



Challenges Face by Secondary School Administrators While Ensuring the Quality of Teaching

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Abstract

The substantive purpose of this study was to identify the challenges school administrators encounter in maintaining teaching quality in secondary schools, with a specific focus on public institutions in Punjab. School administrators play a critical role in promoting effective teaching practices, which significantly influence students' academic performance and personal development. However, they face several barriers, including inadequate resources, difficulties in recruiting and retaining qualified teachers, and inefficiencies in evaluation systems. Adopting a constructivist paradigm and a phenomenological qualitative approach and develop instrument keeping in view challenges and National Professional Standards of Teaching Quality. This study focused the lived experiences of ten public school administrators in province Punjab using semi-structured interviews. Thematic analysis was done to identify and categorize key challenges, providing a nuanced understanding of the complexities administrators face. The findings offer actionable insights for policymakers, educators, and stakeholders to optimize resource allocation, improve teacher retention, and create effective evaluation and professional development systems. Ultimately, this research seeks to enhance teaching quality and promote equitable educational outcomes in secondary schools.

Keywords: Teaching quality, challenges, school administrators, secondary schools



Introduction

The role of school administrators in schools in relation to the quality of teaching is very important. They are tasked with supervising the implementation of the curriculum, teachers' performance and students' achievement. The secondary administrator should also uphold educational standards as well as deal with a multitude of responsibilities that are part of instructional leadership, resource management and policy implementation. They have wider responsibilities than administration and to ensure a climate conducive to effective teaching and learning. The effectiveness of the teaching has a direct effect on the students' achievement, critical thinking ability, personal development and future students' learning opportunities. Thus, school administrators' role to ensure teaching quality continues to be a key component of their duties (Darling-Hammond, 2017).

In the secondary school context, ensuring the quality of teaching is difficult due to the fact that school principals work in complex educational settings with a variety of policy demands and accountability expectations, along with limited resources. Administrators must juggle competing priorities and meet the educational goals. High-quality education is limited by a variety of factors, including teacher shortages, a lack of resources, and inadequate assessment systems. The challenges faced by teachers and students not only impact teaching effectiveness, but they also impact student outcomes, making educational leadership more challenging than ever (Hallinger & Heck, 2010).

Linkage to resources is one of the most important problems for administrators. Teaching materials, classroom facilities, technological resources and support services needed for effective teaching are often unavailable due to financial constraints (Malik et al., 2020a). Finances can be a challenge for schools, and when finances are limited, teachers do not get the support they need, which negatively affects the quality of teaching and the learning outcomes of students (Baker et al., 2016). In addition, limited finances limit opportunities for teacher professional development, and restrict teachers' ability to learn new instructional techniques and to respond to evolving education needs (Desimone & Garet, 2015).



Another issue of concern to the school administrator is teacher recruitment and retention. Many secondary schools, especially those in rural and challenging areas, often have a shortage of skilled teachers. Teacher turn-over is a problem within schools that leads to instability, continuity issues and impacts students' learning experiences (Ingersoll, 2001; Carver-Thomas & Darling-Hammond, 2017). Poorly paid salaries, excessive workload and lack of professional support are among the reasons that lead to teacher attrition (Guarino, Santibañez, & Daley 2006; (Falak & Malik, 2026). This means that school leaders are continually under pressure to attract and appoint qualified teachers who are able to keep standards high.

System of performance evaluation also effects teaching quality. While educators use assessment tools to enhance their teaching, most teachers and administrators say current systems are too superficial and do not offer meaningful advice for professional development (Kraft & Gilmour, 2016). Evaluations are often overly generic and have too many cumbersome steps, cutting down the value of evaluating teachers to support improvements in instruction (Cohen & Goldhaber, 2016).

1.1 Objectives of the Study

The purpose of the study is to attain the following objectives:

1. **To identify the challenges faced by the secondary school administrator to ensure the quality of teaching.**
2. **Identify the quality of teaching in secondary school's teachers.**
3. **To find out the effect of quality of teaching to enhance the quality of education.**

Research Questions

1. **What are the challenges faced by the secondary school administrator to ensure the quality of teaching?**
2. **How do you find the quality of teaching in secondary school teachers?**
3. **How does teaching effects to enhance the quality of education?**



Literature Review

Administrators' work is further complicated by other considerations such as the implementation of educational policies and the accountability systems. Standards, assessment and accountability should be focused on doing things well rather than innovatively and flexibly (Fullan, 2014). The growing importance of standardized testing often leads to teachers' intense attention to test-taking, at the expense of the broader goals of teaching and learning and the development of students (Hallinger, 2018). Administrators, therefore, need to strike the balance between policy compliance and supporting effective and meaningful teaching.

