


FACTORS AFFECTING TEACHERS QUALITY IN HIGHER VOCATIONAL COLLEGES IN  
MAOMING CITY, CHINA

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p>Received 01 May 2023</p> <p>Accepted 27 July 2023</p>	<p><b>Purpose:</b> For learning environments like schools and colleges, predicting students' success is one of the most important issues since it aids in the creation of practical systems that, among other things, promote academic achievement and prevent dropout.</p>
<p><b>Keywords:</b></p> <p>Teacher Quality; Classroom Management; Teacher Qualification; Students' Performance.</p>	<p><b>Theoretical framework:</b> A rigorous analysis and processing of this data might provide us with knowledge about the students' knowledge and how it relates to academic assignments. In this study, classroom management, teacher qualification and in-service training with the effect so mediating variable of teacher quality have been used to measure students' performance.</p> <p><b>Design/methodology/approach:</b> 364 respondents have been participated by using questionnaire are data collection methods and the data are analyses by using SMART-PLS.</p>
	<p><b>Findings:</b> The findings of the study revealed that the classroom management on students' performance in-service training, and teacher qualification have significant relationship with teacher quality. The strength and the relationships of the variables might be re-examined by future researchers, including adding more variables from strategic, organizational, and environmental dimensions to determine the accuracy of the model.</p> <p><b>Research, Practical &amp; Social implications:</b> This study contributes to the existing body of knowledge in understanding the school quality management as this is the first study with the set of such variables. In other words, this study attempts to increase the understanding of the relationship between school quality management strategies on students' performance.</p> <p><b>Originality/value:</b> Education authorities should encourage all teachers to develop themselves through regular participation in seminars and conferences organized in their field of expertise in order to update their knowledge and acquire relevant teaching skills to help them impart appropriate knowledge to their students. In addition, the education department should provide schools with basic teaching equipment to make the teaching and learning process easier in schools.</p> <p>Doi: <a href="https://doi.org/10.26668/businessreview/2023.v8i8.2994">https://doi.org/10.26668/businessreview/2023.v8i8.2994</a></p>

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## FATORES QUE AFETAM A QUALIDADE DOS PROFESSORES EM FACULDADES PROFISSIONAIS SUPERIORES NA CIDADE DE MAOMING, CHINA

### RESUMO

**Propósito:** Para ambientes de aprendizagem como escolas e faculdades, prever o sucesso dos alunos é uma das questões mais importantes, uma vez que auxilia na criação de sistemas práticos que, entre outras coisas, promovem o desempenho acadêmico e evitam o abandono.

**Estrutura teórica:** Uma análise e processamento rigorosos desses dados podem nos fornecer conhecimento sobre o conhecimento dos alunos e como ele se relaciona com as atribuições acadêmicas. Neste estudo, a gestão de sala de aula, a qualificação de professores e o treinamento em serviço com o efeito de mediação variável da qualidade do professor têm sido usados para medir o desempenho dos alunos.

**Design/metodologia/abordagem:** 364 entrevistados participaram usando questionário são métodos de coleta de dados e os dados são analisados usando SMART-PLS.

**Constatações:** As conclusões do estudo revelaram que a gestão da sala de aula sobre o desempenho dos alunos no treinamento em serviço e a qualificação do professor têm relação significativa com a qualidade do professor. A força e as relações das variáveis podem ser reexaminadas por pesquisadores futuros, incluindo a adição de mais variáveis de dimensões estratégicas, organizacionais e ambientais para determinar a precisão do modelo.

**Investigação, implicações práticas e sociais:** Este estudo contribui para o corpo de conhecimento existente na compreensão da gestão da qualidade escolar, uma vez que este é o primeiro estudo com o conjunto de tais variáveis. Em outras palavras, este estudo tenta aumentar a compreensão da relação entre as estratégias de gestão da qualidade escolar no desempenho dos alunos.

**Originalidade/valor:** as autoridades educativas devem incentivar todos os professores a desenvolverem-se através da participação regular em seminários e conferências organizados no seu domínio de especialização, a fim de atualizarem os seus conhecimentos e adquirirem competências pedagógicas relevantes para os ajudar a transmitir conhecimentos adequados aos seus alunos. Além disso, o departamento de educação deve fornecer às escolas equipamentos básicos de ensino para facilitar o processo de ensino e aprendizagem nas escolas.

