

ISSN Online: 2616-8383



**Stratford**  
Peer Reviewed Journals & books

## **Teachers' Pedagogical Skills and Provision of Quality Education: Case of United States and Hungary**

**Henard Gregory & Luca Boglárka**

# Teachers' Pedagogical Skills and Provision of Quality Education: Case of United States and Hungary

<sup>1\*</sup>Henard Gregory & <sup>2</sup>Luca Boglárka

<sup>1</sup>University of Debrecen, Hungary

<sup>2</sup>Columbia University, USA

\*Corresponding Authors Email: hgregory@gmail.com

**How to cite this article:** Gregory, H., & Boglárka, A. (2019). Teachers' Pedagogical Skills and Provision of Quality Education: Case of United States and Hungary, *Journal of Education*, Vol. 2(4), 74-82.

## Abstract

Pedagogical skills are a systematic, repetitive process of activities to create a solution for an instructional problem. Pedagogical skills involves setting an instructional goal, goal analysis; learning domains; learning outcomes; prepare criterion referenced test questions and a clear instructional strategy. The leaning domains are verbal information, intellectual skills, psychomotor skills and attitudes. The instructional strategies may be drill and practice, tutorials, simulations and educational games. The purpose of this study was to evaluate teachers' pedagogical skills and provision of quality education. Literature based review was adopted in this paper. Teachers' pedagogical skills are aimed at facilitating teaching and learning processes by emphasizing on the techniques of instilling excellence in quality of instruction. Instructional management methodologies assist teachers in planning and assessing lesson plans, grade books, attendance tracking, unit tests, progress reports, and report cards. Teachers need to present a more effective instructional methodology that equips learners with knowledge and skills by stimulating creativity. The study recommended periodic in service training for teachers in order to acquire and sharpen these skills. The study recommends continuous teachers' professional development skills through in service training. This would enable a teacher to acquire the necessary pedagogical skills that are useful and very important in the arrangement of refresher training. The examination also recommends an introduction of short term programmes in guiding and counseling.

**Key words:** *Teachers' Pedagogical Skills, Provision of Quality Education, United States, United Kingdom, Hungary*

## **1. Introduction**

Every educational procedure has to have certified teachers as a section of the components important in the arrangement of quality instructional solutions to pupils (Badu, Owusu-Boateng & Saah, 2009). The accomplishment of Education and learning for All (EFA) targets and also Centuries Growth Goals (MDGs) cannot be realized without sufficient numbers of effectively educated, certified and experienced instructors (Sinyolo, 2007).

It was approximated that greater than 18 million educators would certainly be required worldwide to satisfy the Universal Key Education (UPE) objective by 2015 (The UIS Record, 2006). Sub-Saharan Africa alone would require to educate and also hire near 4 million primary school teachers to change those that leave so as to deliver high quality education and learning to school going children of the nations (Kita & Tilya, 2010). However, insufficient recruitment of qualified educators and the widespread employment of unqualified, volunteer, contract or Para-teachers has been a typical phenomenon in Sub-Saharan Africa. In service-training is suggested to update instructors' skills, expertise and performance, also to enable them to be a lot more efficient in delivering high quality education (Mathekga, 2004).

In the worldwide scene, United States of America as well as UK have stepped-up initiatives to enhance top quality of education and learning provided by focusing on instructor training and abilities. The USA of America has remained in the leading edge in establishing teaching criteria as well as strategies for improving reliable training while UK purchased study to create instructor structure to enhance high quality of trainee discovering. An efficient instructor is required to work together, fulfill in groups as well as share to boost students' performance (Mertler, 2016). According to the Facility for Public Education (2013) report, structuring and also re-orienting specialist growth to current education and learning reform needs will make it possible for educators boost their method to mentor resulting in understanding of efficient students' discovering (Center for Public Education And Learning, 2013).

Pedagogical skills among teachers, majority well-known blend by the OECD nations incorporates fields in topic (material learning), in showing systems (academic information), and useful school involvement. As far as lengths, in a large portion of the OECD nations, three years for elementary tutors, four years for optional tutors are utilized for pre-administration preparing. In certain nations, for example, Finland, Sweden and Italy, the focal training specialists (government bodies) are liable for giving educator instruction. In different nations, for example, the UK, the US and Austria the suppliers are all people in general and confidential area are capable (Levin & Lockheed, 2012).

