

Policy Journal of Social Science Review



Analysing the Role and Responsibilities of Teachers in Educational Reforms

Fayyaz Ahmed¹

Dr. Asif Iqbal²

Sobia Noreen³

Analysing the Role and Responsibilities of Teachers in Educational Reforms

Fayyaz Ahmed	Visiting Lecturer, Department of Teacher Education, The Shaikh Ayaz University Shikarpur, Pakistan. asimfayyaz782@gmail.com
Dr. Asif Iqbal	Associate Professor of Education, University of Education Lahore, Pakistan. asif.iqbal@ue.edu.pk
Sobia Noreen	Lecturer Education, Govt Associate College for Women 47 MB Khushab, Punjab, Pakistan. sobimunsab@gmail.com

Abstract

Teachers play a vital role in any kind of education reform. Without the teachers' role, implementation of any kind of reforms or changes in the education sector are not possible. The objectives of this study was to analyze the role of teachers in education reforms and to understand how teachers can play an important role in education reforms. To achieve the intended objectives of the study, the qualitative research method was utilized and semi-structured interviews were conducted with the sample size of fifteen faculty members of Malir university of science and technology. The sample size was selected by using convenience sampling technique. After interview, transcript data was analysed through help of themes patterns. The result was found that teachers play a significant role in education reforms. Teachers play role in the process of planning, implementing, and evaluating. Overall conclusion of this research study was that teachers play important role in educational reforms without teachers' involvement no any kind of reforms in education can be done.

Keywords: Teachers, role, reforms, education sector

INTRODUCTION

This current study explores about last fifteen years' content of those issues about K12 education changes & covers a variety of issues. The main purpose of this research study that tries to understand how we can scale up education reforms and what is the role of local education schools and their efforts and evidence base improvement strategies. Any kind of change or

reform completely depends upon teachers. We need help from teachers at every stage of reform (Garcia-Huidobro et al., 2017).

The further study discusses teachers' motivation their professional role and teachers' networks. In 1990s teachers' agencies are critical issues in teaching professionalism when education was decentralized and this is a good time for improvement and motivation at the local level. Teachers are the main agent so without teachers, we cannot implement any change because teachers are working on grass roots (Biesta et al., 2015; Bridwell-Mitchell, 2015; Datnow et al., 2002). Most research articles are published on teachers' professional development and teachers' agencies play a significant role in teachers' growth. Last decade we found empirical evidence base studies on different topics and publish rich material and literature on these topics. (Biesta et al., 2015; Eteläpelto et al., 2013; Priestly et al., 2012).

Teachers' agency plays a vital role in the teacher profession. Teachers' agency creates awareness and plays an active role in teachers' professional development. It is very important for school improvement. Teacher agency play role in the internal growth of teachers and provides him opportunities for him (Eteläpelto et al., 2013; Priestly et al., 2012). Education reforms are very important for students' goals and objectives for learning new skills because in modern society we handle difficult situations in modern societies on a global level have need 21st-century skills and modern societies (Kennedy & Sundberg, 2020). Mostly we can see that unfortunately reforms start in drawing rooms but we should need changes required on grass root level and we have only a single source called teachers. Without teachers' participation, how is possible that we are implementing reforms in education sectors? In the 90s Comprehensive reforms start in the United States of America & also in England the main focus of reforms was on teachers' education and underserved students remind.

Further, the center of reform is teachers it is understood that without teachers we cannot implement any policy or procedure in study. In these reforms, thousands of schools adopted the comprehensive model of reforms helping a lot of universities and developing teams, and making nonprofits able to institute universities. Reforms without teachers' involvement it is useless if you want real changes in education you should contract with relevant teachers and also field experts (Datnow & Stringfeld, 2000). Comprehensive reforms positive impact on education. Federal reforms provide funding for schools to adapt them. It is federal legislation that is about education comprehensive reforms and it is a fruitful reform for schools and universities. The government provides them with resources and training which is cause of success. This model accepts both in the United States and England (Borman et al., 2003; Cohen et al., 2013). The SFA model is simply developed by an external group many teachers had reservations about SFA. According to this research study that local involvement is very

important for any effective planning and needs of local requirements it is not enough to support leaders and trainers. Local involvement is indeed necessary for any reforms (Datnow & Castellano, 2000).