**Palavras-chave:** Qualidade do Professor, Gerenciamento de Sala de Aula, Qualificação de Professores, Desempenho dos Alunos.

## FACTORES QUE AFECTAN LA CALIDAD DE LOS PROFESORES EN LAS UNIVERSIDADES PROFESIONALES SUPERIORES DE LA CIUDAD DE MAOMING (CHINA)

### RESUMEN

**Propósito:** Para ambientes de aprendizaje como escuelas y colegios, predecir el éxito de los estudiantes es uno de los temas más importantes ya que ayuda en la creación de sistemas prácticos que, entre otras cosas, promueven el rendimiento académico y previenen la deserción escolar.

**Marco teórico:** Un análisis y procesamiento riguroso de estos datos podría proporcionarnos conocimientos sobre el conocimiento de los estudiantes y cómo se relaciona con las tareas académicas. En este estudio se ha utilizado la gestión del aula, la cualificación docente y la formación en el servicio, con el efecto de mediar variables de calidad docente, para medir el desempeño de los estudiantes.

**Diseño/metodología/enfoque:** 364 encuestados han participado mediante el uso de métodos de recolección de datos y los datos son analizados mediante el uso de SMART-PLS.

**Hallazgos:** Los hallazgos del estudio revelaron que la gestión del aula sobre el desempeño de los estudiantes en la formación en el servicio, y la calificación del profesor tienen una relación significativa con la calidad del profesor. La fortaleza y las relaciones de las variables podrían ser reexaminadas por futuros investigadores, incluyendo la adición de más variables de dimensiones estratégicas, organizacionales y ambientales para determinar la precisión del modelo.

**Investigación, implicaciones prácticas y sociales:** Este estudio contribuye al conocimiento existente en la comprensión de la gestión de la calidad escolar, ya que es el primer estudio con el conjunto de dichas variables. En otras palabras, este estudio pretende incrementar la comprensión de la relación entre las estrategias de gestión de la calidad escolar y el desempeño de los estudiantes.

**Originalidad/valor:** Las autoridades educativas deben animar a todos los profesores a desarrollarse mediante la participación regular en seminarios y conferencias organizados en su campo de especialización con el fin de actualizar sus conocimientos y adquirir las habilidades docentes pertinentes para ayudarles a impartir conocimientos adecuados a sus estudiantes. Además, el departamento de educación debería proporcionar a las escuelas equipo básico de enseñanza para facilitar el proceso de enseñanza y aprendizaje en las escuelas.

**Palabras clave:** Calidad del Profesor, la Gestión del Aula, Cualificación del Profesorado, el Desempeño de los Estudiantes.

## INTRODUCTION

Quality management challenges have been firmly on the agenda of higher education institutions in various nations and cultures for quite some time (Patmawati et. al., 2023; Yusuf, 2023; Becket & Brookes, 2008). Quality management has extended to several nations around the globe. There is a growing body of research on many aspects of quality management, with an emphasis on its effects or consequences (Seyfried and Pohlenz, 2018; Leiber, 2018; Makhoul, 2019). It also relates to certain practises (Seyfried and Reith, 2020). The International Organization for Standardization (ISO) quality management system is the standardization ISO's exhaustive summarization of the world's quality management experience and its extremely condensed basic standards for quality management. Quality management is a management system that includes all actions and duties necessary to plan, attain, and maintain a target level of quality (ISO, 2015). When it comes to quality education, the quality of higher education is one of the most serious challenges in both developed and developing nations, and it has been a hot topic for over three decades (Gupta, Pandey & Naagar, 2023; Mrabet, 2023). Quality is a crucial determinant of the social importance of education, which includes the economic, social, cognitive, and cultural dimensions of education and may be seen as an integrated part of the result of educational activities. It encompasses all essential roles and areas of operation, including staff quality, instructional programmes, student training, and infrastructure of higher education institutions (Agusniati, 2023; Jamoliddinovich, 2022).