In United Kingdom, Sheffield (2001) study on 100 organizations indicated that in-service-training is of critical factors that affect quality production. According to Torrington (2005) in-service training is one of the most important variables that adds flavor to employee output. Cole (2008) in his study found that training is a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of initiating or improving performance. Acquisition of appropriate human resources skills is therefore necessary as this will help cope with challenges presented

by evolving needs of the ever-changing work environment. For this case, teachers should undergo some form of continuous in-service training in order to update their skills and competencies towards sustainability and provision of quality education..

In Hungary, the in service-training preparing of instructors are being completed for the different classes of understudies plus educators in preparing in fundamental and optional schools as well as in the colleges. In this manner as far back as 1902, preparing schools gave proficient instructional classes while the colleges gave scholarly courses prompting awards (Fejes, 2011). The USA, Hungary make sure those instructors in administration preparing structures. In Indonesia, the "training for all" approach produced great outcomes as participation in elementary education improved from 77% in 1994 to 98% in 2004 (OECD, 2017). Different projects identified with quality instruction through instructor in administration preparing were altogether outfitted towards the educating of science and arithmetic in some objective zones; this in the long run influenced the showing capacity of both educator coaches and teachers in the nation to improve things (Altun, 2011).

## **2. Empirical Review**

Bluestone et al (2013) contends that instructor moreover preparing projects allow educators to be far more ready to deal with troublesome understudies, to build up an extraordinary comprehension of various learning styles; to upgrade students' confidence and in this way their craving for uplifting feedback; and to turn out to be progressively inventive, innovative and invigorating in their introduction. In this manner, the viability of any instructor preparing projects ought to reflect in any event two potential. One reason that are associated with the low nature of educator instruction is deficient projects that get ready and create instructors (Kita & Tilya, 2010). Educators are not well arranged and not well created (Mmari 2001). Therefore, educating and teaching in the educational programme is professed to have low standard and ruled through repetition teaching techniques (Burgess, Connor, Galloway, Morrison & Newton, 2013).

Transient INSET programs or CPD comprising of limit developing programs for the most part learning institutions supported by TRC, is planned for enhancing the expert also study hall routine with regards to School Teachers. In administration projects have been utilized to update the educators' ability, sharpen and preparing instructors execute new mediations of the Education model, for example, the PRP. In spite of the intercessions, the inability to actualize the instructive changes in wholesome, absence of thorough educational plan survey at instructor preparing, inadequate in administration preparing and the idea of the preparation activities which are being delivered bargain the nature of educator training sessions, absence of instructor ability and polished methodology. In the school setting the nature of training problems is indicated by declining academic performance.

There's accord among the instructors and specialists that the nature of training gave is reflected to the nature of educators and use of the essential educating and learning offices. The nature of instructors in addition to other things depends on preparing

projects and time employed to prepare educators. In this way the points and targets of moreover educator preparing stress standard (O'Malley, Perdue & Petracca, 2013). Specifically, instructor training needs to hone the information of topic content, upgrade academic aptitudes, and further enhance the dominance of all instructive establishments learning of their present and other experts (Moalosi, 2016). In order to solve the worries regarding the nature of instruction the education stakeholders have left on enhancing the educators proficient capability and ability simultaneously improve showing learning condition through arrangement of school learning and teaching tools/hardware and recovery of institute foundation (Ho, Nakamori & Ho, 2014). The Ministry has given educator proficient improvement via periodic training gave via instructors' preparation universities and periodic training via learning institutions own activities.

The present instructors should be skilled to attain the necessities of improving study hall activities. As specialists of progress, instructors can advance standard training and enhanced understudies' exhibition. Furnishing instructors with vital training skills may add to compelling execution of training changes. Obanya (2010) contends that educators require open doors for consistent personal development; both profession long and vocation wide open doors that will empower them to procure abilities, learning and strategies required for quality yield when releasing their obligations. Sanyal (2013) noticed that a viable instructor must be created by quality expert arrangement coming about because of value vocation long proficient advancement.

Top quality going to the heart of education and learning influences what trainees learn, exactly how they can find out and also what benefits they draw from their education and learning. UNICEF (2000), determined the 5 measurements of quality in education as top quality: students, setting, material, processes and also outcomes. Processes whereby experienced educators make use of child-centered mentor methods in well-managed class as well as schools and also proficient evaluation to assist in learning and also minimize disparities. Outcomes are those which incorporate understanding, skills and also attitudes, as well as are connected to national goals for education and learning as well as positive engagement in society.

