THE EFFECT OF TEACHING QUALITY CONTROL MECHANISM ON THE RESULTS OF THE LOCAL ECONOMIC

Lama MASHAL[*]
Orcid: 0000-0002-2752-9567

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Abstract: *In the last decade we are witnessing technological, demographic, and other trends that will affect the labor market in many ways. Some of the changes are already seen in the labor market, while others are expected in the future. Factors that deal with education and human capital training know the importance of early identification of change trends and the need to adjust manpower and human capital to the changing needs of the labor market. Global and local efforts made in coping with the quality of teaching staff in all education institutions and referring to them as key factors in training human capital are unique for specific countries. This article, as part of the doctoral thesis dealing with human capital development to the 21st century challenges, seeks to examine the main principles influencing the control mechanisms of human capital training and the influence of these steps on the local economy.*

Keywords: Teaching quality, Education Institutes, Economic Effect.

IMPACTUL MECANISMULUI DE CONTROL AL CALITĂȚII PREDĂRII ASUPRA REZULTATELOR ECONOMIEI LOCALE

Rezumat: *În ultimul deceniu asistăm la tendințe tehnologice, demografice și de altă natură care vor afecta piața muncii în multe feluri. Unele dintre schimbări sunt deja observate pe piața muncii, în timp ce altele sunt așteptate în viitor. Factorii care se ocupă cu educația și formarea capitalului uman cunosc importanța identificării timpurii a tendințelor de schimbare și necesitatea de a ajusta forța de muncă și capitalul uman la nevoile în schimbare ale pieței muncii. Eforturile globale și locale depuse pentru a face față calității personalului didactic din toate instituțiile de învățământ*

[*] **Lama MASHAL,** Phd student, USM, Kaye College, Israel, lamamashal@gmail.com

și referirea la acestea ca factori-cheie în formarea capitalului uman sunt unice pentru anumite țări. Acest articol, ca parte a tezei de doctorat care tratează dezvoltarea capitalului uman la provocările secolului XXI, urmărește să examineze principalele principii care influențează mecanismele de control al formării capitalului uman și influența acestor pași asupra economiei locale.

Cuvinte-cheie: calitatea predării, institutul educației, efectul economic.

1. Introduction

In the last decade we are witnessing technological, demographic, and other trends that will affect the labor market in many ways. Some of the changes are already seen in the labor market, while others are expected in the future. Factors that deal with education and human capital training know the importance of early identification of change trends and the need to adjust manpower and human capital to the changing needs of the labor market. Global and local efforts made in coping with the quality of teaching staff in all education institutions and referring to them as key factors in training human capital are unique for specific countries.Gaertner [7] adds that wise decision is based on the investment and punctuality required already in the early stages of selecting the right candidates.

2. Main Materials

Assessing the connection between output and inputs over time requires accurate measurement of both output and inputs, proper consideration of the endogeneity of inputs, and assuming that the production function does not change over time, except for technological progress [1]. The control mechanism for selecting candidates for professional training has great importance because the teacher quality will affect the product "produced" by the educational system for employment. Different countries, for example, New Zealand, Singapore, and Finland, have created such mechanisms that influence the training and teaching processes in these countries, and directly impact the local economy as well.

The effect of teaching quality control mechanism on choosing candidates. According to Day et al [3] the best education systems have more efficient mechanisms to choose teacher training candidates. They understand that errors are likely to lead to 40 years of bad teaching. Hanushek

[8] added that these education systems understand that for people to become efficient teachers they must have a number of qualities, which can be identified before entering teaching: high general literacy level and mathematical ability, high interpersonal and communication skills, willingness to learn and desire to teach. Peterson et al [13, 138 p.] pointed out that the process of choosing candidates for teacher training in Singapore and Finland are among the most efficient. These two countries strongly emphasize candidates' academic achievements, their communication skills, and their desire to teach. Singapore implemented a national selection process managed by the Ministry of Education and National Institute for Education together [2]. Finland instituted a first national stage in its selection process, and this included from 2007 tests to examine candidate's abilities in mathematics, verbal comprehension and problem solving [9]. The best candidates at this stage move onto the second selection stage, managed by universities, which examine their communication skills, willingness to learn, academic ability and motivation.

Kane & Staiger [9], teachers by profession, pointed out that at the end of their training as teachers, candidates have to pass tests as well at schools to which they apply. However, with the whole importance of the selection process, it is not less important to ensure it happens at the right point in time. In all examined systems, teachers began their professional careers during their training period. In most cases this referred to graduate studies lasting three or four years or in their postgraduate study year after a graduate degree in another area.

According to Peterson et al [13], education systems thus have two opportunities to select their teachers: (1) the first model selects people before they commence their teacher training and limits the number of program places to those who have passed selection; (2) the second model leaves the selection process to a later stage – after teaching candidates complete their training period, and only then selects the best graduates to become teachers.

