

Quality of Teaching Faculty in Public Sector Universities of Pakistan as Viewed by Teachers Themselves

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Abstract

This research article discusses quality of faculty in public sector universities of Pakistan. All the teachers of public sector universities of Pakistan constituted the population. From the cluster of twelve public sector universities, 300 teachers were selected as a sample. A questionnaire for faculty members was administered at 5-point rating scale in order to collect their views about the quality of teachers in public sector university of Pakistan. Standard deviation and standard error of means were calculated to measure the quality of teaching faculty. Teacher were found to be competent enough to provide conducive environment for learning. Pre service training courses for university teachers in teaching methodology, curriculum planning and education were required in order to improve teaching as a whole. Teachers were dissatisfied with present pay structure which resulted brain drain of teachers. Except a few teachers, majority of the teachers were not provided with housing facility. It is recommended that teachers be qualified and skilled and they should be given every possible facility. Teachers pay scales be revised and they be given quite attractive pay package in order to overcome brain drain of teachers.

Key Words: Educational effectiveness, quality in higher education, teacher quality

INTRODUCTION

In defining quality of teachers there is also a need to recognize that the quality of the programs depends to a large extent on the quality of the work of academics who deliver them. Academics can interpret and apply intellectual standard in different ways and some academics teach more effectively than others (Marginson, 2003).

The quality of the staff implies acceptable social and financial status, a will to reduce inequalities such as those relating to gender; a concern to manage staff in accordance with

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the merit principle and provide them with the in-service training they need, in order to fulfill their role in a changing society; the establishment of incentives and structures to encourage researchers to work in multi disciplinary teams on thematic projects, thus breaking with the habit of exclusively solitary scientific work (UNESCO, 1998).

Quality teaching cannot be a theoretical, nor can it be disquisitions on the nature of teaching by theorists with their feet in the clouds. Both theory and practice are essential.

Indeed they are inseparable. Quality teaching is more properly conceived of as a unified field embracing both theory and practice in which teachers, teacher educators and researchers are jointly responsible for the development of theoretical understanding and the improvement of teaching (Stones, 1994).

Teacher quality encompasses the following five dimensions:

- Knowledge of substantive curriculum area and content;
- Pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies;
- Reflection and ability to be self-critical, a hallmark of teacher professionalism;
- Empathy and commitment to the acknowledgement of the dignity of others.
- Managerial competence, as teacher assures a range of managerial responsibilities within and outside the classroom (OECD, 1994).

It is recognized that qualifications are not necessarily reliable indicators of the performance of individual teachers, qualification do indicate teachers' general education levels and their learning for specific job. Statistics on teacher qualifications may therefore act as another indicator of quality (Bray and Lillis, 1988).

The quality of teaching depends on the reward for teaching performance determined by the university, which, in turn depends on the marginal dollars of university income generated from teaching quality (Marginson, 2003).

Slightly in different terms, educational effectiveness depends to a great extent on teachers' effectiveness. At least two reasons can be given for this emphasis on the teacher. First,

teachers' salaries represent a substantial portion of the total funds allocated to education in most countries. Second, there is an increasing awareness that teachers have absolute power over innovation and change even in the most highly centralized systems of education (Anderson, 1991).

Quddus (1990) proposed that the particular function of teacher may be considered under four different heads;

- a) Teaching (lectures, laboratory demonstration tutorials);
- b) Personal study, including preparation for class teaching; and
- c) Contact with students, including personal guidance and supervision of co-curricular activities.
- d) Research.

Fantini (1986) states that the concept of quality depends on the nature of professional staff. The more highly qualified the staff, the more the quality will be attained. In higher education, the teachers with doctorates from the most prestigious institutions are likely to be hired and promoted, who have published the most significant work, and who are engaged in research. The underlying assumption of this concept is that the more qualified the staff, the more the quality academic services. The quality of the staff will also yield more outside recognition in the form of grants, contracts, academic prestige, and Nobel and Pulitzer Prizes. Thus, those institutions capable of assembling the best staff are judged to deliver the highest quality education.

