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## Comparative Analysis of Teaching Competencies of National Testing Services Selectees of Secondary School Teachers and Departmental Upgraded Secondary School Teachers in Khyber Pakhtunkhwa (Pakistan)

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**Abstract:** *The attitude of teachers requires new consideration which can meet with the new emerging educational trends in this digitalised world. For this reason, the topic "Comparative Analysis of Teaching Competencies of National Testing Services (NTS) selectees of Secondary School Teachers (SSTs) and Departmental Upgraded Secondary School Teachers in Khyber Pakhtunkhwa Pakistan" is investigated. The study sampled the District Education Officer (DEO) of eight districts, Bannu, Swabi, Swat, Mardan, Charsadda, Dera Ismail Khan, Nowshera and Lakki Marwat, of Khyber Pakhtunkhwa, and data is collected through Semi-structured Interviews. After the compilation of data and analysis in depth, it was revealed that upgraded SSTs are unable to meet the current teaching requirements of new emerging trends and recommended that all SSTs should be hired on a merit basis Through NTS for the perfection of the teaching profession at the secondary level.*

**Key Words:** National Testing Services, Departmental Upgraded SSTs, New Emerging Trends in Teaching and Merged Area

### Introduction

In this current age of technology and scientific creativity, the role of the teacher has grown into supplementary puzzling and innovation. It is high time to put a superior on people to be able and ready to acquire all over their survives in this rapidly shifting society. Technological and computer-related appliances and tools create intrinsic and extrinsic motivation among learners (Javed, Buraira & Asghar, 2019). Which can ensure a high level of academic achievement by the learners under the umbrella of teachers' pedagogical content knowledge (Keller, Neumann & Fischer, 2017). And also support

an enhancement in cognitive and affective domains. The blend of technological aid in synchronous and asynchronous modes affects the academic achievement level of the learners (Javed, Buraira & Asghar, 2019). Teachers show an imperative character in the all-inclusive education system. In the nonappearance of capable and well-resourced teachers, the education system can never accomplish the preferred objectives. There is no disagreement with the circumstance that the standard and superiority of teaching be subject to the excellence of teachers and their instruction expertise. A teacher is concerned to

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communicate education to the learners. The character and meaning of a teacher are always recognized which is to be accomplished at school or other formal educational organization or place. The importance of a teacher is to guide the learners in craftsmanship, professional training, religion, fine arts, community, social studies, civics, life skills and experiences. A teacher also considered providing the basic concept of life spending on different occasions and how to interact with different individuals, groups and organizations to improve society overall. The consequence and product of teaching science be subject to concentration and academic attainment in the said discipline; therefore, the learner's inspiration is subject to the instructor's curiosity about academic information. Scientific and computer-related applications and tools generate fundamental and extrinsic motivation among beginners (Javed, Buraira & Asghar, 2019).

The teachers are necessary to improve their intellectual skills, problem-solving skills, inventiveness, and producing new thinking. In fact, learning to pick up is very near to learning to be in order to improve skills and abilities in the young. The teachers are also required to be clear about the aptitudes they themselves want, to mark in an active classroom and school. These capabilities comprise; subject mastery, teaching approaches, and the institution's culture (AIOU, 2000). The standard of any educational system depends on the availability of professional and highly qualified teachers. Any kind of instructional materials cannot work as a substitute for teachers. In fact, a teacher is the best part of the whole educational organization. Therefore, the most significant and essential role in the achievement of any educational system is played by the teacher.

Knowledgeable teachers can communicate in the deepness about the topic theme and cooperate appropriately for the purpose of applications (Covino & Iwanicki, 1996). One study found that "schools with more knowledgeable and supplementary highly educated mathematics teachers tended to have sophisticated succeeding

students" (Fetler, 1999). Once pupils are in the learning process and comprehend much satisfaction in their tutoring atmosphere, so snowballing admiration of the teacher and faith in relative amongst the teacher and students, which ultimately refer to the practicality in teaching (Marzano, Pickering, McTighe, 1993; & McBer, 2000).

Sizer (1999) said, "we cannot teach students well if we do not know them well". That righteous are gauges for the actual teacher to tune up an atmosphere with optimum teaching skills by which novices have the smallest possibility for wrongdoing and guarantee hard-working training conditions additional as a good organizer and class manager (Stronge et al, 2003). Education USA Special Report, associated thoroughly with a learning system to undertake well-structured all the carryings-on in the class to incite the students, which simulated in the form of extraordinary accomplishments of the students. The most significant about teachers' development is how to encompass the total possessions to embolden their students towards the uppermost possibility level with the finest presentation happenings. The operative teacher should distinguish their subject knowledge and compulsory skills to mould students' divergence into proper beliefs within the available classroom resources (Buttram & Waters, 1997).