According to comprehensive education reforms, teachers play a very critical role in schools & universities this model accepts the values of teachers and explores how can teachers help you. If we try to understand one thing is clear district leaders and administrators of every district want every leader of the district should accept these reforms because these reforms have a positive impact on the education sector at all levels. It is the main reason that leaders want to scale up this model and they think this model is sufficient to compare to any other model (Datnow, 2000). It is proved that this research study (SFA) is based on school reforms and model aims that students are improving pupil's skills reading. According to this research study, this is a powerful full reform and this is equally popular in UK & US mostly scholars accept their importance (Slavin et al., 1996).

The SAF model is more objective and comprehensive & specified and provides an implementation guideline than any other education model. The majority of teachers believe that the SFA model of reforms is best for school learning and child development in their reading writing comprehension and understanding of content (Tyack & Cuban 1995, Coburn, 2001; Spillane et al., 2002). The comprehensive education reforms gave an important lesson to policymakers and experts on the role of teachers in reforms according to this study we do not implement any kind of research study with the participation of teacher is the implementers of any reforms and also teachers can evaluate and understand the worth of any reforms and changes in education sectors so it is policy makers' responsibility to accept the presence of teachers (Berman & McLaughlin, 1977). Every reforms and models are not fruit full for every learner may be one policy is fruit full for US students but it is not may be important for other countries' students or if some reforms are success full for secondary level schools these don't need to be equally important for the primary is the lower primary level of education. it certified that every policy is not fruitful for everyone so every teacher should make sure that how can he/she makes these policies fruitful for their students (Datnow et al., 2002).

Education reforms is a very difficult process if we are making any kind of education policy or reforms we should aware of the schools our cultures our resources and must be thinking about our geographic changes because every district's characteristic is different than other districts every child need is different than any other when we think about reforms we should see all the things in multiple directions and understand the sustainability of system our policy should be support learning understanding of both teachers students and also implementers (Datnow & Stringfeld 2000).

MAIN RESEARCH QUESTIONS

1. What is the role of teachers in educational reforms in your university/Institution?

SUBSIDIARY QUESTIONS

(i) What is the role of teachers in educational reform planning?

(ii) How can teachers play role in educational reforms implementation?

(iii) What is the role of a teacher in the evaluation of educational reforms?

RESEARCH METHODOLOGY

In this research study, we applied a qualitative case study method data was collected through the help of semi-structured interviews we used convince sampling method for data collection. Fifteen teachers of Malir select to participate in the data collection process. After the completed interview data was transcript each interview time is approximately 20 to 25 minutes. After the transcript, we made themes and patterns for data analysis. Research interview questions developed after expert opinion. For ethical considerations, we informed all of my respondents that the purpose of the interview is only for research we do not out their personal information without their permission. The conceptual framework of the study is shown in figure 1.