Hanushek [8] described in his article „*The economic value of higher teacher quality*" that although all education systems around the world operate the second model, most best systems employ various versions of the first option. An absence of supervising entry gates to teacher training leads

almost always to a surplus of candidates, and this negatively affects the quality of teachers. In a study conducted in 2020 in Israel by the National Bureau of Statistics in cooperation with the Ministry of Education it was found that only 20 out of 100 people who applied to train as teachers actually became teachers. 75 out of 100 people who applied were accepted to training institutions – showing the relative ease of entry into these programs. However, after program completion, the surplus of graduates found it difficult to find employment in the profession, which diminished the charms of this course in the eyes of the best students. In such circumstances, teacher training becomes a possibility for students who do not have many other options [9]. The more the quality of participants in training programs diminishes, so too does the quality of programs, since the quality of the learning experience depends greatly on the quality of people in classes. Programs were also characterized by too great a number of students: these selected exactly the number of people needed to fill vacant teaching positions, devoted almost three times more hours to training every student. In the end, the second model tends to turn teacher training into a low status program, and thus the prestige of the teaching profession diminishes and becomes a slippery slope [12, 342 p.].

In contrast, the best education systems select their teaching candidates before they enter teacher training. They do this through direct supervision of entry or by limiting the number of places on teacher training courses in a manner equating output to demand. Kyriakides [11], a researcher of the Singaporean education system, described how candidates are selected, tested, and confirmed before entry to training programs. Afterwards, they become official employees of the Ministry of Education and receive a salary for their training period. In other words, teaching studies in Singapore are not accessible to those who do not have many other options. The selectivity of training programs raises its charms in the eyes of excellent students. Another result is that Singapore can afford to invest more resources in the training of every teacher in comparison to other education systems because fewer students participate in its courses. Hence, teacher training has become an attractive and prestigious course of study in Singapore and this fact makes teaching itself an attractive and prestigious profession.

From an in-depth study conducted by the researcher, it emerged that

there were other education systems that produced similar structures to those seen in Singapore. Finland restricts the number of places on teacher training programs such that the output of teachers will equate to demand and allows universities to select only candidates who have passed a national selection process. Boston, Chicago and New York, American cities, employ a slightly different method – they only supervise entry to teaching studies in their prestigious programs (Residency Teacher and Fellows Teacher). According to Ben Chaim & Zoller [1], candidates for these programs undergo a systemic acceptance process and they are guaranteed school teaching jobs before they commence their studies. Both programs have reported that candidates who apply have a much higher profile than the average teaching students in these cities. England focuses on limiting funding for training programs to control output and guarantees that all training providers meet certain general standards in selecting students. South Korea's different attitudes to its elementary and secondary school teachers is a persuasive argument for the positive effect of supervision of entry into training programs on the quality of teachers [8]. According to the teacher training route in South Korea, anyone seeking to be an elementary school teacher must first complete a four-year graduate degree in education at the National University for Education.

The number of places on these courses is limited, which guarantees that teacher output will not outstrip demand. Acceptance is according to ability, in other words, entry to all undergraduate courses in South Korea are based on results of a national college entry exam. According to Fauth et al [5, 7-8 p.] teacher training programs require candidates to come from the top 5% of their academic year. Courses are most selective, therefore, and graduates have an excellent chance of finding employment in the profession. Thus, the attraction, prestige and quality of courses are guaranteed. South Korea, reputed for its excellent education system currently (2021-2022) takes a completely different approach to its high school teacher training, and this approach has essentially different results. Entry to training courses is not limited at this stage, and everyone is free to complete their training at one of 350 competing providers [12]. According to Feigenbaum & Iqani [6], program graduates can submit their candidacy for job at one of 16 regional or municipal education departments.

Systemic recruitment processes. In Singapore and South Korea (to a different degree though) the state controls the entire process of choosing student teachers. In Singapore, candidates are chosen and employed by the Ministry of Education before entry into the training process. In South Korea, there is a two-stage process. At the first stage, candidates undergo a national selection process. At the second stage each university selects its candidates from those who passed the first stage. Both countries limit the number of places on training courses to balance graduate output and demand.

Most best education systems understand that no selection process is perfect, and therefore, operate mechanisms allowing them to fire bad teachers on the basis of their performance in class. In the improved Boston and Chicago education systems, teachers receive tenure only after accumulating three or four years of experience [3]. Burniske & Meibaum [2] presented interesting data and pointed out that this period allows the region to move teachers from their jobs if they turn out not to fit. In England and New Zealand, teachers do not receive their teaching license until they have completed a year or two of teaching, and before receiving satisfactory reports from their principals. In New Zealand, the teaching office re-evaluates about 10% of new teachers, to guarantee that principals' evaluations of performance meet standards.