The current economic globalization requires a dynamic work force which is equipped with modern skills and traits, and which is flexible and versatile. Not only are the modern jobs being restructured but also the training institutions as well as employing organizations are adjusting significant innovations in their programmes, policies and processes. The influx of information technology in various professional, technical and vocational jobs is bound to influence the types and characteristics of training required, and its subsequent impact upon the skills that are needed because of the emerging occupational phenomenon (Madan, 2002).

The need for in service and training teachers arises because of various factors such as (a) deficits in pre service training and real working situation, (c) new roles of teachers (d) decrease in young blood in teaching professions etc. (Sharma and Sharma, 2002).

The National Academy of Higher Education (NAHE) started functioning in 1976 under the overall supervision of the University Grants Commission (UGC). The scheme was directed at providing pre -service and in-service training of university teachers and conducting seminars, conferences and workshops on various topics of academic interest. It was given the status of an independent autonomous body in 1983. In 1989, the centre of basic sciences and centre of social sciences and humanities of the UGC were transferred to NAHE. Still later, the Academy was renamed as Curriculum and Training (C&T Division). By July 2003 the training activities were undertaken by the Curriculum and Training Section. However in July, 2003, Department of learning innovation was established as a separate section to introduce educational activities on a larger scale because the number of higher education institutions is constantly increasing and so it is the demand of equipping the faculty with the teaching skills required to bring academic standards at par with international standards. The department is currently accomplishing the following activities:

1. Curriculum Based Training.
2. English Language Teaching (ELT) Course
3. In-Service Training Programs
4. Three month training programs on University Teaching.
5. Developing competencies in computer skills.

(HEC, 2005a).

Teachers can easily be assessed through students reaction surveys, through opinions of peers and alumni, through the number of students attending the classes and the number of days they attend, by the different types of courses taught by, the type of textbooks used, by the quality of lecture notes given by teachers, interaction with students, by the example of scholarship teacher provide to their students (Patnaik, 2001).

Quite a few studies have been carried out to investigate the different aspects about the quality of university teachers. Hamidullah (2004) investigated that teachers in private sector were confident and competent than the public sector. Arshad (2003) researched on the attitude of teachers of higher education towards their profession, he concluded that teachers accepted challenges and extra workload if they received extra financial reward. Iqbal (2004) stated that quality was very low in the field of academics. These studies were focused on one dimension relating to teachers but did not try to investigate the reasons of low quality teaching.

Statement of the Problem

The purpose of the study was to investigate the views of university teachers about the quality of faculty of higher education in public sector universities of Pakistan.

METHOD

Procedure of the Study

The sample consisted of three hundred university teachers from the cluster of twelve public sector universities in Pakistan. A questionnaire was used at five points rating scale in order to collect the views of university teachers about the quality of faculty in public sector universities of Pakistan. The researcher personally visited twelve public sector universities and collected views regarding quality of teaching from three hundred teachers.

RESULTS

The collected views were tabulated. The five points rating scale was assigned to a particular value i.e. Strongly agree (SA) = 2, Agree (A) = 1, Undecided (UD) = 0, Disagree (D) = -1 and Strongly disagree (SD) = -2. Results were extracted by using mean, standard deviation, standard error of mean and chi square.

Table 1. Categorization of teachers' responses regarding suitability of environment for teaching

SA	A	UD	D	SD	Mean	Standard Deviation	Standard Error of mean	Chi Square value
105	158	17	8	12	4.12	0.92834	0.05360	308.10

Table 1 shows that mean score is 4.12 and the calculated value of chi square is greater than table value at 0.05 significant level. Therefore, the statement "University environment is suitable for teaching" was accepted by the teachers.