As a school administrator's job is to ensure the quality of teaching, it is crucial for them to know what difficulties are encountered in this process. The identification of such challenges can help policy makers, school leaders and stakeholders to devise strategies that help in effective administration, quality teaching and increasing student achievement. The Planning, organizing, supervising and managing of educational institutions to meet defined educational goals is school administration. The task of coordinating human and material resources for the effective running of schools is the responsibility of school administrators, especially principals. As seen by Ikegbusi & Iheanacho (2016) administrators have the responsibility of guiding instruction, supervising employees and ensuring that the school resources are effectively used. Effective leadership, sufficient funding, effective teachers and support from stakeholders are important factors in the success of secondary education.

The United States Department of Labour (2011) highlighted that principals must give academic guidance, work with teachers, set the school vision and monitor instruction. Likewise, Olachukwu (2008) reported that teachers are assessed by administrators, classroom practices are observed and instructional materials are analyzed to improve teaching effectiveness. Planning, accountability, resource optimization and developing supportive working environments were also found to be important aspects of school leadership (Dare, 2009).



Secondary School Administrators' challenges

Numerous obstacles have been consistently identified that hinder administrators' attempts to maintain teaching quality. Some of the challenges that are faced are human resource management problems, inadequate infrastructure, lack of funding, lack of commitment of teachers, technological problems, and lack of parental support (Abd & Sumintono, 2021).

Resource-Related Challenges

The lack of resources continues to be one of the greatest obstacles to good teaching. Bhengu and Mthembu (2014) pointed out that administrators' capacity to provide effective learning environments is constrained by lack of funding, and lack of infrastructure. UNESCO (2017) also pointed out that the lack of resources including obsolete textbooks and laboratory equipment, as well as technology in schools, often leads to inadequate teaching quality. Limited funding also impacts teacher professional development. Opportunities for continuous training and professional development are curtailed by limited budgets reported by Bush & Oduro (2006). As a result, administrators have to contend with constrained financial situations and facilitating instructional improvement.

Inadequate Funding

Money is one of the factors that is very important in school administration. Financial resources are crucial for educational programmes, infrastructure development, teacher salaries, and educational support. Ogunode (2021) pointed out that one of the most critical problems facing secondary school administrators is inadequate funding. There are several factors that lead to financial shortages which include a lack of international funding recommendations, inflation, corruption and political instability. Insufficient funding has implications on teacher-student ratios, access to instructional materials, infrastructure development and teacher recruitment as reported by Ogba and Igu (2014). This puts administrators under severe pressure to ensure high education standards while having limited funds.



Inadequate Infrastructure

Physical facilities have a definite impact on educational effectiveness. The classrooms, libraries, laboratories, the internet, ICT facilities, furniture and other essentials are inadequate in many Secondary schools. Alagbu (2003) noted that poor infrastructure creates administrative problems and poses a serious problem in educational activities. Ikegbusi (2014) posited that inadequate infrastructure hampers school administration operations and may lead to disruptive learning atmosphere, lessening the effectiveness of teachers and their students's performance.

Teacher recruitment and retention

High teacher turnover and shortages are ongoing issues in many educational systems. Ingersoll and Smith (2003) have highlighted the importance of teacher attrition on school stability and instructional quality. The lack of a rewarding working environment, lack of adequate salaries, limited career progression prospects, etc. often make teaching a non-attractive career to both prospective and existing teachers (Kiggundu & Nayimuli, 2009). OECD (2019) noted that teachers' recruitment is a major problem in under-resourced schools where administrators cannot attract and retain qualified teachers. Low staff retention is likely to lead to higher administrative workload and loss of continuity in instruction.

Professional Development Challenges

In order to ensure quality teaching, continuous professional development is essential. But the financial and time constraints are a challenge for administrators to provide effective training opportunities. Continuous professional learning fosters instructional improvements and makes teachers more effective (Darling-Hammond, et al., 2017). Study shows that many training programs are sporadic, vague, and inadequate for classroom situations (Guskey & Yoon, 2009). The restrictions diminish the benefit of professional learning activities and limit the enhancement of teaching quality.

An ICT-related challenge is:



Use of information and communication technologies (ICT) in today's education has taken on great significance. However, there are still serious challenges in the provision of ICT facilities and weak ICT infrastructure in many secondary schools. The findings of Ogunode, Jegede and Abubakar (2020) revealed that teachers and administrators were both low in ICT use with inadequate facilities, poor internet connection, poor training and financial constraints. Subramaniam and Hamzah (2020) pointed out that administrative technological competencies are important factors that affect the implementation of ICTs in schools. Administrators with a technological competency are more likely to adopt and effectively use educational technologies in their schools.

