase of students learning achievement	f	05	19	48	328	200	4.16	.76
		%	0.8%1	3.2%	8%	54.7%	33.3%		
	Overall	f	09	34	116	666	375	4.13	0.76s
		%	0.75%	2.83%	9.66%	55.5%	31.25%		

Table 4.3 shows that 0.7% respondents are strongly disagree, 2.5% are disagree, 11.3% are undecided, 56.3 % agree, and 29.2% strongly agree with the statement ‘Monthly, quarterly, and annual assessment system of students learning achievement is practiced’ with the mean score 4.10 and SD .74. Thus 0.8% respondents are strongly disagree, 3.2% are disagree, 8% are undecided, 54.7 % are agree, and 33.3% are strongly agree with the statement ‘ Periodic assessment system indicates the trend of increase of students learning achievement’ with the mean score 4.16 and SD .76 with overall mean score 4.13, and SD 0.76. Maximum number of respondents were agree so it is concluded that monthly, quarterly and annual assessment system of students’ learning achievement is practiced and the interval assessment system shows the trend of increase of students’ learning achievement.

**Table 4.4 Head teachers and teachers’ views about leadership skill, supervision and Guidane.**

S/ No	Statement		SDA	DA	UD	A	SA	M	SD
1	Head of the institution has necessary leadership skill for ensuring quality of instructions.	f	04	16	74	326	180	4.10	.76
		%	0.7%	2.7%	12.3%	54.3%	30%		
2	The supervision and guidance of head teacher facilitates the teacher to improve the quality of instructions.	f	11	26	88	315	160	3.97	.86
		%	1.8%	4.3%	14.7%	52.5%	26.7%		
	Overall	f	15	42	162	641	340	4.03	0.81
		%	1.25%	3.5%	13.5%	53.4%			



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Table 4.4 shows that 0.7% respondents are strongly disagree, 2.7% are disagree, 12.3% are undecided, 54.3 % are agree, and 30 % are strongly agree with the statement ‘Head of the institution has necessary leadership skill for ensuring quality of instructions’ with the mean score 4.10 and SD .76 .Thus 1.8% respondents are strongly disagree, 4.3% are disagree, 14.7% are undecided, 52.5 % are agree, and 26.7 % are strongly agree with the statement The supervision and guidance of head teacher facilitates the teacher to improve the quality of instructions ’ with the mean score 3.97 and SD .86 with overall mean score 4.03 and SD 0.81. Maximum number of respondents were agreed so it is concluded that the principles and headmasters has the leadership qualities and their guidance facilitates the teachers to improve their teaching.

**Table 4.5 Head teachers and teachers’ views about availability of necessary facilities \**

S/ No	Statement		SDA	DA	UD	A	SA	M	SD
1	, classrooms are fully equipped with necessary facilities and learning aids for quality of instructions	f	30	64	141	264	101	3.57	1.04
		%	5%	10.7%	23.5%	44.1%	16.9%		
2	The department of education formulates and. implements plan for promotion of quality of instructions.	f	33	72	302	135	58	3.19	.95
		%	5.5%	12%	50.4%	22.5%	9.7%		
	Overall	f	63	136	443	399	159	3.38	0.99
		%	5.25%	11.35%	36.95%	33.3%	13.3%		

Table 4.5 shows that 5% respondents are strongly disagree, 10.7% are disagree, 23.5% are undecided, 44.1 % agree, and 16.9 % are strongly agree with the statement classrooms are fully equipped with necessary facilities and learning aids for quality of instructions ’. Thus 5.5% are

strongly disagree 12% are disagree 50.4% are undecided 22.5% are agree 9.7% are strongly agree with the statement The department of education formulates and implements plan for promotion of quality of instructions in schools with the mean score 3.19 and SD .95 with overall mean score 3.38 and SD 0.99. Maximum number of respondents was agree so it is concluded that classrooms are equipped with the required facilities for quality teaching and the department formulates policies and then implement the same in the schools.

## CONCLUSIONS

On the basis of the findings of the study, the following conclusions were made from the analysis of the data.

- I Majority of the schools had classrooms, staffroom for staff members, and office for the principles, boundary wall and toilet. The facilities of drinking water and electricity are also available in the secondary schools.
- 2 Majority of the secondary schools had no hall. Most of the schools were without science and computer laboratories. Most of the schools had no library.
- 3 In most of the schools blackboard/whiteboard facilities were present and charts were also available in these schools.
- 4 In most of the schools audiovisual aids like models tape-recorder, CDs, projects and television were not available. Most of the schools had no computer and internet facilities.
- 5 Most of the respondents are agree with the statement, 'Necessary Infrastructure & Physical facilities required for quality of instruction are available' and most of the respondents are also agree with the statement, 'School Infrastructure & Physical facilities are properly utilized'
- 6 Most of the respondents are agree with the statement, 'Teachers have requisite academic and professional qualifications necessary for quality of instruction, and most of the respondents are also agree with the statement, 'Continuous professional development of teaching and administrative staff is mandatory for quality of instruction.'
- 7 Most of the respondents are agree with the statement, 'Monthly, quarterly, and annual assessment system of students learning achievement is practiced and most of the respondents are also agree with the statement, 'Periodic assessment system indicates the trend of increase of students learning achievement.'

## RECOMMENDATIONS

- 1 It was revealed in the study that most of the physical facilities and teaching aids were not properly available in the secondary schools. It is recommended that physical facilities and teaching aids should be provided the secondary schools for bringing quality of instructions.
- 2 It was found in the study that most of the teachers in the secondary schools taught their students, using traditional teaching methods and they did not use modern teaching methods. It is recommended that modern teaching methods should be used in the classrooms so that that the quality of instructions may be insured.
- 3 Findings revealed that most of the teachers in the secondary schools did not plan their lessons on weekly and quarterly basis. The teachers also did not assign homework to their students on weekly and quarterly basis. The head teachers of the secondary schools did not send assessment reports to the parents of their students and did not hold meetings with them. Moreover it was found in the study that assessment process was not conducted on quarterly and monthly basis. It is recommended that teachers should plan their lessons and assign homework to the students on weekly and quarterly basis. The head teachers should send assessment reports to the parents of their students and should hold meetings with them as well. The assessment process should also be conducted on quarterly and monthly basis.
- 4 It was revealed in the study that curriculum at secondary at secondary level did not meet the societal needs. That syllabus should be present in the secondary schools and it should be constituted according to the needs of the society and students.
- 5 Findings revealed that the head teachers of the secondary schools did not play an effective leadership role. Moreover the department of education did not make such policies which may guarantee to bring quality of teaching in the secondary schools. It is recommended that the head teachers should play an effective leadership role in the secondary schools. The department of education should make such policies which may be helpful in bringing quality of instructions in the secondary schools.

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