Fig: 1 Suitability of environment for teaching

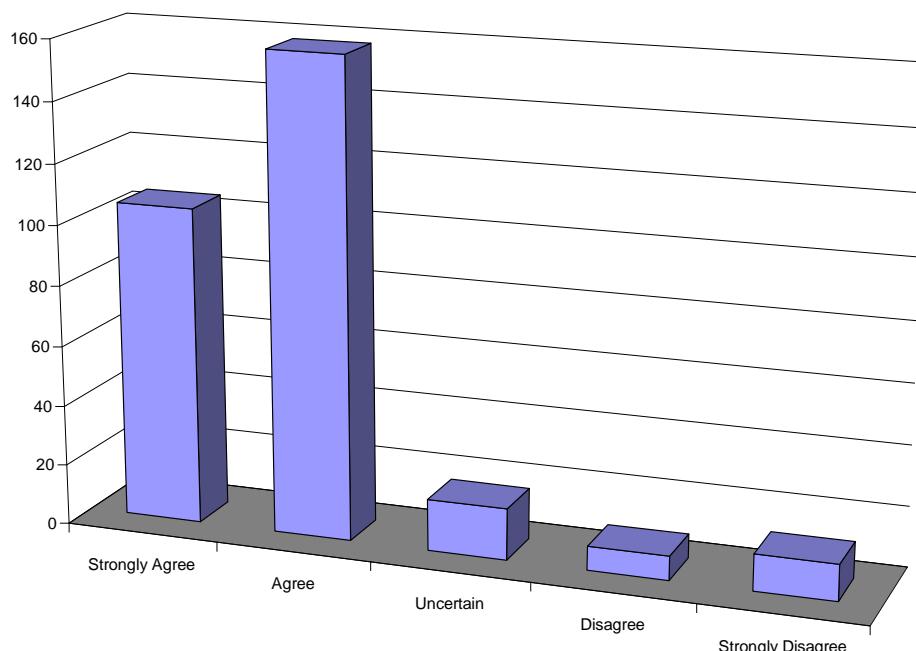


Table 2. Categorization of teachers' responses regarding competency of teachers to use A.V. aids

SA	A	UD	D	SD	Mean	Standard Deviation	Standard Error of mean	Chi Square value
61	154	42	32	11	3.74	1.01777	0.05876	205.7667

Table 2 shows that the mean score is 3.74 and the calculated value of chi square is greater than table value at 0.05 significant level. Therefore, the statement "The teachers are competent to use the instructional facility of A.V. aids" was accepted by the teachers.

Fig:2 Competency of teachers to use A V aids

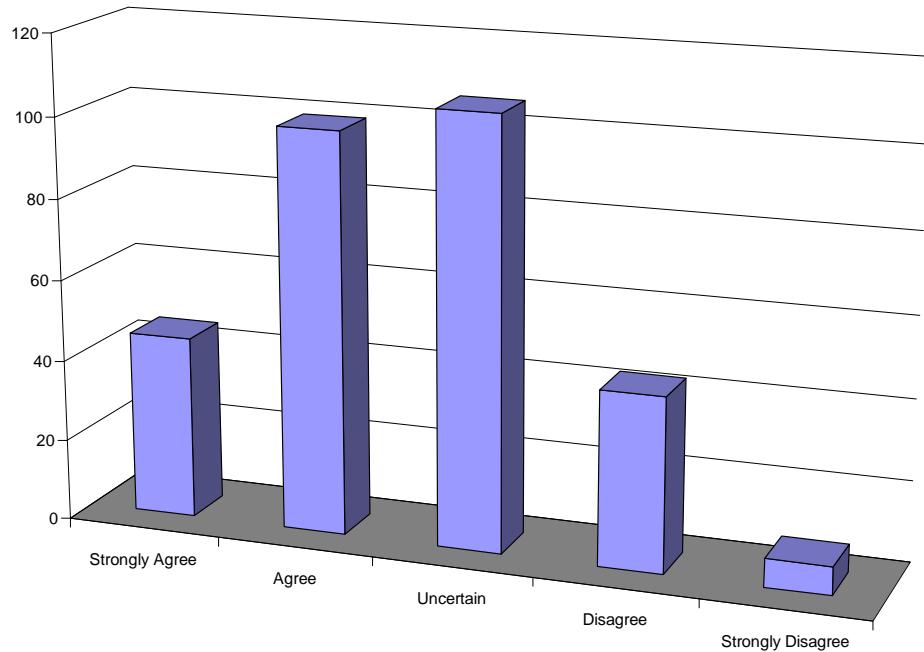


Table 3. Categorization of teachers' responses regarding competency of teachers in different methods of teaching