Performance Evaluation Systems

The purpose of teacher evaluation systems is to improve teaching and learning through feedback and accountability. However, Harris and Sass (2011) commented on the lack of consistency and meaningful follow up in many of the systems of evaluation. Darling-Hammond (2013) asserted that traditional ways of assessing often focus more on compliance than professional development.

Danielson (2016) also noted that teachers often view assessment as a punitive rather than developmental process. Administrators therefore encounter problems with the design of an evaluation system that is simultaneously accountable and promotes teacher improvement.

Teaching Quality

Teaching quality is the quality of the interactions between teachers and students that enable learning and enhance educational outcomes (Cornelius-White, 2007). The study findings show that there is a strong relationship between instructional quality and student achievement, which continues to be demonstrated consistently (Inda-Caro et al., 2019; Maulana et al., 2015). Teaching quality is also highly affected by the parents' occupation (Malik, Rafique, & Qayyum, 2019).



1.2 Self-Determination Theory (Deci & Ryan, 1985, 2017) suggests that three key factors of autonomy, competence, and relatedness are emphasized in effective teaching. When teachers meet these psychological needs, the learning environment becomes conducive to increased motivation, engagement, and success. León et al. (2017) identified a number of dimensions of teacher quality with a focus on specific teacher behaviors that positively affect student learning.

1.3 The Queensland School Reform Longitudinal Study has developed a framework of four dimensions of quality teaching: Intellectual quality, Connectedness, Supportive classroom environment and Recognition of difference (University of Queensland, 2001). The dimension's highlight experiences of meaningful learning, supportive educational climate and inclusive instructional practices. In general, the literature suggests that a variety of factors have an impact on teaching quality such as leadership, resource provision, teacher competence, teacher training, assessment systems, and school policies. School administrators are a key part of managing these factors and making sure that teaching practices foster student learning and educational success.

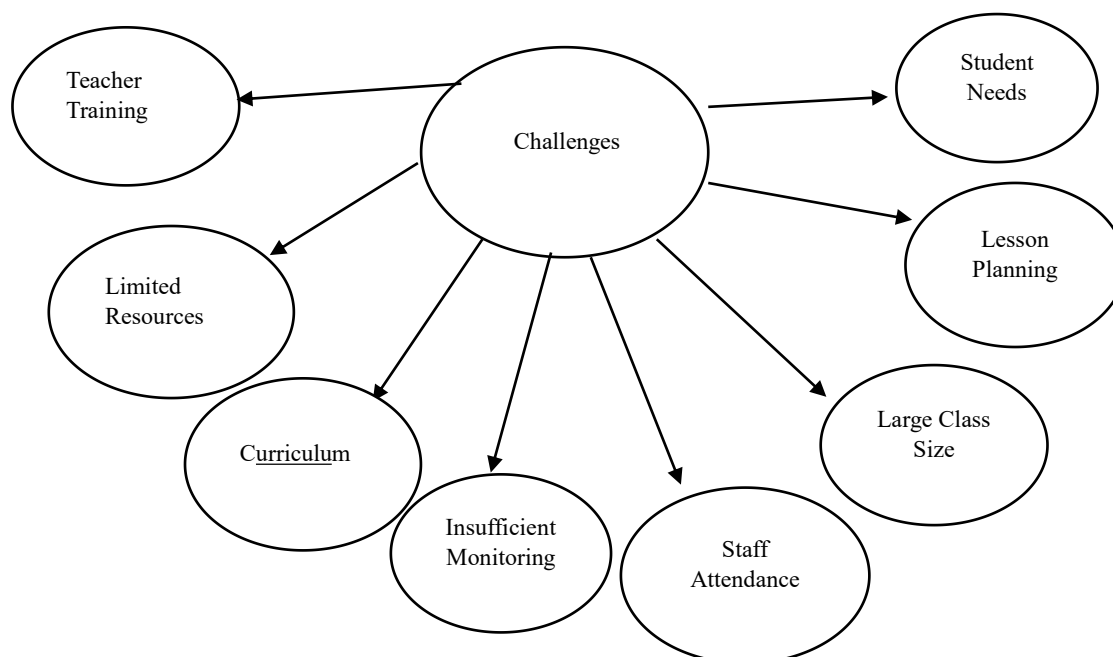
1.4 Research Methodology



1.5 The study was conducted in a constructivist paradigm with a phenomenological qualitative research design, with the aim of investigating the challenges encountered by the school administrators in promoting quality teaching in secondary schools. A homogeneous random sampling technique was implemented to select 10 school administrators who had relevant experience in the process of school administration. The data were gathered by means of semi-structured face-to-face interviews based on the National Professional Standards for Teachers in Pakistan to help the participants share their experiences and perspectives in detail. The interviews were made with the appropriate permissions and informed consent from the subject. Thematic analysis (Braun & Clarke, 2006) was used to analyse the collected data, which involved transcription of the interviews, open coding, axial coding, selective coding and theme development to identify the recurrent patterns and meanings. The ethical principle of the study was adhered to, with participants' confidentiality and anonymity, no emotional or psychological damage to the participants, voluntary participation of the participants.