A teacher is not concerned with the subject only, but to formulate the student's behaviour with all aspects to develop them (Suleman & Gul, 2015). "Recruitment, like all aspects of human resource management, requires careful planning to be successful" (Pynes, 1997). According to the new government teacher's motivation policy, all primary and middle school teachers can also be promoted to SST posts through departmental gradation to improve the performance of these teachers with high grades (Mustafa, 2012). Shah (2007) discovered realities in his investigation and he acknowledged the efficiency of nominated SSTs through the merit process was more satisfactory than promoted teachers by seniority within the department. Dawn Peshawar (January 02, 2016) about 5000 teachers were promoted from lower scales

into SSTs and they are unable to teach their respective subjects. The school's administration ignoring continuously such incompetence of teachers throughout the academic session at the secondary level.

### Statement of the Problem

Teachers' induction in total and especially at the secondary level did not meet the desires of the current educational demands in our country. The secondary level of education is more critical because of its linking to higher professional education, so it is the phase of understanding, motivation and inspiring more for the future. Only 25 per cent of SSTs is getting a chance on a merit basis through NTS while the remaining 75 per cent of SSTs are inducting through department upgradation from primary and middle schools. The study was conducted to evaluate and compare the competencies of both NTS-selected SSTs and departmental-upgraded SSTs in Khyber Pakhtunkhwa Pakistan.

### Objectives of the Study

1. To explore the teaching efficiency of NTS selectee SSTs and departmental Upgraded SSTs.
2. To equate the latest pedagogical tactics of NTS selectee SSTs and Departmental of Upgraded SSTs.
3. To discover which group in both NTS selectee SSTs and departmental upgraded SSTs is coping with new emergent technological trends in the training of youth at the secondary level.

### Research Questions

We have to find the answer to these questions.

- a. What is the actual difference in teaching effectiveness among NTS selectees SST and departmental upgraded SSTs in Khyber Pakhtunkhwa?
- b. Which group in both NTS selectees SSTs and departmental upgraded SSTs is having improved the teaching approach at the secondary level of Khyber Pakhtunkhwa?

- c. Which group in both NTS selectees SSTs and departmental upgraded SSTs agreed with skills and new teaching trends in Khyber Pakhtunkhwa?
- d. Which group in both NTS selectees SSTs and departmental upgraded SSTs is more acceptable for students' as well as for community trust?
- e. Which group in both NTS selectees SSTs and departmental upgraded SSTs is more satisfying their schools' heads?

### Literature Review

Education is the way out of all types of troubles in any type of society and provides benefits to the round development of the national steps forward, which ultimately give individual elation and the tune-up of society where it grows up (Quddos, 1990). The World Bank (2010) informed the main matters connected to secondary education in Pakistan are equivalent convenience for all offspring, low excellence with non-relevance, inadequate set of courses, incorrect assessment, inadequate teachings, not using technology, low cost and bad governance. The very critical period of the girl's primary education achievement with less capable teachers, if there were present competent and competent teachers at the primary level, then eventually secondary education will harvest more creativity with gender equality. It also makes sure the best understanding of girls' well-being, capacities, best home relations, good nationality and productive use of all the free time in their lives.

Development of the students' learning can be enriching if teachers are knowledgeable concerning subject information, intellectuals and interactive (Barr, 1955; Hyot& 1955; Ryans, 1958). More attentiveness towards a subject, nice-looking attitude in learners and firm behaviours are heart-rending classroom learning (Ryans, 1959& Beilin, 1059)

Goel (2005) said that secondary education for students is the foundation for higher education. It enables the students to get further higher education as well as moulds them towards technical or vocational training. According to National Education Policy, (Riaz, I. 2009) policy, at the secondary

level, double kinds of human products have been supplied for the nation, the first is expert employment for functioning and in addition, is connecting to advanced learning. Sajid (2012) said that position of the secondary education understanding in addition to the passage of time, that why the administration expressed that all districts will have a model secondary school. It underlines the genuine contribution of secondary schooling in the entire coordination and has increased its involvement from 31 % to 48% by 2002-03).