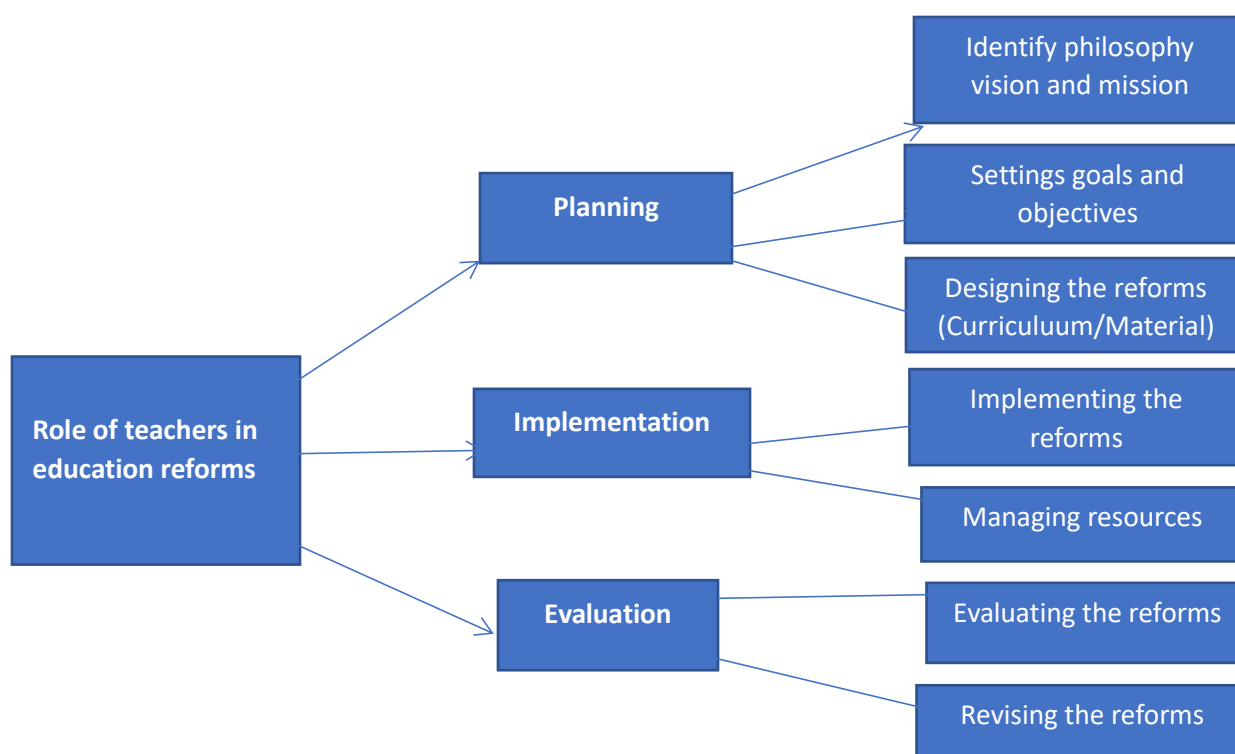


Figure 1: Conceptual Framework of the Study

Results

Table.1: Demographic Information

		Frequency	Valid Percent	Cumulative Percent
Sex	Male	6	40%	40
	Female's	9	60%	100
Age	25-35	7	46.66%	46.66
	36-50	8	53.33%	100
Qualification	MS/M.Phil.	10	66.66%	66.66
	PhD	5	33.33%	100
Teaching	1-5	4	26.66%	26.66
Experience	6-10	11	73.33%	100
Income wise	40000-60000	10	66.66%	66.66
Distribution	61000-80000	5	33.33%	100
Ownership wise	Public	0	0	0
	private	15	100%	100
Distribution				
Discipline wise	Social Sciences	4	26.66%	26.66
	Allied Sciences	11	73.33%	100
Distribution				
Designation wise	Lecturer/Assistant	11	73.33%	73.33
	Associate/Professor	4	26.66%	100
Distribution				

Table 1 shows demographic information for all fifteen respondents are participants in this study nine are female and six are males. Ten faculty members belong to the M. Phil level group and five respondents have a Ph.D. degree. Eleven teachers have more than five years of teaching experience and four teachers have less than six years of experience in the teaching field. Income wise ten teachers earn 40000-60000 rupees and five teachers belong to 61000-80000 rupees earning in a month. ownership wise all of the teachers belong private universities. Eleven out of fifteen teachers belong to Allied Sciences and four teachers belong to the social sciences group. Eleven teachers belong to lecturer and Assistant Professor and four teachers belong to Associate and professor level groups.

ROLE OF TEACHER IN EDUCATION REFORMS

All of our respondents responded that teachers play important role in education reforms & improvement. Because teachers understand the local problem very well compare to others &

teachers know the needs of students. Teachers better-understood classroom size and the behavior of their students. The teacher is a subject expert. Teachers are essential pillars. Forms fail without teacher involvement.

PLANNING

Thirteen out of fifteen teachers are accepting that teachers should participate in education reforms. Because teachers can provide material for reforms, activity for reforms & also skills for reforms, and teacher is the best experience person. Teachers are more knowledgeable than others. Teacher should play very important role in education reforms and teacher is main pillar of planning in education reforms. Every planning is uncompleted without participation of teachers. If we are plan our education road map policies course outline each and educational programs each level, we have need of teachers because teacher is implementer of our policies and programs.

Teachers professional roles is very important in educational planning because teacher is play central role in education reforms and education planning. This study address that teachers are motivated and active person and he/she is very motivated person and their professional development and command on education so no one neglected role of teacher in education planning and it is universal truth that teachers play a central role in education reforms/changes (Datnow, 2020).

Teachers are engaged their students in study teachers are provide opportunities to their students how it is possible that we are avoid teachers from planning and without teachers' involvement how can our planning sustainable and fruit full for our society. We should provide opportunities and freedom to teacher in process of planning and we should support teachers in every stage of planning (Datnow & Park, 2019).

IDENTIFY PHILOSOPHY VISION AND MISSION

Ten out of fifteen respondents responded that teachers play more role in making vision and mission in reforms. It is the main part of planning and planning is a mental activity teachers have experience in how can we identify philosophy vision and mission.

SETTINGS GOALS AND OBJECTIVES

The majority of our respondents responded that teachers help in setting goals and objectives during any changes or reforms. Teachers are more knowledgeable than any other they can help set national goals and objectives.