DATA ANALYSIS

Theme 1: Challenges faced by School Administrator



Framework:



Role of school administrator is very important in education system which people are playing this rule they are call head teachers. School administrators have the responsibility of all achievement of schools, learning outcomes of students and to ensure teacher quality. When they have to assess teaching quality they have to face many challenges in this way. The researcher tried to find out some of these challenges.

Sub-Theme 1.1 Kind of Challenge Faced to Ensure the Quality of Teaching

When researcher collected interviews from school administrator she found many challenges which were faced by school administrator while ensuring the quality of teaching. These challenges are related to teacher training, limited resources, curriculum design, insufficient monitoring, staff attendance, large class size, lack of lesson planning, divers student needs, lack of professional training opportunities, assessment challenges, classroom management issues. All these challenges are addressed by the school administrators during assessing the quality of teaching in their staff.

Heads H₁, H₂, H₃, *When researcher asked to Head teachers about this Question.*

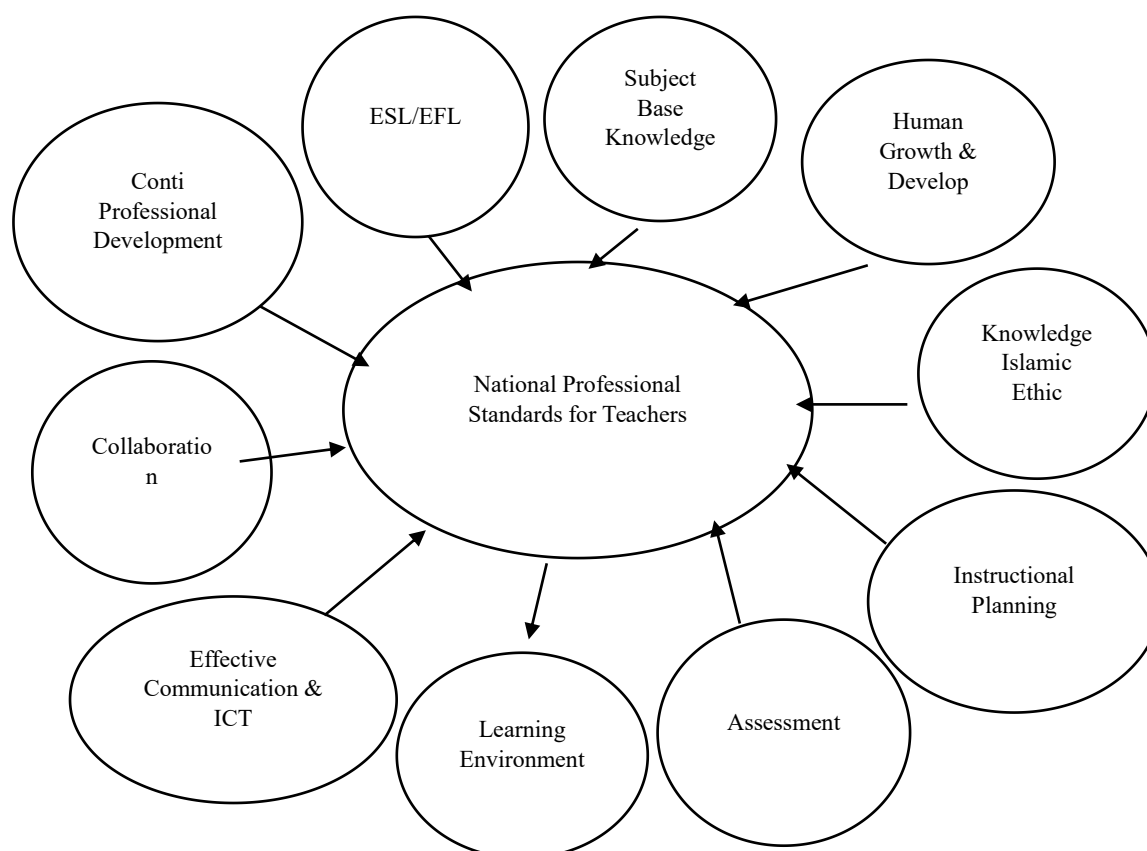
H₄, H₅, H₇ *almost all head teachers replied to this question in yes that they have to face many challenges while ensuring quality of teaching. H₁, H₃, H₄ said that they have to face same challenges related to teacher training, limited resources, insufficient monitoring and diverse student needs. Because there are shortage of teaching works shops and limited recourses in their schools that's why he cannot monitor proper well. H₂ said that she has to face challenges regarding teacher training and assessment problems due to large class size because teachers cannot pay full attention to all students as well head teacher has to take two classes per week in each class. H₅ said that she has to lack of professional development opportunities his teachers are not aware developmental skills. H₆ described that he has to face challenges related to limited recourses, lack of teacher training and class management. H₇, H₉ said that they have to face challenges related to Staff attendance, lack of quality leadership and exposure. H₈ described same issues like lack of teaching training. H₁₀ said that he has to face*



challenges like lack of lesson planning, deficiency of recourse and large strengths of study