Hussain, Sultana, Zia Uddin, Nasir, and Rehman, (2009: 1-2) specified that value education contributes related with the growth of progress. If excellent teaching is grunting, a 10 per cent surge can seem more than a poor one sideways with the output too. Skilled and determined education has been recognized as the finest manufacturer of exports. Quality education has been reflected as the best means for more evolution and promoting it additional. It meets accessible extra occasions for the novices for receiving extra information and succeeded in the practical field of life. The main reason for quality education, that convert dependent into self-determining. The further upright sideways result of an excellent education is to generate inventors to advantageous for others. So the teaching-learning procedure suggests applying with taking broad-minded modification in the conduct of the pupils. Excellence education grows the position of distinct and cumulative human efficiency to advance. It organizes the expert people for the miscellaneous looked-for area in civilization. The regionalizing nations reflected quality education for progress, but they flop to manage a needed goal in the real world.

Human is the basic subject for all other and should analyze in depth before starting to train them. This is the composite form of body and soul, which make this very different from other creation with respect to intelligence and features (Avicenna, 1037). Hiring adequate teachers through proper procedure has been overlooked, so less qualified and non-professional people have been selected to distress the whole education system in Pakistan. The teacher's selection

process has been influenced by all stakeholders continuously in Pakistan. Peter Hull, (1969) promotion of teachers should be based on the best performance and skills because teachers are trying to get higher scale by their attitude. The teacher has performed well for one upgradation is not a guarantee for his efficacy in consistency subsequently.

Secondary education is ordinarily painstaking the composition of 9<sup>th</sup>& 10<sup>th</sup> classes afterwards the elementary stage of schooling with an age of 13 universally in the world. The main focus in this period is to train the new for constructive influence in society as the best member economically. The developing countries focus more here on completing their education because Youngers train for multiple aptitudes including prolific skills and innovations. In less developed countries younger are facing much more economic pressure and convert soon a part of the labour market for which secondary schools trying to train them adequately for those skills to pay resourcefully and regulate themselves in society definitely. Secondary education creates the best collection of human resources which causes to boost the economy with engagement occasions in society relatively. The best contrast between the primary and secondary stage is that concentrated investment in secondary education enrich the level of productivity and development of the country (Wood et al., 1999) Mehboob (Sep 2020)The paper also suggests that there are gaps in the educational abilities of various ethnolinguistic groups in the country and that people from different backgrounds have varied attitudes and desires regarding the medium of instruction. The data shared in this paper indicate that the current National Education Policy, including the Draft National Curriculum 2020, which insists on the use of Urdu or English as the main medium of instruction, has been unable to provide quality and equitable education to children across the country. These findings emphasize the urgency of revising the National Education Policy, providing substantial training and support to current and future staff, and developing a well-researched and clearly articulated policy on the use of language in education.

National education policy Pakistan (2017) termed that comparatively secondary education in Pakistan goes to decline in quality, budgeting per student, equitability, accessibility, and only 46% of the students are completing their secondary education. Pakistan spends a very low amount per student as compared to India and Iran, which are in the same socio-economic region. In Pakistan per student expanse at the secondary level is US\$ 602, in India US\$ 740, and US\$ 2534 in Iran. The social deprivation has been witnessed in the current consequence which necessities to be addressed more specifically to generate an inclusive education environment in schools for promoting ethical standards, community respect, personality grooming, democratic attitudes and citizenship responsibilities. According to the United nation development program (2009:1-2) 'education spending statistics, 'Pakistan is facing a worsening position endlessly due to not equipping their youth for proper jobs, the main reason is the minimum budget allocation of only 1.8%. Youth can't stay alive in the applied life, because the courses thought to the young generations do not tone with the market strains, eventually overall economy did not go into progress.

MacLean (1992) said that a maximum number of Teachers liking to promote on a higher scale for to create threats in the system and try to avoid more responsibilities for the betterment of the education system. Alam (2017), supposed that NTS has been familiarized with a merit-based assortment to progress excellence of instruction. All the candidates give chance to put on at any five nearby schools and turn into a fresh teacher. It is necessary to develop an appropriate system for the selection of suitable, capable and dynamic teachers (Abdou (2012). NEP (1998-2010) The primary objective of secondary education is to mould the behaviour, aptitude and behaviour of the child into a progressive mode overall. "Promotion and up-gradation of teachers shall be linked to performance assessment against a set of standards inclusive of in-service training" (NEP, 2017).