SA	A	UD	D	SD	Mean	Standard Deviation	Standard Error of mean	Chi Square value
45	99	106	43	7	3.44	0.98809	0.05705	116

Table 3 indicates that the mean score is 3.44 and the calculated value of chi square is greater than table value at 0.05 significant level. Therefore, the statement "The teachers are competent in different methods of teaching" was accepted by the teachers.

Fig:3 competency of teachers in different methods of teaching

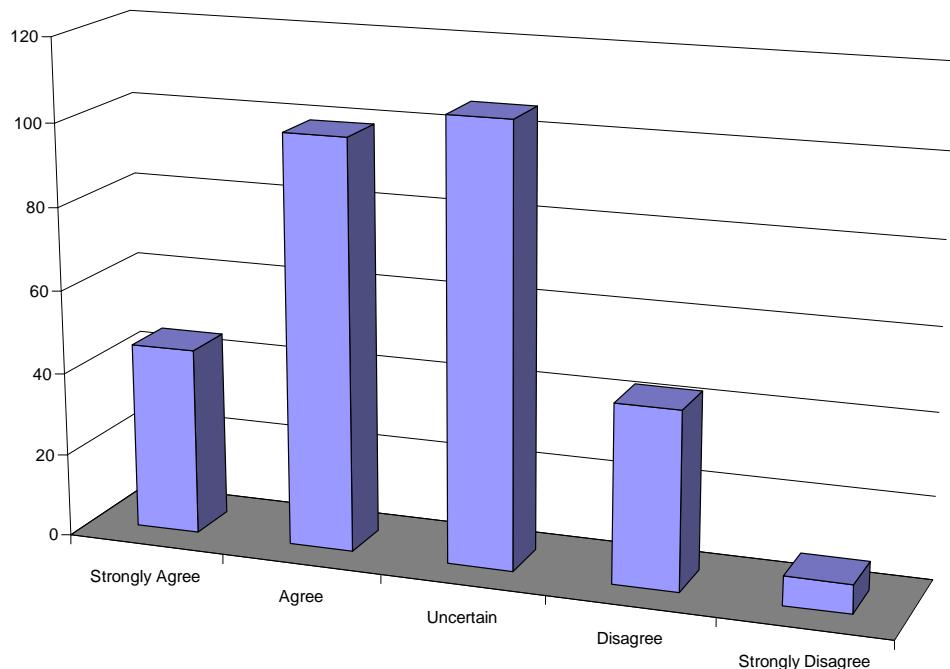


Table 4. Categorization of teachers' responses regarding need for pre service training

SA	A	UD	D	SD	Mean	Standard Deviation	Standard Error of mean	Chi Square value
83	74	78	47	18	3.5233	1.21699	0.7026	49.700

Table 4 indicates that the mean score is 3.5233 and the calculated value of chi square is greater than table value at 0.05 significant level Therefore, the statement "it is desirable to university pre-service training course for teachers in teaching methodology, curriculum planning, psychology of education, in order to improve teaching as a whole" was accepted by the teachers.