According to the researcher these challenges were explored during the interview from school administrators. These all challenges have been faced to all school heads while during the ensuring quality of teaching. In Pakistan mostly school have all these related issues because there is shortage of lack of trained teachers, resources, lack of professional trainings of teachers, staff attendance, diverse school needs, and lack of quality leadership and exposure. Whenever school administrator is going to assess the quality of teaching in his/ her staff, he/ she has to face such challenges which divert the attentions towards these challenges rather than the quality of teaching.

Theme 2 Ensure Quality of Teaching



Theme 2 Ensuring Quality of Teaching in Secondary Schools

The national professional standards, developed by the Government of Pakistan in 2009, ensure the quality of teaching. These are 10 standards which were made in 2009 by the Govt of Pakistan to ensure the quality of teaching. All school administrators measured



the quality of teaching in their teachers as per these 10 standards which have comprehensive covering all aspects of teaching and quality of teaching.

Theme 2.1 Performing according to the National Professional Standards for teaching in Pakistan.

Heads H₁, H₂, H₃, H₇ *When research asked about to head teachers that their teachers performed their duty according to national professional standard for teacher than four heads replied same answer that teachers in their school are unaware of latest training and they do not attend that training due to limited recourse whenever Govt arranges. So, teachers do n follow national professional standards completely. Because majority of teachers in their who have been Working more than 20 years and they followed traditional methods.*

Heads, H₄, H₅, H₆, H₇, H₈, H₉, H₁₀ *On the other hand when same question were asked to other heads they said they their teachers follow the national professional standards because they are new hired teachers in 2015 and 2017. All are they aware of latest technologies and all standards as these teachers know the importance of these standards that how much are necessary to perform for their promotion and increment.*

Sub-Theme 2.2 Subject Matter Knowledge

Heads H₁, H₂, H₄, H₆, H₈, H₉, H₁₀ *Said that all teachers in their school have a strong grip on subject base knowledge. They have all related content based Knowledge and pedagogy too. They are all newly hired teachers and have known how to describe and make the lesson more effective. They all have latest degrees like BS, M.Phil. with professional degrees too.*

Heads, H₃, H₅, H₇ *Only three school administrators said that their teachers have not aware latest methodology they are working from 20 years. They follow traditional methods but have not sufficient subject Based knowledge that's why they have not pay full attention On subject base knowledge.*

Sub-Theme 2.3: Human Growth and Development

Heads H₁, H₂, H₄, H₆, H₈, H₁₀ *When researcher asked question about second standard to head Teachers than six head teachers answer almost same that them*



Teachers strive to play a positive role in students' growth and development. Because they think that this is their duty to develop human growth and skills in students as these students will play an effective rule in the progress of the country. They all have ability to develop different skills in students.

**Heads, H₃, H₅,
H₇, H₉**

Only these four teacher school administrators said that their yes but to some extent and they need to training to develop these skills in student as they not sufficient skills.

Sub-Theme 2.4: Knowledge of Islamic Ethics and Values.

**Heads H₁, H₃,
H₄, H₅, H₇, H₈**

About third standard majority of head teacher said that all teachers in their school follow this standard and they try to Promote moral and ethical values in their students. Especially old teachers who are working from 20 years they think that this is their duty to develop ethical and moral values in students. As These teachings can help students build strong moral foundations and contribute positively to society.

**Heads, H₂, H₄,
H₁₀**

Only three teacher's replied almost same answers. H₂ said I think, no, other than the Islamic studies teachers. H₄ said all teachers do not follow this rule. H₁₀ said that some teachers need trainings to adopt these values to promote in their students.

Sub-Theme 2.5: Instructional Planning and Strategies.

**Heads H₁, H₂,
H₄, H₆, H₈, H₉**

when researcher asked questions to head teachers about this standard their answers were same just like standard one answer. About seven head teachers same replied to this question because they have new hired teachers who are well trained and have great deep knowledge and instructional planning and different strategies. And they know when and how they have to use these skills in class to make more effective and attractive the lesson. They also know very well how they can create and develop interest in students about learning.