Quality training is one that fulfills fundamental adapting requirement that enhances the ability of students and the general understanding of learning. Proof through the previous years has demonstrated that endeavors to grow enlistment should be joined by endeavors to upgrade instructive standard if kids that are pulled in to class, remain here to accomplish significant learning results (Altun, 2011). The appraisals of learning accomplishments in certain nations have demonstrated that a sizeable level of nations are getting just a small amount of the information and abilities they are required to ace (UNESCO, 2005). What understudies are intended to learn has frequently not been obviously characterized, very much instructed or precisely surveyed. The quantity of prepared educators in the government funded learning places has been found to be on decrease hindering nature of training.

Trainings are viewed as perplexing framework installed in politics, social and financial setting, that building up a localized comprehension of value ways including significant partners who frequently hold various perspectives and implications of instructive standard (Fejes, 2011). An extended meaning of value created to the attractive attributes of learners (solid, persuaded understudies), forms (Competent instructors

utilizing dynamic instructional methods), content (significant educational programs) and frameworks (great administration and evenhanded asset distribution).

### **Pedagogical Skills and Provision of Quality Education**

Pedagogical educational content expertise is a significant determiner of teaching technique and is vital to teachers' curriculum decision-making at the class level (Jones & Moreland, 2015). It is argued that pedagogical web content understanding is a major determiner of training practice as well as is critical to educators' curriculum decision-making at the class level. Pedagogical skill of the educator is an effective force in driving the arrangement of high quality education (Amusan, 2016). Pedagogy is when the instructor picks approaches to match pupils' requirements. Efficient instructors show a vast array of skills and abilities that lead to developing a great knowing setting. Knowledge of content should be balanced with a strong grounding in efficient teaching techniques (Hakim, 2015).

Teachers need to use a wide array of training methods, experiences, projects, and products to guarantee that learners are attaining all kind of cognitive objectives. In agreement with Tamil (2011), top quality teachers would certainly have the following: web content understanding, which is the teachers' web content history in the subject they teach, as well as pedagogical skills, which welcome the principles and also techniques of class monitoring and also organization. Content pedagogy refers to the instructional (training) skills instructors utilize to pass on the specialized knowledge/content of their subject areas (Mirzagitova & Akhmetov, 2015). Instructional development highlights lots of attributes that identify skilled teachers, which include extensive pedagogical content understanding, better problem fixing approaches, better adjustment for diverse students, much better decision making, much better perception of classroom events, higher sensitivity to context, and also higher regard for pupils. The Instructional skills training advertise teachers to associate with sensible training and also support their abilities to use contemporary and also active learning techniques as well as be reflective professionals in education and learning (Negassa & Engdasew, 2017). It provides educators with a sensible training to sustain their growth as reliable instructors as well as reflective specialists with boosted professional standing, be able to model active knowing and constant evaluation, handle modification as well as make a distinction in the education system.

Quality pedagogical process builds on the ideas that care, learning and nurturing from a systematic whole, which every student well-being and engagement are requirements for knowing (Hakim, 2015). While acknowledging that finding out happens in various methods and also in varied circumstances, the utmost objective of the pedagogical procedure is to establish high however attainable assumptions for each and every kid, and also to advertise interest, exploration, vital reasoning, and cooperation, to make sure that every youngster develops the skills and personalities for lifelong discovering (Malott, 2010). The approaches teachers make use of to advertise learning should reflect autonomous values, cognitive advancement and academic success need to be integrated with social development. Methods must establish the skills students require to end up being responsible members of culture, such as a sense of empathy as well as concern for others and also openness as well as regard for variety (Dames, 2012). Educators

needs to supply students with chances to develop, express, and validate their point of views, along with to choose and smart choices and also to get to agreement. The educator is accountable for making the decisions as well as selections about which teaching techniques offer the most effective support for each and every kid to be effective as a student and also to attain results defined by national needs and personal growth objectives (Jalbani, 2014).