Fig:4 Regarding need for pre service training

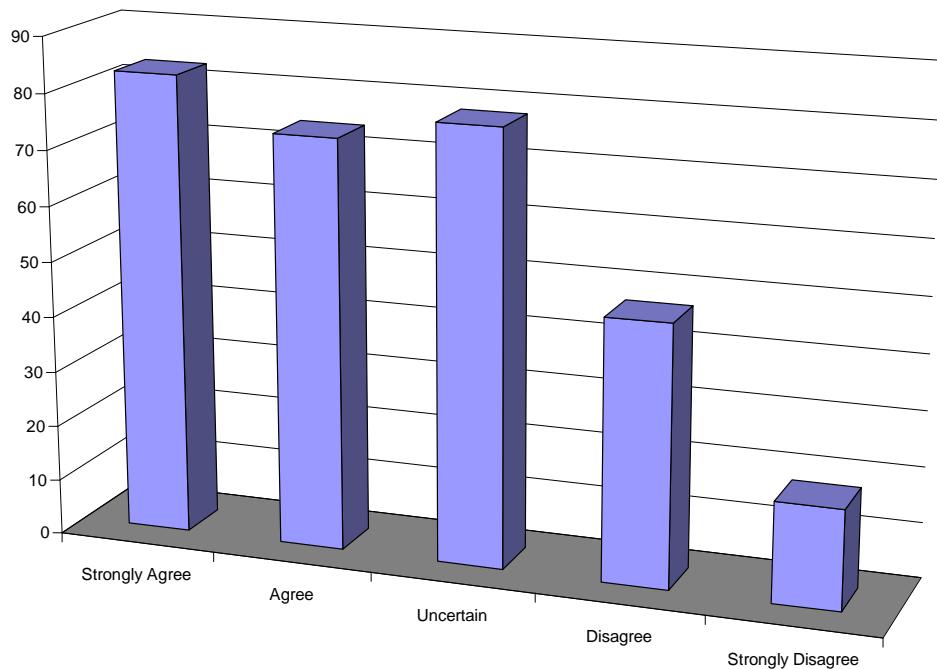


Table 5. Categorization of teachers' responses regarding need for in-service training

SA	A	UD	D	SD	Mean	Standard Deviation	Standard Error of mean	Chi Square value
101	107	47	38	7	3.8567	1.09244	0.06307	122.533

Table 5 shows that the mean score is 3.8567 and the calculated value of chi square is greater than table value at 0.05 significant level. Therefore, the statement "In-service training is needed for all teachers" was accepted by the teachers.

Fig:5 Regarding need for in-service training

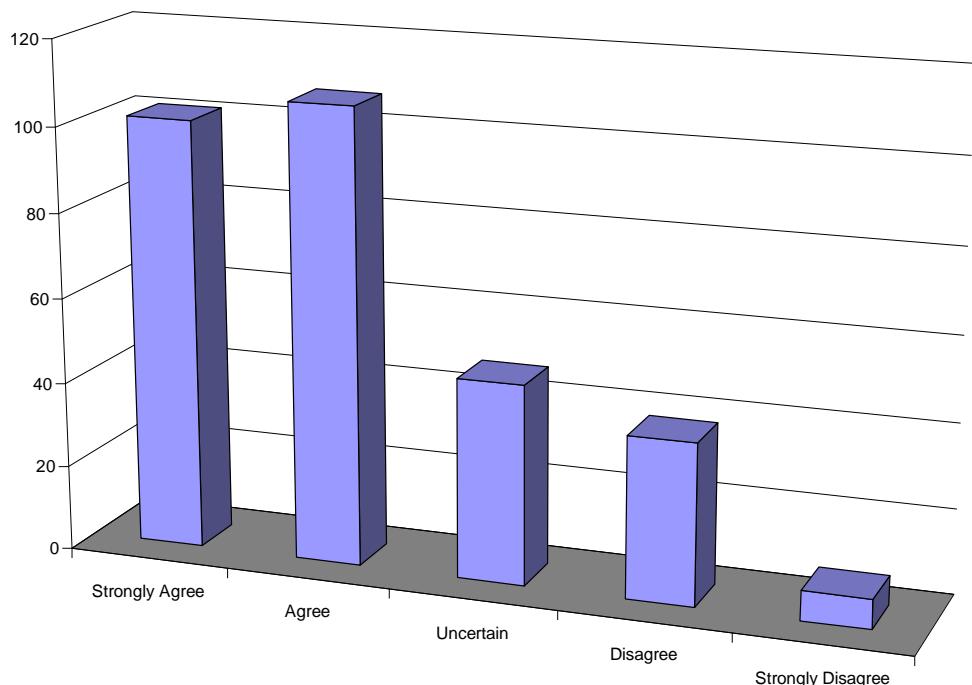


Table 6. Categorization of teachers' responses regarding opportunities for participation in educational gatherings