Possessing complete certification and professional degrees in the teaching sector, as well as having continuing assistance via strategic professional development, are all quality criteria for instructors. This further underlines the need of recognizing pedagogical knowledge and pedagogical tendencies for excellent teaching and bolsters the necessity to identify the most crucial aspects of teacher quality in our interconnected world (Thaariq & Kuswandi, 2023). Melissa, Barnes, and Russell (2020) suggested measuring teacher quality by gate-keeping when selecting a teacher in order to improve student performance, whereas Yao et al. (2023) focused on four types of teacher quality indicators, namely, teacher qualification, teacher characteristics, teacher practice, and teacher effectiveness, which are the most influential factors on student performance. To increase the quality of teacher training, there is a need for an international emphasis on practical approaches and relevance, application of teacher

preparation programmes (Yao et. al., 2023; Afriadi, Tola & Triana, 2023). Today's civilization requires not just academic research skill, but also theoretical and practical technological ability (Xue et. al., 2023). Being an integral component of China's higher education, higher vocational education plays a crucial role in the preparation of technical employees. It not only improves China's educational framework, but also indirectly contributes to the country's economic growth. With the expansion of the economy, the need for technical abilities in all spheres of life is constantly growing, hence raising the demand for higher vocational graduates and the quality standards for students in higher vocational institutions (Rinne et. al., 2023; Rodriguez, Nguyen & Springer, 2023; Porres & Correa, 2023). Therefore, the purpose of this study is to identify strategies to improve student performance by school administrators utilizing quality management theory on teacher quality management, such as improving teachers' classroom management skills, recruiting teachers with master's or doctoral degrees, and enhancing teachers' professional recognition through in-service training.

## LITERATURE REVIEW

### Teacher Quality

Teachers are the primary agents of information transmission, and they also play a strategic role in the teaching and learning process. If there are no qualified educators, education will be paralysed and ineffectual (Porres & Correa, 2023; Yuniarti, 2014). Important to vocational education was the qualifications of the instructors (Indrayogi & Sofyan, 2023). Instructors are an essential component of the quality of higher vocational institutions and personnel training. Only superior instructors can grow superior pupils and administer superior education (Divine-Welekwe, Etim & Pekene, 2023; Zhou, 2022). Teacher quality, also known as teacher professional quality, refers to the traits or circumstances necessary for educational activities to be effective. Particularly, teacher quality is defined as the total of the inherent features or attributes of teachers, which is geared to satisfy the demands of stakeholders and represents the degree to which those needs are met (Zhao & Wang, 2014). The factors used to evaluate teacher quality are quite complicated, and each student has his or her own criteria and standards. The substance of teacher quality, according to some researchers, comprises living quality, knowledge quality, teaching art quality, connection quality, and job quality (Rodriguez, Nguyen & Springer, 2023). In general, researchers and policymakers turned to two areas to describe teacher quality: (a) teacher input, including teacher traits, professional training, and licensure; and (b) classroom effectiveness, which is often assessed by students' success on

standardised exams (Heck, 2007). In addition, Taylor (1962) reviewed and evaluated 1,379 essays on "an excellent teacher" and "a dreadful teacher," and his results suggested that students' ideas of "a good teacher" were mostly associated with teaching skills (40%) and personal characteristics (25%). Vollmer and Creek (1988) employed the Student Perception Instrument, or SPI, to evaluate the effectiveness of instructors on two dimensions: classroom behaviour skills and interpersonal skills, which seem to correspond with teacher characteristics. According to Thomas and Montomery (1998), there are four components of good teaching: caring, understanding, enjoyment, and love, all of which are linked to the instructor's personality. According to Stricand (1998), "bad teachers" were educators who lacked enough subject matter knowledge and were incapable of maintaining proper classroom control. It was evident from the examination of the literature that a number of researchers had conducted studies on in-service training and how to organise it. It is crucial for instructors to participate in in-service training to enhance their quality (Peppetti, 2023). Unfortunately, there is a paucity of literature on school quality management in teacher training programmes and innovations, so as to contribute to the performance of students. In addition, there are few research researching how to deliver effective teacher training programmes and how this impacts teacher quality. Clearly, there is a research void for future investigations.