H₃, H₅, H₇

Only three head teachers replied that mostly teachers in school



are serving more than 19 years almost and they used traditional teaching method in class. And didn't take interest to learn new Instructional techniques and strategies.

Sub- Theme 2.6: Assessment

Heads H₁, H₂, H₄, *When researcher asked this question to head teachers almost six teacher's answers were same that their teacher are full aware of latest methods of assessment and they know to evaluate student performance. They use formative, summative, placement, diagnostic assessment, Quizzes, assignments, group projects, class discussions, projects, class participation, assignments, different types of projects. techniques to evaluate student performance.*

Heads H₃, H₅, H₇ *Only three head teachers argue that in their school mostly Teachers use traditional techniques to assess the student Performance.*

Sub- Theme 2.7: Learning Environment

Heads H₁, H₂, H₄, *About eight head teachers' answers were same almost*
H₅, H₆, H₈, H₉ *They said they their majority of their teachers are aware How to create an effective learning environment in class. They all have great knowledge about this standard and know how to create interest in students for learning. teachers work hard to create a supportive and positive learning positive learning environment. They encourage open communication, respect, and provide assistance to students, fostering a space where everyone feels comfortable to learn and grow.*

Head H₃, H₇ *Only two school administrator said this it happens can depend on class size, available resources, and the teacher's experience. These head teachers argue that some teachers do not have sufficient knowledge about this skill.*

Sub-Theme 2.8: Effective Communication and Proficiency use of ICT

Heads H₁, H₂, *when researcher asked this question to head teachers*
H₄, H₈, H₉ *five head teachers replied same that yes their teachers are*



Fully trained and have strong grip on communication skills

And they aware how to use ICT in class and how it can be effective for students.

Heads H₃, H₅,

H₆, H₇, H₁₀

On the other hand five head teachers replied different. H₆, H₇, H₁₀ Said that their school have insufficient recourse and do not such ICT Material in their school. H₃ and H₅ said they teachers are well trained and do not have sufficient knowledge about these skills and they have also lack of resources in their school.

Sub-Theme 2.9: Collaboration and Partnerships

Heads H₁, H₂, H₃,

H₅, H₆, H₇, H₈

About this standard six head teachers replied almost same. These all school heads said that Teachers promote collaboration and build positive partnerships with students, parents, and the community to support learning. All teachers have strong ability build good relationship and collaboration with teachers and parents. Mostly teachers share their knowledge and experience with their colleagues and also parents of students.

Heads H₄, H₆,

H₉, H₁₀

Four head teachers answer were different. H₄, H₆ said that their teachers are not aware of this skill. H₉, H₁₀ said that This area should be improve and there is need to more training For teachers.

Sub-Theme 2.10: Continuous Professional Development and Code of Conduct

Heads H₁, H₂, H₄,

H₆, H₈,

The answer about this question of head teachers were different. H₁, H₄, H₈ said that teachers are always ready to attend Such works that can enhance their professional development. H₂, H₆ Said that they their they professionally trained teachers and have a great knowledge and they follow code of conduct. These five head

Heads H₃, H₁₅

H₇, H₉, H₁₀

teachers were same. they said they their teachers are not aware of these skills and mostly they have not sufficient knowledge about code of conduct. These school heads said that in their area due to lack of training and shortage of resources their teachers cannot attend such professional training.

Sub- Theme 2.11: ESL/EFL



Heads H₁, H₂, H₄, *About this standard these five head teachers said that them*

H₆, H₈ *Teachers knows the importance of teaching English as a foreign language and they have sufficient knowledge about grammar, tenses and its daily use.*

Heads H₃, H₅, H₇ *But five head teachers said that some teachers have*

H₉, H₁₀ *insufficient knowledge and they do not know the importance of English. H₃, H₅, H₇ that their mostly teachers are old hiring and They do not show any interest to learn about this Foreign language.*

Theme Effect

The theme is to investigate the relationship between teaching quality and educational quality. According to the results of the researcher interviews, quality of education can be improved by providing enough facilities, as described in the ten national professional standards. In addition, providing instructors with professional training and development opportunities to help out them enhance their teaching skills. This should be done through national and international collaborations. They may also be provided rewards both intrinsic and extrinsic. We should also revise the curriculum as per international best practices by adopting modern quality assurances practices in the world. Another, way, is through digital transformation via we can bring quality of education at par with world best quality standards.