SA	A	UD	D	SD	Mean	Standard Deviation	Standard Error of mean	Chi Square value
43	114	65	58	20	3.34	1.14108	0.06588	80.567

Table 6 shows that the mean score is 3.34 and the calculated value of chi square is greater than table value at 0.05 significant level Therefore, the statement "Chances of participation in national/international seminars/conferences/ study tours are available" was accepted by the teachers.

Fig: 6 Regarding opportunities for participation in educational gatherings

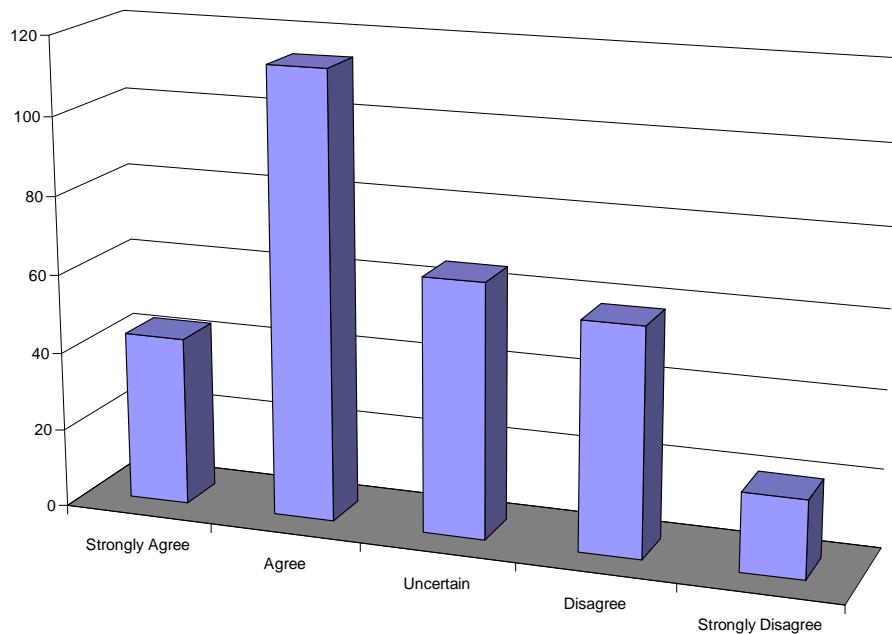


Table 7. Categorization of teachers' responses regarding provision of housing facilities for teachers

SA	A	UD	D	SD	Mean	Standard Deviation	Standard Error of mean	Chi Square value
43	67	63	69	58	2.8933	1.33963	0.07734	7.2

Table 7 indicates that the mean score is 2.8933 and the calculated value of chi square is less than table value at 0.05 significant level Therefore, the statement "Housing facility is provided to the university teachers" was rejected by the teachers.