DESIGNING THE REFORMS (CURRICULUM/MATERIAL)

Teachers perform a primary role in designing reforms in education. They identify resources of reform-related material syllabus outlines road map of study skills techniques and expertise etc. all of my respondents accept their realities.

IMPLEMENTATION

It is a universal truth that teachers are the only way to implantation of any reforms, policies, and other changes. Teachers are teaching material and they can easily understand the main challenges faced when we implement new reforms. All teachers acknowledge this reality. Teachers are only sources of implementing of education reforms and changes. Without teachers' involvement it is impossible to implement of education policies. Teachers are present lesson physically and they are understanding more than any other ordinary person. Teachers are professionally trained and they are understanding that when we implement our policies what are the obstacle we face during implementation and how we can solve it on local level. Teachers understand size of class room and behavior of students in local level. Teachers understand challenges and opportunities of any education policy or reforms very well because they are our field force. It means that teachers are key partners in any kind of education implementation.

According to this research study that teachers are understand need of their students they are understand that how many ways of implement of policies and how can students are acquired knowledge information and learnings. Teachers are identifying achievement gaps in any kind of education reforms and policies. Planning is a separate thing and implementation of any planning is more difficult and we are face several challenge when we implement any things an any institute so over all this study recommends that teachers are active participate in implementation of any education policy (Datnow & Doyle, 2019).

It is a universal truth that everything is temporary and change is permanent so without change we are not survive in this universe. When we are making any kind of change first teachers provide information to us that what is approach and methods and techniques we have need to implement this reforms so it is clear that teachers are play very important role in implementation of any reforms are changes in education sectors (Lockton et al., 2019).

IMPLEMENTING THE REFORMS

Overall fifteen respondents responded that teachers face unique and difficult challenges when implementing new reforms and they understand what the main challenges are and know how can control them very well and they easily found alternate solutions to related challenges. Teachers practically face the classroom size and needs of their students.

MANAGING RESOURCES

All of the respondents actively responded that teachers can manage all of the resources that are required for educational reforms. Teachers know how can we use our material and learning resources and how can we use information technology resources in multiple dimensions. Teachers better understand managing resources.

EVALUATION

Most teachers agree that teachers can play an effective role in education reforms and evaluation processes teachers can evaluate everything at different stages of educational reforms. Teachers are play very important role in Educational reforms evaluation because teachers understand the value of content and they are understanding that worth and value of any education policy. Teachers are implement the policy they can inform policy makers to pre and post situation of policy. Teachers can inform that how can policies affective for students actively.

Teachers are play an important role in evaluation. Because teachers are main components of any evaluation process their feedback play critical role in evaluation process. Through teachers' evaluation we are improve our quality of content/material. Teachers are work directly with students so it means they are best evaluator than any other. Teacher have respectable position in society because of their work (Datnow et al., 2020).

Teachers can compare the policy routes with the requirements of child needs and national objective, aims & goals if reforms fulfill need of society they approved that but if they think that these policies are not fulfil national requirement they are inform to authorities it is not possible to implement because these criteria not meet with our standards. Teachers understand social conditions and students' habits so it means teachers can best evaluate in policy or reforms very well (Trinkoff et al., 2015).

EVALUATING THE REFORMS

Teachers are evaluating reforms on the formative level summative level and trying to understand how these reforms be fruitful for society and our institute. Teachers are the best evaluator of any changes any reforms that can be easily understood whether reforms acquired their fruitful results or not. Teachers can understand the worth and value of any reforms and their conclusions.

REVISING THE REFORMS

All of my respondent's responded that teachers are very good at revising education reforms. First of all, when we are starts to revise any reform we should collect relevant information and interpret data and sort out multiple options for problem-solving that create critical issues in implementing problems.

CONCLUSION

The overall conclusion of this research study is that teachers are playing a very important role in education reforms because teachers better understand local problems and the need of their students. Teachers are essential pillars of any education system. Teachers can participate in planning. Reforms fail without the involvement of teachers because teachers play an essential

role in developing implementing assessing and modifying the reforms/curriculum. Teachers can provide the material, activity, and skills required and teachers are more knowledgeable than others. Teachers are subject experts' teachers as coaches' teachers organize content summarizes the discussion teachers are evaluated over the process of reforms. In last teachers play role in planning implementation evaluation and revising the reforms and managing overall activity and efforts resources of any institute and nation. We recommended to administration and policymakers if you want to reform the sector of education you should contract with experienced teachers and subject experts because they have sufficient information about challenges and obstacles their participation provide more fruit full inform for reforms.

