



Case Series

Problems with Teacher Qualification are caused for Student Learning

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Abstract

The role of a teacher in shaping the learning of a student is pivotal, and teacher qualifications have a significant impact on student learning outcomes. The qualifications of a teacher include their academic background, teaching experience, and pedagogical skills, which collectively shape their ability to deliver effective instruction to students. The quality of instruction is one of the most important factors that influence student learning.

Keywords: Education, Teachers, Student learning, Academic qualifications

INTRODUCTION

Teachers who are well-qualified are better equipped to deliver quality instruction, which in turn helps students to learn more effectively. For instance, teachers with a strong background in their subject matter are able to provide students with a deeper understanding of the subject matter, which can motivate them to pursue further studies in the field. In addition to subject matter expertise, teachers must possess pedagogical skills to be effective in the classroom. Pedagogical skills refer to a teacher's ability to design and deliver instruction in a manner that is engaging, informative, and tailored to the needs of each student (de Jonge P et al., 2018) (Park C et al., 2013). Teachers with strong pedagogical skills are able to provide individualized instruction to students, which help them to learn more effectively. Research studies have consistently shown that teacher qualifications are positively correlated with student learning outcomes. For instance, a study by the Organisation for Economic Co-operation and Development (OECD) found that the qualifications of a teacher are one of the most important factors that impact student learning outcomes. Another study by the National Centre for Education Statistics (NCES) found that students who are taught by highly qualified teachers achieve higher scores on standardized tests (Sarris J et al., 2014).

DISCUSSION

In addition to academic qualifications and pedagogical skills, teaching experience also plays a significant role in shaping student learning outcomes (Liem A et al., 2017) (Vohra S et al., 2005). Experienced teachers are better equipped to identify the unique learning needs of each student and design instruction accordingly. They are also able to provide valuable insights into the challenges that students face in the learning process and design interventions to address those challenges. The concept of linking teacher qualification to student learning has gained traction in recent years, with many educational policymakers and stakeholders advocating for this approach. The idea is that the better qualified the teacher, the better the student learning outcomes will be. While this may seem like a logical approach, it is not without its problems. One of the main issues with linking teacher qualification to student learning is that it assumes that student learning outcomes are entirely dependent on the teacher's qualifications. This overlooks the role that other factors, such as the student's socio-economic background, motivation, and prior knowledge, play in determining student outcomes. Research has consistently shown that these factors have a significant impact on student learning, and while a qualified

teacher can certainly help mitigate their effects, they cannot be entirely overcome by teacher qualifications alone (Grace S et al., 2010).

Another problem with linking teacher qualification to student learning is that it can lead to a narrow focus on test scores and other measurable outcomes. This can create a pressure-filled environment that prioritizes rote learning and test-taking strategies over deeper learning and critical thinking. In some cases, it can also lead to a situation where teachers "teach to the test," neglecting broader educational goals in favour of improving test scores (Templeman K et al., 2011). There is also a risk that linking teacher qualification to student learning can lead to a culture of blame and accountability, where teachers are held responsible for outcomes that are not entirely within their control. This can create a negative work environment, with teachers feeling undervalued and underappreciated, and can lead to high turnover rates and difficulties in attracting and retaining qualified teachers (Lake J et al., 2012). Furthermore, defining teacher qualification in a narrow and rigid way can also exclude many excellent educators who do not meet the prescribed qualifications. In some cases, these educators may have extensive experience or a unique skill set that would benefit their students, but their lack of formal qualifications may prevent them from teaching (Pengpid S et al., 2018) (Stepleman LM et al., 2015).

CONCLUSION

In conclusion, teacher qualifications are a critical factor that determines the quality of instruction that students receive, which in turn influences their learning outcomes. Teachers who possess strong subject matter expertise, pedagogical skills, and teaching experience are better equipped to provide high-quality instruction to students, which help them to learn more effectively. Policymakers must prioritize investments in teacher training and development to ensure that every student has access to high-quality instruction that meets their unique learning needs, while the concept of linking teacher qualification to student learning may seem like a logical approach; it is not without its problems. It can overlook the role that other factors play in determining student outcomes, lead to a narrow focus on test scores, create a culture of blame and accountability, and exclude excellent educators who do not meet the prescribed

qualifications. Policymakers and stakeholders must take a more holistic approach to teacher qualifications, one that recognizes the complexity of student learning and the many factors that contribute to it.

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