Lots of researches concerning educator effectiveness focus on the relevance of instructor subject understanding as well as pedagogical understanding (Mirzagitova & Akhmetov, 2015; Nadu (2011; Mshila, 2013). Much more just recently there has actually been raised attention to the difference in between abstract material knowledge and also instructional web content understanding in addition to a boosting acknowledgment of the significance of developmental communications in the class to boost trainee knowing experience (Jones & Moreland, 2015). Pedagogical content understanding is an intricate blending of rearing and subject content and consists of facets connected to an understanding of what is to be taught, found out and evaluated, an understanding of how students find out, an understanding of means to assist in reliable knowing, as well as an understanding of just how to blend web content and rearing to arrange certain topics for students (Jones & Moreland, 2015).

### **3. Empirical Results**

Every learning system has to have certified teachers as a portion of the components essential in the provision of top quality academic solutions to students. However, the provision of quality education in elementary schools remains a problem. It is expected that at the second and third grade, pupils should be able to read and write, perform basic numerical math and actively engaging in talent related co-curricular activities.

Pedagogical development among learners is important to the success of any type of organization as the smooth as well as efficient running of the institutions relies on how well employees are geared up with pertinent skills to perform their tasks. A teacher just like any other worker is periodically developed with in-service training. With the arising, fads in education where the quality of education and learning has become increasingly crucial, instructors need to keep abreast with the adjustments in teaching techniques and also educational program.

Pedagogical skills are geared in the direction of boosting educator skills in lesson distribution and also assistance in attending to perennial inadequate performance of students. Educators have intricate duty as well as have even more demands on them. As a result they need brand-new understanding, abilities and mindsets. It is likewise the idea of many educators that pre-service training of educators is not enough to prepare educators forever and so stipulation of in service training is crucial. It was on this basis that in-service training is established as an important part of proceeding educator education and learning and will also take care of all inadequacies. Quality of education depends on the training of the teachers. In-service education and learning guarantees that instructors are kept up to day and also appropriately empowered to use top quality instructional delivery. The pre-service training, might not flawlessly prepare them for effective job efficiency.

#### 4. Conclusions

Based on the findings the study concluded that teachers' pedagogical skills influence standard of academic provision in schools. Educational substance information is a significant determiner of showing practice and is key to instructors' educational plan basic leadership at the study hall level. Pedagogical skills assist teachers in planning and assessing lesson plans, grade books, attendance tracking, unit tests, progress reports, and report cards. Teachers need to present a more effective instructional methodology that equips learners with knowledge and skills by stimulating creativity.

#### 5. Recommendations

It was found that tutors' pedagogical abilities influence the provision of quality education. The study recommends carefully designed curriculum to sharpen teachers' pedagogical skills. This is the work for the education stakeholders and colleges offering teaching profession.

Pedagogical skills enhance quality of education. The study recommends that educational experts support schools in implementing school instructional methodologies through tutorials, simulations and educational games. Students learn and perform better when they are taught with instructional materials since employing instructional materials enable learners to view, feel, listen and touch the material during teaching arousing the learner' attention and interest on the process of teaching and learning. Instructional management aims at facilitating mode of teaching and learning activities by emphasizing on the techniques of instilling excellence in quality of instruction.

#### References

- Amrane-Cooper, L., & Gobalek, C. (2011). Trainee teachers' perceptions of the Nature of Science and implications for pre-service teacher training in England. *Research in secondary teacher education, 1*(2), 9-13.
- Amusan, M. A. (2016). Cultivating Effective Pedagogical Skills in In-Service Teachers: The Role of Some Teacher Variables. *Journal of the International Society for Teacher Education, 20*(1), 83-89.
- Anh, V. T. K. (2017). Evaluating the implementation of action research course in an in-service teacher training program in Vietnam. *Journal of Nusantara Studies (JONUS), 2*(2), 88-97.
- Bluestone, J., Johnson, P., Fullerton, J., Carr, C., Alderman, J., & BonTempo, J. (2013). Effective in-service training design and delivery: evidence from an integrative literature review. *Human resources for health, 11*(1), 51.
- Burgess, R. G., Connor, J., Galloway, S., Morrison, M., & Newton, M. (2013). *Implementing In-service education and training*. Routledge.
- Connelly, L. M. (2014). Ethical considerations in research studies. *Medsurg Nursing, 23*(1), 54-56.