### **Classroom Management**

Study on the link between classroom management and teacher quality is emphasised in the research area, and educational institutions' classroom techniques are the subject of intense academic debate (Elassy, 2023). It is not sufficient to assess a teacher's ability to keep pupils calm and on task when evaluating classroom management. This involves evaluating teacher-student interactions, classroom organisation and planning, student participation, discipline, instructor style, and teacher objectives, and then assisting the teacher in enhancing classroom management abilities (Yonas, Rupia & Onyango, 2023; Klitgaard, 1987). Lisliana, Fitria, and Rohana (2020) discussed the adoption of classroom monitoring at Yassin Madrasa's Aliya Nejeri Class and its effect on teacher performance. The findings revealed that classroom supervision included scheduling the time for classroom supervision, creating a plan for the materials required for supervision implementation, and supervising each element in class. Lastly, provide a report on the supervision implementation and subsequent improvement ideas. Teachers are positively affected by the deployment of classroom monitoring. Hoque, Kenayathullah, Subramaniam, and Islam (2020) did a research in Kuala Lumpur, Malaysia



secondary schools to examine the association between supervision and teacher performance and attitudes. This research selected respondents using a basic random selection procedure, comprising 200 instructors and 50 supervisors. Overall, there was no correlation between supervisory practises and teacher performance and attitudes. Nonetheless, a strong positive link existed between instructional supervision, teacher performance, and teacher attitude. The findings of this research will assist policymakers, school administrators, and principals in selecting the most effective supervision strategies to improve teacher performance. From the empirical review, it can be concluded that there have been studies on the link between teacher behaviour monitoring and teacher performance; classroom management tactics and teacher quality (Ke & Wang, 2023; Kwok, 2023; Potter, 2023). There is minimal empirical research on the various metrics used by administrators to enhance the teacher's growth as a classroom manager; hence, there is a need for this study.

### **Teacher Qualification**

Kudiyarovich (2021) elaborated on the aspects that influenced the teaching impact in the teacher qualification upgrading system. In addition, the impact of the efficacy and quality of teacher training, as well as the degree of professional competence among instructors, were addressed in the research. Awuor (2021) conducted study to determine the impact of teacher certification and teacher quality on the quality of mathematics instruction. The study sample consisted of 70 instructors and 6 SQASO. The findings revealed considerable disparities in teacher credentials, with those with a master's degree doing the best. The results may be useful for policymakers, teachers, administrators, and SQASO in determining how credentials impact the quality of secondary school mathematics education. Teachers holding a master's degree in mathematics education were suggested as INSET instructors. The objective of Yusufu, Utulu, and Achor's 2021 study was to examine the characteristics of teachers in Kogi East Education District, Kogi State, Nigeria. It was discovered that the degrees and years of experience of middle school social science instructors in both public and private institutions greatly contributed to their professional competency. The Committee advised that the National Ministry of Education exclusively hire instructors with professional credentials and certifications to instruct social studies. This helps dispel the misconception that anybody can become a teacher of social studies and encouraged the training and certification of social studies instructors. Oppermann, Hummel, and Anders (2021) examined the association between scientific literacy, scientific self-efficacy, and the frequency of scientific activity among 348

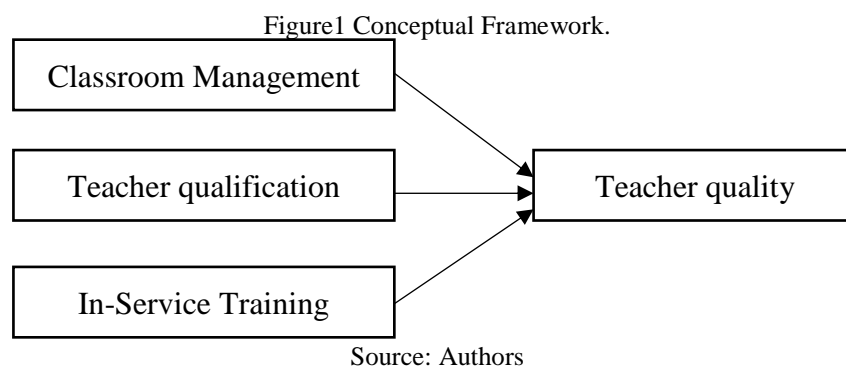
German preschool instructors. The findings of the structural equation model indicated that teachers' views in their scientific self-efficacy mediated the relationship between professional development and science practise. These findings demonstrate the significance of teacher scientific credentials and self-efficacy views to science instruction. Few studies have particularly explored the relationship between the tactics of principal qualification training programmes and teacher quality, as shown by the aforementioned literature review. Consequently, by examining the link between school leaders' management of teacher qualifications and teacher quality, our study fills significant gaps in the current research literature. Future study will investigate how the teacher certification will increase teacher quality, as well as teacher professional development and instructional practises.