Fig:7 Provision of housing facilities for teachers

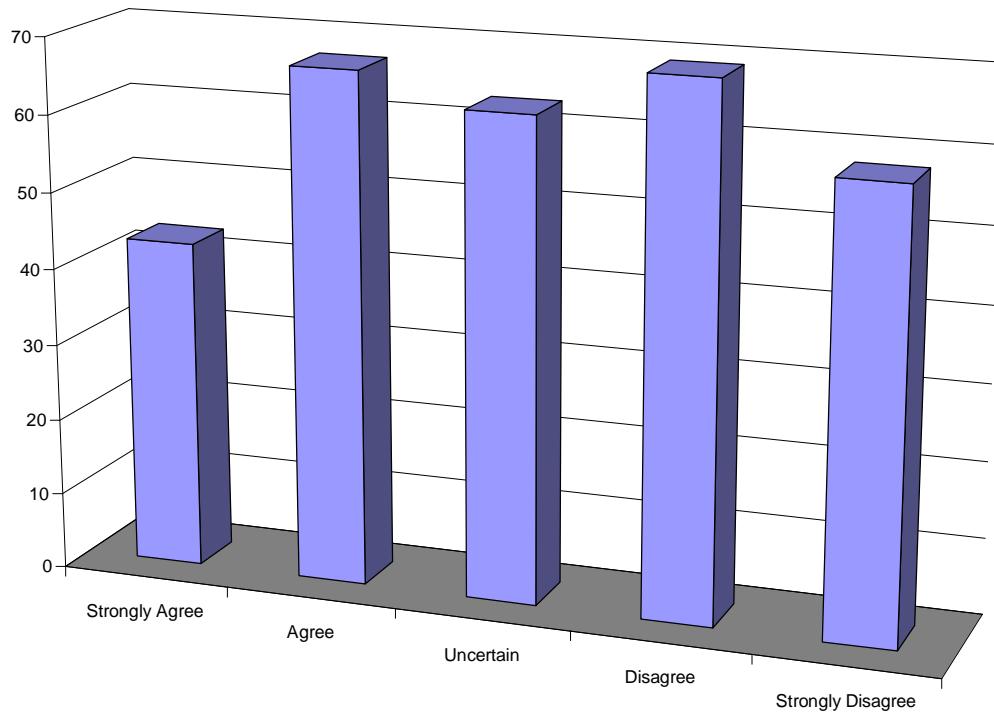
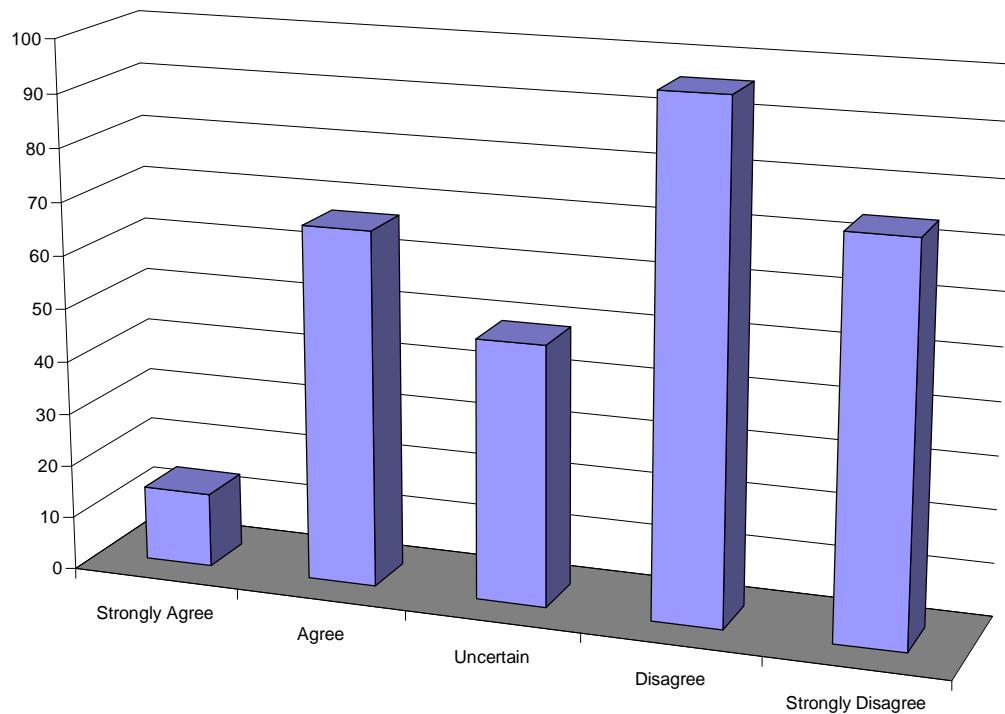


Table 8. Categorization of teachers' responses regarding satisfaction about pay structure

SA	A	UD	D	SD	Mean	Standard Deviation	Standard Error of mean	Chi Square value
14	67	49	96	74	2.5033	1.21446	0.07012	62.967

Table 8 indicates that the mean score is 2.5033 and the calculated value of chi square is less than table value at 0.05 significant level Therefore, the statement "You are satisfied with present pay structure" was rejected by the teachers.