- Cooke, M., van Eps, M. A., Creedy, D. K., & Walker, R. (2006). Mentor evaluation of a year-long mentorship program: A quality improvement initiative. *Collegian, 13*(2), 26-30.
- Dames, G. E. (2012). Enhancing of teaching and learning through constructive alignment. *Acta Theologica, 32*(2), 35-63
- Fejes, A. (2011). Confession, in-service training and reflective practices. *British Educational Research Journal, 37*(5), 797-812.
- Feng, L. (2005). *Hire today, gone tomorrow: The determinants of attrition among public school teachers*. 288 Bellamy Building, Florida State University, Tallahassee, FL 32306-2180.
- Fish, D. (2013). *Quality mentoring for student teachers: A principled approach to practice*. David Fulton Publishers.
- Greenaway, H. (1971). *Training of university teachers: a survey of its provision in universities in the United Kingdom*. Society for Research into Higher Education Limited.
- Hakim, A. (2015). Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. *The International Journal of Engineering and Science, 4*(2), 1-12.
- Heyneman, S. (1983). Improving the quality of education in developing countries. *Finance and development, 20*(1), 18.
- Ho, T. V., Nakamori, Y., & Ho, B. T. (2014). Study on a model for teacher professional development in Vietnam based on knowledge management. In *Proceedings of the 57th Annual Meeting of the ISSS-2013 HaiPhong, Vietnam* (Vol. 1, No. 1).
- Hudson\*, P. (2004). Specific mentoring: A theory and model for developing primary science teaching practices. *European journal of teacher education, 27*(2), 139-146.
- Jalbani, L. N. (2015). *The impact of effective teaching strategies on the students' academic performance and learning outcome: A literature review*. GRIN Verlag.
- Karagiorgi, Y., & Symeou, L. (2007). Teachers' in-service training needs in Cyprus. *European journal of teacher education, 30*(2), 175-194.
- Levin, H., & Lockheed, M. E. (Eds.). (2012). *Effective Schools in Developing Countries (RLE Edu A)* (Vol. 8). Routledge.
- Malott, C. (2010). *Policy and research in education: A critical pedagogy for educational leadership* (Vol. 4). Peter Lang.

- Mertler, C. A. (2016). *Action research: Improving schools and empowering educators*. Sage Publications.
- Mirzagitova, A. L., & Akhmetov, L. G. (2015). Self-development of pedagogical competence of future teacher. *International Education Studies*, 8(3), 114-123
- Moalosi, W., T., S. (2016). Teacher Education and Teacher Efficacy do they Match in Botswana Colleges of Education?, *International Journal of Scientific Research in Education*, 9(1), 21-28.
- Negassa, T., & Engdasew, Z. (2017). The Impacts and Challenges of Pedagogical Skills Improvement Program at Adama Science and Technology University. *International Journal of Instruction*, 10(4), 19-38.
- Nguyen, H. T. M., & Hall, C. (2017). Changing Views of Teachers and Teaching in Vietnam. *Teaching Education*, 28(3), 244-256.
- O'Malley, G., Perdue, T., & Petracca, F. (2013). A framework for outcome-level evaluation of in-service training of health care workers. *Human resources for health*, 11(1), 50.
- OECD (2017), 'Hungary', in *Education at a Glance 2017: OECD Indicators*. DOI: <https://doi.org/10.1787/eag-2017-50-en>
- Peck, D. (2004). *Careers services: History, policy and practice in the United Kingdom*. Routledge.
- Penuel, W. R., Riel, M., Krause, A. E., & Frank, K. A. (2009). Analyzing Teachers' Professional Interactions in a School as Social Capital: A Social Network Approach. *Teachers college record*, 111(1), 124-163.
- Stone, C., & Dahir, C. A. (2015). *The transformed school counselor*. Nelson Education.
- Tho, N. D., & Trang, N. T. M. (2015). Can knowledge be transferred from business schools to business organizations through in-service training students? SEM and fsQCA findings. *Journal of Business Research*, 68(6), 1332-1340.
- Van Eps, M. A., Cooke, M., Creedy, D. K., & Walker, R. (2006). Student evaluations of a year-long mentorship program: A quality improvement initiative. *Nurse Education Today*, 26(6), 519-524.
- Yopp, H. K. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly*.
- Youens, B., & Bailey, M. (2004). The Impact of Quality Assurance on Mentor Training in Initial Teacher Education Partnerships: A UK Perspective. *Canadian Journal of educational administration and policy*.