### **In-Service Training**

In several nations, public schools depend on professional development programmes to enhance instruction (Ghadermarzi, et. al., 2023). Hassel (1999) determined that professional development in government schools was a procedure for teachers to increase their skills and competence, and as a consequence, good student achievement was required in return. Cochran (2004) noted that not all teachers were well prepared for the demanding profession of teaching, and that teacher professional development activities play a crucial role in enhancing teacher quality. Lumpe (2014) views professional development as an essential method for enhancing teacher quality and a crucial component for enhancing student achievement. In order to validate the influence of teacher development programmes on teacher quality following in-service training, a number of study examined their interrelationships. Akudo (2022) sought to determine the degree to which secondary school teachers in Anambra State engaged in regular in-service training sessions to enhance their job efficiency. This research demonstrated that teachers' involvement in several courses of ongoing in-service training increased their output somewhat. The research recommended that high school principals organise seminars, workshops, counselling sessions, and commissions in order to increase the work efficiency of schools. This research demonstrated that teachers' involvement in several courses of ongoing in-service training increased their output somewhat. The research recommended that high school principals organise seminars, workshops, counselling sessions, and commissions in order to increase the work efficiency of schools. After receiving specialised training in the cooperative teaching technique, instructors significantly improved their application of various cooperation components, including social skills, assessment, reflection, interdependence,

interaction, and mentoring. The findings demonstrated that training tailored to the requirements and backgrounds of participants aided the transition to university teaching. In-service training does impact teacher quality and performance in teaching practises, professional skills, knowledge, and experience, as determined by a study of the relevant research. In actuality, the majority of investigations just examined whether in-service training affects teacher quality, without addressing how to manage in-service training to increase teacher quality.

### Conceptual Framework



### Hypothesis

H1: There have a significant relationship between classroom management with teacher quality

H2: There have a significant relationship between teacher qualification with teacher quality

H3: There have a significant relationship between in-service training with teacher quality

### Research Methodology

The study will be conducted in Maoming city, China and the data are collected by using questionnaire. The questionnaire consisted two part where Part A focusing on demographic profile and Part B consisted all the questions related to all the variable used in this study. Each construct is measured by using 5-point likert type scale (5 = strongly agree and 1 = strongly disagree). 364 questionnaires with a complete answer manage to be collected for this study. All data will be analysed to determine the extent to which the quality management on improving teacher quality, thus improving students' performance. A multivariate analysis will be used in the research to examine the statistical crucial correlations between the variables and invariable.



## FINDING

Majority of the respondent is male with the score 54.03% (197) followed by female with the score 45.97% (167). In term of age, majority of the respondent are belong to the age range between 40-50 years old with the score 33.87%, followed by age range from 30-40 years old with the score 30.65% (111), 50-60 years old with the score 27.42% (99) and age range from 20-30 years old with the score 8.06% (31). For position in the university, majority of the respondent holding a position as assistant professor with the score 40.32% (146), followed by Associate Profesor with the score 31.45% (115), assistant lecturer with the score 13.71% (50), lecturer with the score 12.90% (47) and finally professor with the score 1.61% (6). Majority of the respondent come from Maoming Vocational and Technical College with the score 41.13% (150) followed by Guangdong Maoming Health Vocational College with the score 22.58% (82), Guangdong Maoming Vocational College of Agriculture and Forestry Science and Technology with the score 21.77% (79) and Guangdong Maoming Preschool Teachers College with the score 14.52% (53).

Table 1: Measurement model parameter estimation.

	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>
<b>CLASSROOM MANAGEMENT</b>	0.947	0.950	0.960	0.826
<b>IN-SERVICE TRAINING</b>	0.957	0.959	0.967	0.852
<b>TEACHER QUALIFICATION</b>	0.963	0.964	0.971	0.870
<b>TEACHER QUALITY</b>	0.957	0.957	0.966	0.852