The influence of teaching and training staff quality on the local economy. Israel is a unique example of a country that shows it is not enough to emphasize the education amount. Its population seems to be one of the most educated among the OECD countries (education is measured by average years of schooling per capita or by the proportion of academic degree holders in the population). However, not only is the labor productivity in Israel lower than most OECD countries but keeps getting further and further away from the average labor productivity of the G7 countries since the 1970s [1]. In his article "*The economic value of higher teacher quality*", Hanushek [8] presents the direct correlation between the reward of teaching personnel and his investment, as well as the economic return as a result of rewarded teacher's teaching quality. Kane, McCaffrey & Staiger [10] adds and claims that there are several connections between teaching quality and the state's economic status:

1. Working ability: the teaching quality affects the workability of the new young people who will enter the job market. High-quality teaching allows students to develop abilities and skills that will provide them with a competitive advantage in the labor market.

2. Education and social activity: teaching quality can improve the population's education level. Quality education can improve the knowledge and skills of the public, stimulate critical thinking, and the ability to develop new ideas. The ability to think creatively and create innovation can lead to economic growth. In addition, quality education offers more opportunities and support to young people from different social streams and thus promotes social and economic equality.

3. Entrepreneurial ability: quality teaching can stimulate entrepreneurial ability in young people. A quality teaching process may promote entrepreneurial abilities such as creative thinking, teamwork, problem-solving, and the ability to take risks. Entrepreneurial ability is important for economic growth since it requires rethinking, developing new solutions, and creating new products and services that can encourage economic activity and create economic power.

4. Quality of work and occupation: quality teaching can improve the quality of work and occupation in the country. students who get quality teaching can develop professionally, develop professionally, acquire operational and theoretical skills, and develop their personal and professional abilities. As a result, they may be more prepared for the labor market, find a suitable job, and efficiently and professionally contribute to the economy.

The author of the article believes that teaching quality influences the country's economic ability and the population's standard of living. Entrepreneurial ability, work abilities and sense of ability affect the economic ability of the population and its economic stability. Emmelien et al [4] examined the correlation between rewarding training staff and the state's economic success and concluded that there is a correlation between teacher salary and the success of the economy in some ways: (1) The designation and quality of teachers - teacher salary affect the ability to attract and retain professional teachers and high-level institutes. Teachers with professional abilities and support can provide better teaching quality to students, thus contributing to the success of the economy in the local area. (2) Teaching

quality and impact on students - increased salary for teachers allows them to professionalize, improve their professional ability and keep up to date with new information and teaching methods. The support and professional fulfillment they receive can improve their teaching quality and contribute to student success. (3) Acquiring skills and abilities - highly paid teachers may invest more in their development and acquire additional skills. This can affect their ability to impart up-to-date skills and knowledge to the students, including future competencies required in the changing labor market. Students who gain skills from quality teaching can effectively deal with changing career and financial needs in the future. Summarizing his opinion, teacher salary can improve the teaching quality, strengthen the educational system and contribute directly and indirectly to the success of the economy. Students who are accepted into the education system can get professional and quality training and integrate in the future in the employment market as part of knowledge and skills employees.

Ben Chaim & Zoller [1] even went further and also examined the economic impact as a result of the team quality. He came to the findings that quality teachers can have a significant impact on the local economy and employment in several ways.

The first factor is the Workforce Development: Quality teachers play a crucial role in shaping the future workforce by providing students with a strong foundation of knowledge, skills, and competencies. They can inspire and motivate students to pursue higher education, vocational training, or enter the workforce with the necessary qualifications. Well-educated and skilled individuals contribute to a more productive and competitive labor market, attracting businesses and investments to the local economy.

The second factor is the Innovation and Entrepreneurship: Quality teachers foster critical thinking, creativity, and problem-solving skills in students. These qualities are essential for driving innovation and entrepreneurship, which are key drivers of economic growth. By nurturing an environment that encourages curiosity, risk-taking, and the development of entrepreneurial skills, teachers can help create a culture of innovation that leads to the emergence of new businesses, products, and services, thus stimulating economic activity.

The third factor is Reduced Skills Gap: Effective teaching ensures that students acquire the relevant skills and knowledge needed for the job market. Quality teachers can bridge the skills gap by providing industry-relevant education, career guidance, and practical training. When students are well-prepared for the workforce, it reduces the time and resources required for employers to train new hires, thereby increasing productivity and reducing recruitment costs.

The fourth factor is Retention of Local Talent: Quality teachers contribute to the retention of local talent within the community. When students receive a high-quality education from skilled and dedicated teachers, they are more likely to stay in the local area to pursue higher education or seek employment opportunities. This retention of local talent helps create a skilled and educated workforce, attracting businesses that require a knowledgeable workforce and driving economic development.

The fifth factor is Social and Economic Mobility: Quality teachers can be catalysts for social and economic mobility. They provide equal opportunities for students from diverse backgrounds, helping to break the cycle of poverty and inequality. By equipping students with the necessary skills and knowledge, quality teachers empower them to pursue higher education, gain better employment opportunities, and contribute to the local economy, leading to improved economic and social outcomes for individuals and the community as a whole.

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