Sub-Theme: 3.1 Effect of quality of teaching to enhance the quality of education

Heads H₁, H₂, H₃, H₄, H₅ *All the school administrators were strongly agreeing at*

H₆, H₇, H₈, H₉, H₁₀ *this theme that improving teaching quality is essential for better education. Engaging students, fostering critical thinking, and adapting to diverse needs, helping students reach their potential. Enhancing teacher quality leads to better learning outcomes and a more holistic educational experience for students.*

FINDINGS



The results of the study showed that the school administrators in secondary schools have many problems in ensuring the quality of teaching, such as limited teaching resources, inadequate teacher training, frequent change of teaching curriculum, lack of teacher lesson planning, limited opportunities for teachers to gain knowledge, etc. These issues have a notable impact on their effectiveness in delivering high-quality education and supporting teaching standards. The study also revealed that the extent of quality of teaching was measured by the National Professional Standards for Teachers in Pakistan, most of the administrators confirmed that these standards were being applied generally, however some experienced teachers were reported not to be aware of such standards. Most of the teachers had a fair level of competence in their knowledge of the subjects, instructional practices, classroom management, and assessing skills, while weaknesses were noted in terms of using ICT in the classroom, communication, modern teaching methods and working collaboratively with colleagues. Administrators also expressed that teachers have an important role in the promotion of students' human growth, development and Islamic ethical values, but they still need training in order to enhance them in all subject disciplines. Moreover, the study revealed that teachers' effective teaching practices directly affect the overall quality of education; that is, teachers who use effective teaching methods and engage in professional development activities and adhere to professional standards are directly responsible for their students' achievement and improvement. On the other hand, lack of knowledge of ICTs, lack of English proficiency and lack of exposure to modern pedagogical practices were identified as factors that can negatively impact educational quality. Overall, it can be concluded that the implementation of CPD, proper resource provision and compliance of professional teaching standards is critical to improving education and teaching outcomes in secondary schools.

Discussion

The study revealed that there are lots of problems that school administrators face in ensuring the quality of teaching in the secondary schools. The problems faced are: teacher training is inadequate, teaching materials are poor, professional development is poor,



lesson planning is inadequate, curriculum-related issues, large classes, and poor monitoring system. This can have a major impact on administrators' ability to uphold high quality instruction and enhance educational outcomes. Overall, these findings resonate with findings from previous studies which found that insufficient funding, limited resources and staffing issues were the key challenges to effective school management and quality teaching (Bhengu & Mthembu, 2014; UNESCO, 2017). Far from improving, resource constraints persist to provide the learning and teaching materials, technological facilities and professional development opportunities needed for effective teaching and learning.

A key finding of this study was that there was a difference in teachers' awareness and implementation of the National Professional Standards for Teachers (NPST). After implementing these standards, it was reported that teachers hired since then had a stronger understanding of the expectations of their profession and had been more likely to engage in effective teaching. By contrast, many teachers who have been at the profession for a while were found with limited knowledge of the standards and stuck to the traditional approaches to teaching. The results confirm the claims of Harris and Sass (2011) and Darling-Hammond (2013) that professional development and good evaluation systems are critical to improving instruction. The results indicate that all teachers should be made more familiar with professional standards and modern teaching methods, especially high-ranking teachers.

The study also found that the majority of teachers have good subject-specific content knowledge and are competent in teaching students content. This discovery is consistent with the National Professional Standards for Teachers identifying the knowledge of subjects as an important area of effective teaching. The findings are also consistent with those of Barber and Mourshed (2009) who assert that one of the most robust correlates of achievement is teacher quality. While teachers showed good content knowledge, it was noted that there is a need for constant training to improve pedagogical skills and further encourage the use of innovative teaching strategies in the classroom, as noted by administrators. Knowledge of the subject is not enough without effective teaching strategies that involve students and enhance their learning.



Another important aspect highlighted in the findings was the use and integration of Islamic ethical values and social life skills. The teachers generally teach values like respect, tolerance, cooperation and moral responsibility, administrators reported. Many participants, however, added that the values are more often taught in Islamic Studies classes than in other classes. The result is in line with the National Standards of Teachers in Pakistan which emphasize the need to integrate Islamic moral values and social harmony in the educational system. The results indicate a need to encourage and train all teachers to include ethical values in their classroom activities.

The study also revealed variations in instructional planning and teaching strategies of teachers. It was determined that new teachers were more inclined to use modern teaching methods, student-oriented teaching, and innovative activities in the classroom. However, many senior teachers remained with traditional teaching styles that mainly relied on lectures. The results corroborate the findings of León et al. (2017) who stressed that effective teaching involves flexible approaches to instruction that attend to students' varied learning needs. Likewise, the Queensland School Reform Longitudinal Study (QSRLS) has identified certain major aspects of quality teaching as intellectual quality, connectedness, classroom supports, and awareness of difference, in its development of the Productive Pedagogies Model (University of Queensland, 2001).