Source: Authors

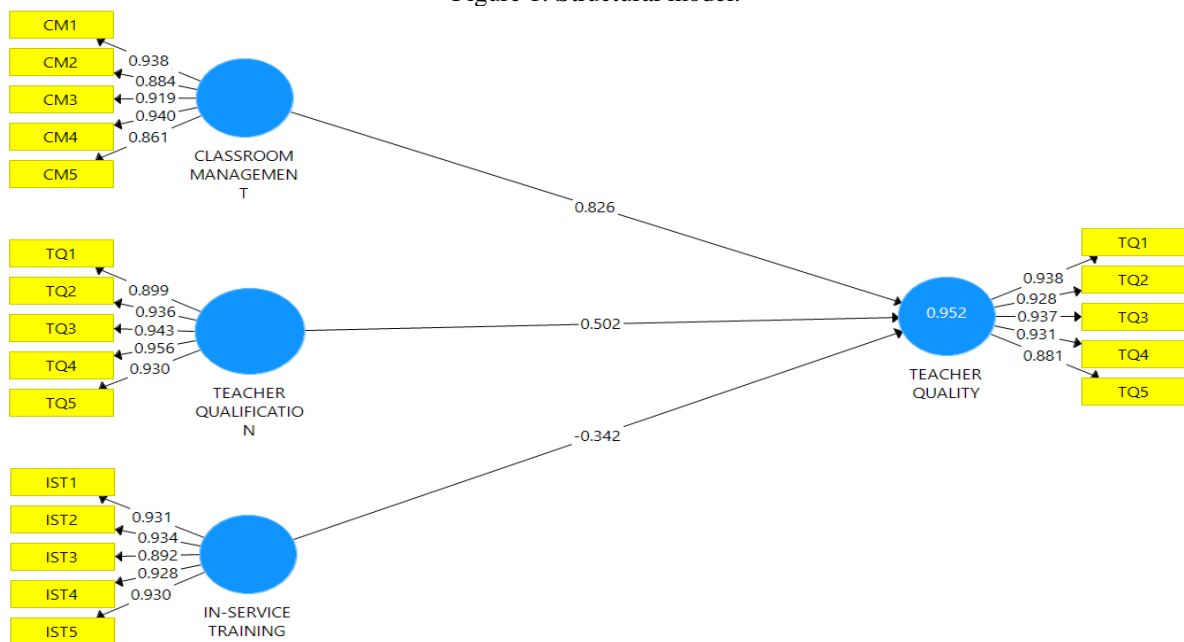
Scale instruments' uniformity has an impact on their dependability. The measuring indicators include internal consistency and individual item dependability. Factor loading is used to assess the reliability of each individual item. Internal consistency is assessed using Cronbach's alpha and latent variable composition reliability (CR). The proposed figure need to be more than 0.7. Convergent and discriminant validity are measurement indicators that relate to the correctness of the scale instrument. Convergent validity's main goals are to determine the average variance extraction and to look at the connection between items on the same dimension (AVE). It must be more than 0.5 for the proposed value. The discriminant validity assesses the link between items with various features using the square root of AVE's value as a test. If the square root of the diagonal AVE is greater than either the horizontal or vertical column's correlation coefficient, this suggests discriminative validity. Table 1 shows that all Cronbach's alpha and CR values are more than 0.7, indicating strong internal consistency and dependability. The AVE value for each dimension is more than 0.5, demonstrating sufficient

convergence validity. When the Cronbach's alpha and composite reliability (CR) of each construct reach the threshold values of 0.60 and 0.70, respectively, the internal consistency dependability of a measurement model is judged satisfactory. Table 1 displays the Cronbach Alpha results for this research, which range from 0.947 to 0.963. According to Table 1, the composite dependability (CR) ranges from 0.960 to 0.971. As a result, every Cronbach Alpha and CR value exceeds the suggested top limit of 0.7. According to the present study's AVE results, every variable ranges from 0.826 to 0.870 and is more than 0.5. As a result, we may conclude that the analysed constructs are sufficiently reliable and internally consistent.

### Structural Model Assessment

In this section, it will share the model fit analysis by using discriminant validity and HTMT score.

Figure 1: Structural model.