Suleman and Gul (2012) revealed that

- a. A larger part of the direction chosen and to a few degrees of in-service upgraded subject specialists define and announce teachings rules with control to guarantee a favourable environment for instructions and handling well. On the other hand, online nominated subject specialist teachers do not articulate and declare classroom directions and guidelines well.
- b. Many of the directly nominated as well as a minimum number of in-service upgraded teachers are teaching with required lesson planning and organized form, but online selected teachers do not follow proper teaching methodologies.
- c. A larger part of the directly designated and in-service upgraded subject teachers take their classes frequently and honestly though online nominated subject expert teachers do not take their classes frequently.

Atta, (2010) Subject specialists selected through the public service commission are talented to impart with newest approaches at a higher secondary level while upgraded subject specialists failed. The promoted subject specialists are ignorant about innovative instruction developments and expertise. Shah, (2007) Said that "it was concluded that the Upgraded SSTs had performed better on "teaching methodology aspects" (p.67).

## Research Methodology

This study is qualitative in nature. Qualitative research involves non-numerical data, collected from the respondents (Babbie, 2014). An inductive approach has been followed. The qualitative data were analyzed descriptively. In qualitative, many research tools can be used to collect the desired research data and for this study the researcher used a Semi-structured interview, in order to enhance the desired information, necessary for the study. The desired was collected from eight districts of the District Education Officer (DEO). The research methodology can be summarized by the following figures.

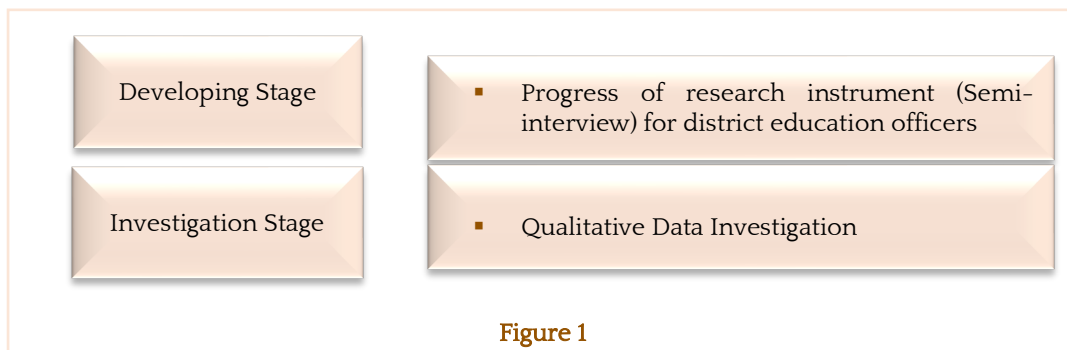


Figure 1

Table 1.

Title	Objective No.1	Objective No.2	Objective No.3
Interview (06xInterviews questions)	Serial (1-2)	serial (3 to 4)	serial (5 to 6)
Analysis	Interpretation	Interpretation	Interpretation

### List of Interview Questions

The respondents for this study were the District Education Officers, selected from eight districts of Khyber Pakhtunkhwa. The research instrument for this study was a Semi-Structured Interview. The list of questions asked from the respondents was, as follows

- Q.1** As we know that students at the secondary level getting an education from both NTS selectee as well as from departmental Upgraded SSTs, so which group is teaching more effectively?
- Q.2** In NTS selectee and departmental Upgraded SSTs, so which is category performing according to the expectations and understanding of students?
- Q.3** Both category NTS selectee and departmental Upgraded SSTs are teaching with proper methods, so which group has better teaching approaches?
- Q.4** In Both category NTS selectee and departmental Upgraded SSTs, which of the two groups shows more tolerance towards the student's satisfaction overall?
- Q.5** In both NTS selectee and departmental Upgraded SSTs, which group is more capable to use ICT in their teaching?

- Q.6** In both NTS selectee and departmental Upgraded SSTs, which group has more expertise in implementing the modern trends in teaching?

### The Population of the study

The population is referring to the special group for investigation with the same characteristics to improve the existing gaps (Best & Kahn, 2006). The scholar is trying to collect prior research data, to compare the abilities of NTS selectee SSTs against departmental upgraded SSTs of male high and higher secondary schools in Khyber Pakhtunkhwa Pakistan. The population for this study was the District Education Officer (DEO) of eight districts, Bannu, Swabi, Swat, Mardan, Charsadda, Dera Ismail Khan, Nowshera and Lakki Marwat, of Khyber Pakhtunkhwa. Hence the population for this study was eight DEO, s of the selected districts of Khyber Pakhtunkhwa.

### Sampling Technique and Sample Size, of the Study

As the qualitative so non-probability sampling type was used. To select the sample, a purposive sampling technique was used to select the sample. The eight District Education Officer (DEO), was selected as the required sample of the study and selected from eight selected districts of Khyber Pakhtunkhwa.