REFERENCES

- Berman, P., & McLaughlin, M. W. (1977). Federal programs supporting educational change. In *Implementing and sustaining innovations* (Vol. VIII). RAND.
- Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching: Theory and Practice*, 21(6), 624–640. <https://doi.org/10.1080/13540602.2015.1044325>
- Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73(2), 125– 230. <https://doi.org/10.3102/00346543073002125>
- Bridwell-Mitchell, E. N. (2015). Theorizing teacher agency and reform: How institutional instructional practices change and persist. *Sociology of Education*, 88(2), 140–159. <https://doi.org/10.1177/0038040715575559>
- Coburn, C. E. (2001). Collective sensemaking about reading: How teachers mediate reading policy in their professional communities. *Educational Evaluation and Policy Analysis*, 23(2), 145–170. <https://doi.org/10.3102/01623737023002145>
- Cohen, D. K., Peurach, D. J., Glazer, J. L., Gates, K. E., & Goldin, S. (2013). *Improvement by design: The promise of better schools*. University of Chicago Press.
- Datnow, A. (2000). Power and politics in the adoption of school reform models. *Educational Evaluation and Policy Analysis*, 22(4), 357–374. <https://doi.org/10.3102/01623737022004357>
- Datnow, A. (2020). The role of teachers in educational reform: A 20-year perspective. *Journal of Educational Change*, 21(3), 431–441. <https://doi.org/10.1007/s10833-020-09385-z>
- Datnow, A., & Doyle, M. (2019). Promoting educational improvement through a school district-university collaboration. *Journal für Schulentwicklung*, 23(3), 41–48.
- Datnow, A., & Park, V. (2019). *Professional collaboration with purpose: Teacher learning towards equitable and excellent schools*. Routledge.

- Datnow, A., & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed at Risk*, 5(1–2), 183–204.
https://doi.org/10.1207/S15327671ESPR0501-2_11
- Datnow, A., Hubbard, L., & Mehan, H. (2002). *Extending educational reform: From one school to many*. RoutledgeFalmer.
- Dirsa, A., BP, S. A., Diananseri, C., & Setiawan, I. (2022). Teacher role as professional educator in the school environment. *International Journal of Science Education and Cultural Studies*, 1(1), 32–41.
- Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2013). What is agency? Conceptualizing professional agency at work. *Educational Research Review*, 10, 45–65.
<https://doi.org/10.1016/j.edurev.2013.05.001>
- Garcia-Huidobro, J. C., Nannemann, A., Bacon, C. K., & Thompson, K. (2017). Evolution in educational change: A literature review of the historical core of the Journal of Educational Change. *Journal of Educational Change*, 18(3), 263–293.
<https://doi.org/10.1007/s10833-017-9300-1>
- Kennedy, T., & Sundberg, C. W. (2020). 21st century skills. In B. Akpan & T. J. Kennedy (Eds.), *Science education in theory and practice: An introductory guide to learning theory* (pp. 479–496). Springer International Publishing. https://doi.org/10.1007/978-3-030-43620-9_25
- Lockton, M. (2019). Chasing joint work: Administrators' efforts to structure teacher collaboration. *School Leadership & Management*, 39(5), 496–518.
<https://doi.org/10.1080/13632434.2019.1581245>
- Lockton, M., Weddle, H., & Datnow, A. (2019). When data don't drive: Teacher agency in data use efforts in low-performing schools. *School Effectiveness and School Improvement*.
<https://doi.org/10.1080/09243453.2019.1647442>
- Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher agency in curriculum making: Agents of change and spaces for manoeuvre. *Curriculum Inquiry*, 42(2), 191–214.
<https://doi.org/10.1111/j.1467-873X.2012.00588.x>
- Slavin, R. E., Madden, N. A., Dolan, L. J., & Wasik, B. A. (1996). *Every child, every school: Success for all*. Corwin.
- Trinkoff, A. M., Lerner, N. B., Storr, C. L., Han, K., Johantgen, M. E., & Gartrell, K. (2015). Leadership education, certification, and resident outcomes in US nursing homes: Cross-sectional secondary data analysis. *International Journal of Nursing Studies*, 52(1), 334–344. <https://doi.org/10.1016/j.ijnurstu.2014.10.002>
- Tyack, D. B., & Cuban, L. (1995). *Tinkering toward utopia*. Harvard University Press.



Wohlstetter, P., Datnow, A., & Park, V. (2008). Creating a system for data-driven decision- making: Applying the principal-agent framework. *School Effectiveness and School Improvement*, 19(3), 239–259. <https://doi.org/10.1080/09243450802246376>