Source: Authors

Table 2: Fornell and Lacker (1981) criterion

	<b>CLASSROOM MANAGEMENT</b>	<b>IN-SERVICE TRAINING</b>	<b>TEACHER QUALIFICATION</b>	<b>TEACHER QUALITY</b>
<b>CLASSROOM MANAGEMENT</b>	<b>0.809</b>			
<b>IN-SERVICE TRAINING</b>	0.893	<b>0.823</b>		
<b>TEACHER QUALIFICATION</b>	0.879	0.943	<b>0.833</b>	
<b>TEACHER QUALITY</b>	0.962	0.869	0.906	<b>0.823</b>

Source: Authors

The ability of a set of items to distinguish one variable from others is known as discriminant validity. Table 2 shows that none of the concept correlations exceeded.924 (Hu and Bentler, 1999). According to the present study, discriminant validity ranges from 0.809 to 0.823. It recommends that all components show solid factor loadings on their own structures. The discriminant validity of the measurement model was good overall. The "Heterotrait-Monotrait ratio (HTMT)" of correlations has to be assessed for discriminant validity, claim Henseler et al. (2015). HTMT values have to be within 0.85. The results for the current study are shown in Table 3, and all of the items with scores between 0.822 and 0.843 suggest that discriminant validity has been validated and the model is reliable for further processing.

Table 3: Heterotrait-monotrait ratio (HTMT)

	<b>CLASSROOM MANAGEMENT</b>	<b>IN-SERVICE TRAINING</b>	<b>TEACHER QUALIFICATION</b>	<b>TEACHER QUALITY</b>
<b>CLASSROOM MANAGEMENT</b>				
<b>IN-SERVICE TRAINING</b>	<b>0.839</b>			
<b>TEACHER QUALIFICATION</b>	0.920	<b>0.822</b>		
<b>TEACHER QUALITY</b>	1.010	0.907	<b>0.843</b>	

Source: Authors

Table 4: R Square

	<b>R Square</b>	<b>R Square Adjusted</b>
<b>TEACHER QUALITY</b>	0.952	0.952

Source: Authors

The square of the correlation coefficient can describe the amount of variation between two variables when a linear fit is assumed (Sanchez, 2012). Sanchez (2012) has established values for R<sup>2</sup> and the accompanying goodness of fit, which are displayed in the Table 4. Table 4 shows that the R<sup>2</sup> values for teacher quality is .952 which indicate 95.2% of the teacher quality can be explained by classroom management, teacher qualification and in-service training.

Table 5: Hypothesis Result for direct relationship

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ((O/STDEV))</b>	<b>P Values</b>
<b>CLASSROOM MANAGEMENT -&gt; TEACHER QUALITY</b>	0.826	0.818	0.055	14.960	<b>0.000</b>
<b>TEACHER QUALIFICATION-&gt; TEACHER QUALITY</b>	-0.342	-0.340	0.070	4.889	<b>0.000</b>
<b>IN-SERVICE TRAINING-&gt; TEACHER QUALITY</b>	0.502	0.508	0.051	9.937	<b>0.000</b>

Source: Authors

Direct relationship as have been reported in Table 5 reported all the relationship have as significant relationship. Hypothesis 1 proposed that There have a significant relationship between classroom management with teacher quality. The score as presented in Table 5 show score ( $\beta=0.826$ ,  $t=14.960$ ,  $p>0.005$ ) which indicate that hypothesis 1 is supported. Hypothesis 2 proposed There have a significant relationship between teacher qualification with teacher quality. As presented in Table 5, hypothesis 2 is supported with the score ( $\beta=-0.342$ ,  $t=4.889$ ,  $p>0.005$ ). Finally, Hypothesis 3 proposed There have a significant relationship between in-service training with teacher quality where the result show its supported base on the score ( $\beta=0.502$ ,  $t=9.937$ ,  $p>0.005$ ).

## DISCUSSION

Effective classroom management is not a stand-alone aspect of good teaching. Good teaching methods and classroom management techniques work together to foster high-quality instruction in the classroom and have a favourable effect on students' academic performance (Francis & Oluwatoyin, 2019 ). Effective classroom management involves more than just setting standards and enforcing uniform punishments for disruptive conduct. The five components of the teacher performance assessment process are all included in and integrated by effective classroom management: dedication to kids and their education; professional expertise; classroom instruction; leaders and the community; and ongoing professional development (Francis & Oluwatoyin, 2019 ). It takes more than that to keep the classroom in good order and maintain calm. It's crucial to establish trustworthy relationships with the students, motivate them to take an active role in their own education, and let them know a little bit about the instructor. Both instructors and children benefit from a positive classroom environment. Understanding student behaviour in class is crucial for teachers because it allows them to prepare appropriately for managing their classes and choosing the materials and techniques that will work best for their students. Due to their familiarity with the teacher's method, this will encourage the pupils to actively engage in class. They will be inspired to pay closer attention and engage more in class as a result. The teacher's quality may rise when the pupils are eager to hear what they have to say since they will feel valued. The results of this study are consistent with other studies by Elassy, (2023), Yonas, Rupia, and Onyango, (2023), and Kenayathulla, Subramaniam, and Islam (2020), all of which found that effective classroom management may improve teacher quality. In addition, when a high-quality instructor is present, effective classroom management may boost students' performance.