Fig: 8 Regarding satisfaction about pay structure**Table 9.** Full time faculty members classified by their highest qualification during 2003-04.

	Distance learning	%age of total	Public	%age of total	Total
Bachelors	9	4.95	1059	10.11	1068
Masters	110	60.43	4525	43.21	4635
Master (Hons.)	0	0.00	1319	12.60	1319
M. Phil.	22	12.09	1019	9.73	1041
Ph.D.	41	22.53	2549	24.34	2590
TOTAL	182		10471		10653

Source: HEC (2005 d)

Table 9 depicts that ratio of faculty members having higher qualification is quite low. 9.73 percent faculty members were M Phil's and 24.34 percent had Ph. D. degrees.

DISCUSSION

Quality in higher education is essential for a nation to compete in international market. The battle of quality has to be fought in the minds of men and women connected with education. Modern societies are heavily dependent for their moral and material well being on the nature and quality of higher education available to them. The institutions of higher learning have a crucial role to play in providing them a leadership characterized by intellectual discipline, high academic accomplishment, bold and imaginative attitude towards social and economic problems.

As teacher performance constituted most important aspect of the performance of educational institutions, it was essential to study some of the indicators, which could evaluate the performance and quality of teachers in an educational institution. An attempt was made in this study to measure quality of higher education by such elements as quality of teachers on the basis of teaching environment, faculty competency in different methods of teaching, housing facilities to teachers and training required to faculty members. The study revealed that housing facilities provided to teachers were insufficient or in some universities these were almost non-existent. The teacher was less motivated due to poor pay structure. The quantitative assessment also showed that the ratio of teaching faculty credentialed with M.Phil. and Ph.D degrees was quite low (Table 9). However, Narula (2000) study did not support the hypothesis that the greater the level of qualifications of teachers, the greater would be student output. Teachers viewed that they were competent to use multi media and in different methods of teaching. They expressed that pre-service and in-service training is required to all the teachers. They also opined that they were given chances to participate in national and international seminars, conferences and study tours. Chapman and Carrier (1990) suggested that a series of assumptions commonly made about the recruitment and training of new teachers as an appropriate solution to the low quality of education. The causes of poor performance of teachers can be attributed to deficits in organizational support, job design, facilities, motivation, and teachers' skills and knowledge. Not all of these can be addressed effectively through more teachers training. Rather, improved teachers' performance requires the integration of training with other types of support.

CONCLUSIONS

The study showed that the faculty members in public sector universities/degree awarding institutions were competent in methods of teaching and they used AV aids. Housing facilities were not available to all the teachers. Merit was followed strictly while recruiting the faculty members. Teachers provided conducive environment for learning. Teachers were regular and they came into class with full preparation. Pre-service training courses for university teachers in teaching methodology, curriculum planning, psychology and education were required in order to improve teaching as a whole. Teachers opined that poor pay structure resulted brain drain of teachers.

RECOMMENDATIONS

The greatest treasure and asset of a nation are its teachers. They make the destiny of nation. Teachers are said to be the builders of the nation. There are no two opinions about the fact that all other elements are useless without the presence of good teachers. There should be highly qualified and experienced teachers in universities who be provided with adequate housing facilities so that they give due consideration and concentration to teaching as well as research. Better employment opportunities be created for academics and their pay scales be revised and they be given quite attractive pay package, in order to overcome the problem of brain drain of teachers.

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