Assessment practices were also identified as an important issue. A wide range of assessment techniques were used, from multiple assessments (quizzes, assignments, group projects, assessments as part of the class) to mainly traditional tests. Administrators also noted that there are concerns that traditional assessment practices may not be capturing what students can do and how they are doing. The discovery further underlines the importance of developing continuous PD programs that emphasize contemporary assessment practices that will facilitate students' learning and enhance instruction.

The results also showed that communication skills and integrating ICT into teaching and learning are still problems in many secondary schools. There was some evidence of teachers' proficiency in applying technology to support learning and teaching, but some did not have the requisite skills and confidence (Ahmad, Sewani, & Channa,



2025). These problems were especially pronounced in schools that did not have good technological facilities or adequate ICT resources (Jabeen, Ali, & Ahmad, 2023). The results corroborate the findings of Ogunode, Jegede and Abubakar (2020) who reported inadequate ICT facilities, poor Internet connectivity and inadequate training as barriers to the integration of ICT in schools. With the advancement of science and technology, the use of ICT has grown in the field of education and thus it is a necessity for schools to possess a rich infrastructure and teachers who are competent in the use of information and communication technologies.

The involvement of teachers, students, parents, and administrators in collaboration and partnerships were also found to be significant influences on the quality of teaching. A few schools were found to be good at collaborating effectively with others and had good relationships with the stakeholders, whereas others reported issues in this area (Naeem, Ali, & Ahmed, 2022). Collaboration is an effective way of fostering a positive learning culture and shared accountability for improving learning (Imran et al., 2023). In addition, CPD was a constant theme of the study. Teachers need frequent professional development opportunities to keep their knowledge current, to enhance teaching practices, and to meet evolving educational needs, administrators continually said. The results corroborate Darling-Hammond et al.'s (2017) assertion on the need for ongoing professional development to sustain and enhance the quality of teaching.

In general, the results indicate that the quality of teaching is significantly affected by several factors that are interconnected such as teacher competence, teacher professional development, teacher instructional resources, teacher leadership, integration of ICT, teacher professional standards (Oad et al., 2024; Thomas, Khan & Ahmad, 2022). The study emphasises that the role of the school administrators is a crucial one in dealing with these issues and establishing conditions that enable effective teaching and learning. The enhancement of teaching quality, then, needs to be comprehensive, including an adequate supply of resources, continuous teacher training, effective monitoring systems and solid educational leadership.

Conclusion



This study aimed at finding out the difficulties encountered by school administrators in providing quality teaching in secondary schools and how teaching quality can contribute to educational improvement. The results showed that there are many challenges faced by school administrators that directly influence their capacity to maintain and improve the quality of teaching in schools. The problems faced are limited teacher training, limited instructional facilities, limited professional development, poor planning of instruction, instructional problems related to the curriculum, large class size, weak monitoring system and limited facilities of ICT. These difficulties are very much a barrier to administrators and to realizing educational excellence.

The study also revealed that the quality of teaching in secondary schools is not uniform as there is a high rate of variation among the teachers. Most teachers have adequate knowledge of the content they teach and show a commitment to professional duties, but there are variations in how these standards are implemented in their teaching, how they assess student learning, how they communicate, how they use information and communications technology, and how they apply the National Professional Standards for Teachers. Professional development and staying up-to-date with the latest educational practices are two key elements of effective teaching and learning that teachers must prioritize. On the other hand, other teachers who use the traditional method face difficulties to be able to cope with the new development in education.

Moreover, the results have endorsed that the teaching quality directly affects the overall quality of the education. A good teacher establishes an effective learning atmosphere, utilizes a range of teaching strategies, facilitates student engagement, and is a valuable asset to students' learning and growth. Professionalism and ongoing professional development among teachers is associated with improved educational outcomes in schools. Therefore, secondary schools must improve the quality of their teachers in order to improve their students' achievement and also make secondary education more effective.

Finally, the results underscore the significance of providing sufficient resources to school leaders, strengthening policy implementation, ongoing teacher professional development, and equipping them with improved technological infrastructure. These



challenges will not only enhance the quality of teaching, but will also go a long way to improving the educational outcomes, enhancing students' success, and enriching the education system. The results highlight the essential need for quality teaching in order to attain quality education and the crucial role of school leaders in this regard.

Recommendations

Based on the outcomes, the following recommendations are made:

Continue teachers' professional development and training emphasizing modern teaching methods, the integration of ICT, and subject-specific skills.

Ensure sufficient resources are provided to schools such as ICT, teaching resources and infrastructure which facilitate effective teaching and learning.

Ensure regular review and application of the professional standards of teachers to reflect the current education trends and best practice.

- Connect the curriculum to the needs of the 21st century learner, focusing on critical thinking, problem solving and digital skills.

Improve the leadership of the school through training of school leaders to be able to effectively support, supervise and guide teachers.

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