The courses and activities that in-service teachers participate in to advance their professional knowledge, abilities, and competency as teachers may be summed up as in-service education. Thus, it covers all types of instruction and preparation for teachers who are currently in the classroom (Osamwonyi, 2016). The requirement for enhancing teachers' job performance and passion is teacher in-service education. Teachers' professional development is hampered by a lack of in-service training, which results in a "missing gap" between the level of success required and what is really being achieved. Seminars, workshops, conferences, courses, exhibits, and other forms of in-service education are used to grow and improve people inside a company from the time of hire until retirement (Osamwonyi, 2016). All educators worldwide are urged to participate in further in-service training to hone their skills and make sure they can provide the best possible care for the pupils. The biggest drawbacks for the conventional instructor are often gap generation. By becoming proficient in a few in-service supplementary skills, a teacher will be inspired to bridge the generational divide and better grasp the needs and contemporary teaching strategies that work with kids in the millennial generation. Also, this additional in-service ability may improve instructor quality, which will improve student achievement. This study supports previous research by Ghadermarzi, et al. (2023) and Akudo (2022), both of which found that in-service training may improve teacher quality.

for teacher certification, finally. Teacher credentials, such as an undergraduate degree, a certificate status, and experience, have historically been regarded as indicators of teacher quality (Fabiano, 1999; Rowan, Chiang, & Miller, 1997). One of a teacher's primary characteristics is their teaching qualification, and as such, this qualification is crucial for successful teaching and learning. A standard certificate often indicates that a teacher has successfully finished education training in their profession and an approved undergraduate or graduate teacher education programme (Bashir, Garba & Umar, 2019). Governments and organisations are taking action to improve teacher qualifications. The qualification of pre-university teachers for 2012 was conducted in accordance with the Ministry of Education and Science of Albania No. 2 of 2012 through the personal professional development portfolio and the pertinent exams (Alimehmeti & Danglli, 2013), which is also one of the strategies used in this study. Before they become educators, it is crucial for them to possess the necessary credentials since one of their main responsibilities is to shape the next generation for the future. Before one wants to be an educator, there are a few requirements that must be met. This is to guarantee that the individual chosen to be an educator must possess a specific level of competence and capacity to be a teacher. The quality of the teaching will also depend on the

teacher's qualifications. Also, this will aid in improving student performance since teachers with higher degrees often have more to give than those with lesser degrees.

## CONCLUSION

The study's results showed that classroom management, in-service training, and teacher qualifications all have a big impact on teacher quality. Future researchers might look at the strength and relationships of the variables again. They might also add more variables from the strategic, organisational, and environmental dimensions to see how accurate the model is. This study adds to what is already known about school quality management because it is the first study to look at all of these variables together. In other words, the goal of this study is to learn more about how school quality management strategies affect how well students do in school. First, this study brings up the issue of how well students do in school and how good their teachers are. It also shows what the most important things are in this area. The qualitative study also looked at the effects of a number of other factors, such as the way teachers and students are graded, competitions for teaching skills, and teachers' ethics and teaching styles. Lastly, the results of the recent study are important for principals, leaders, school managers, and people who make policy. Those in charge of education should put a lot of thought into quality improvement plans and let faculty and staff explain the steps and activities of putting them into action. To use these findings, it is also suggested that policymakers and the government stress the importance of quality management in higher education, which is one way to improve the number of highly qualified students in vocational education. It was also suggested that the government should create training and retraining programmes for teachers so that they can update their teaching skills and learn new ways to teach to improve the teaching and learning process and, in turn, help students do better in school. Besides, education authorities should encourage all teachers to develop themselves through regular participation in seminars and conferences organised in their field of expertise in order to update their knowledge and acquire relevant teaching skills to help them impart appropriate knowledge to their students. Also, the education department should give schools basic teaching tools to make it easier for teachers and students to teach and learn in schools.

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