**Table 2.** Sample of the Study

Sr. No	Name of Distt:	Numbers of Deos	Remarks
1	Bannu	01	
2	Sawabi	01	
3	Swat	01	The numbers of DEOs have been selected for the districts that school heads already entertained in data collection through questionnaires in the quantitative portion of the study.
4	Mardan	01	
5	Charsadda	01	
6	Dera Ismail Khan	01	
7	Nowshera	01	
8	Lakki Marwat	01	
Total		08	

### Data analysis and Results

**Objective 01:** To explore the teaching efficiency of NTS selectee SSTs and departmental Upgraded SSTs.

- a. Because of their most recent and updated knowledge, the newly inducted SSTs through NTS are better overall and more effective for the pupils than departmental Upgraded SSTs. The fundamental difference between the SSTs is that the NTS-selected SSTs regularly received their degrees from various universities, whereas the majority of upgraded teachers received their necessary training from Allama Iqbal Open University or privately. As a result, they cannot compete with NTS-selected SSTs in knowledge (Respondent no. 3).
- b. Due to their interest in and understanding of the use of technology for professional development, NTS selectee SSTs have a better approach and more effective teaching techniques than departmental Upgraded SSTs even without having a professional qualification (Respondent no. 1).

**Objective No 2:** To equate the latest pedagogical tactics of NTS selectee SSTs and Departmental of Upgraded SSTs.

- a. Because of their motivation and understanding of the use of technology for professional growth, NTS selectee SSTs have a better and more effective teaching approach than departmental Upgraded SSTs (Respondent no. 5).

- b. The young energetic NTS selectees SSTs are more collaborative with students which attract the students than old hands-upgraded SSTs teaching in traditional modes (Respondent no. 1).

**Objectives No 3:** To discover which group in both NTS selectee SSTs and departmental upgraded SSTs cope with new emergent trends in the training of youth at the secondary level.

- a. The new NTS selectees SSTs are more interactive, bold and trying to get new ideas for the purpose of learning, but the upgraded SSTs are resistive to practice any new changes in technological form to update their capabilities further (Respondent no. 3)
- b. Today's learning process cannot expect with the use of technology, but departmental upgraded SSTs are unable to conduct instructional technology, but the NTS selectees SSTs are more competent in the use of technology and their applications in education, which attract the students towards inquiry (Respondent no. 4).

### Recommendations

- Upgraded SSTs have been found incompetent overall, specifically in teaching at the secondary level, because they have accepted this promotion only for financial benefits regardless of the students' requirements. They only spend time enjoying upgraded scale, and salary and

- are unable to teach science subjects and English as compared to NTSs selectee SSTs.
- Only 25 per cent of NTS selectee SSTs are working in schools with 75 per cent of departmental upgraded SSTs, so the quota should be ended and total hiring may be conducted on merit to improve teaching qualities at the secondary level.
- It is recommended to start online seminars from very expert educationists through different apps with the help of the district IT department to update both types of SSTs about the latest development apps in the teaching field to connect them in continuous professional development.
- B.Ed. degree is the basic understanding for teaching at SST post, so it is recommended as eligibility for NTS selectees SSTs also.
- It is recommended for master trainers in PITE and other teacher education institutions to study, and visit cadet colleges and model institutions especially to improve professional development tools for the overall development of the child through teachers.
- The Upgraded SSTs are unable to use ICT, so computer literacy programs for all SSTs must be introduced by a third party instead of the district education office and district office only to witness it.
- Proper mentoring program sessions must be mandatory for all newly inducted SSTs at least for three years by the senior and well-reputed institutions to develop the basic qualities of a good teacher at the secondary level.
- It is recommended that public schools SSTs has been observed in the inferiority complex as compared to good reputed institutions like cadet colleges and other model schools, so exposure visits and interactive session of their mutual sharing for good practices will improve their behaviour of guidance further.
- There is no proper mechanism for evaluation at the secondary level, to improve the existing gaps and how to enhance the quality of teaching to compete with world-level challenges it is necessary to establish an R & D within the IMU already working in the education department to judge SSTs and report for improvement.
- The basic qualification for SSTs must be changed from B.A to M.A with B.Ed. with some good G.P.A to realize the importance of teaching in society and quality teachers can higher for youth on merit.
- It is recommended that motivational activities like exposure visits, interactive seminars through apps and sharing of good practices globally will enhance the teacher's efficacy more.



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