

COMPARISON OF THE PERSONAL ATTITUDE OF PROMOTED IN-SERVICE AND DIRECTLY SELECTED SUBJECT SPECIALISTS TOWARDS PROFESSION AT HIGHER SECONDARY SCHOOL LEVEL

By

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ABSTRACT

Prime object of the study was to compare personal attitude of promoted in-service and directly selected subject specialists of higher secondary schools towards profession. Both promoted and directly selected subject specialists are working in the higher secondary schools of the country. Directly appointed subject specialists working in higher secondary schools are referred as selected teachers, whereas promoted subject specialists are the school teachers who used to teach in the high/higher secondary schools against some junior positions i.e. Senior English Teacher BPS-16 and on account of acquiring masters degree in education they are promoted as subject specialists. A total of 16 higher secondary schools were selected from within the four districts namely Dera Ismail Khan, Lakki Marwat, Bannu and Peshawar. 32 subject specialist teachers formed the sample for the study comprising of two subject specialists, one out of each category of the same, taken from specified higher secondary school, applying random sampling technique. Principals of all the mentioned sixteen higher secondary schools were selected for the collection of data. Two colleagues of the sampled subject specialist working along with each promoted and selected subject specialists, for the last two years, in addition to four students of each sampled teacher were also selected through random sampling technique. The sampled population for the study consisted of 144, including 32 selected and promoted subject specialists, 32 colleagues of the sampled teachers, 64 students and 16 head teachers (Principles), all taken from the respective schools to measure the personal attitude of promoted and selected subject specialists towards profession. For the measurement of teaching effectiveness i.e. personal attitude towards profession, the performance criteria for different factors was developed and validated. Three, five point Likert rating scales were developed and validated for concerning students, colleagues and head teachers. Each of the rating scale comprised of eight items for the collection of data on the minimal indicators of personal attitude towards profession. Data were collected in person whereas “t” test and Co-efficient of variation were

applied for the data analysis. Significance level for the rejection or acceptance of the null hypothesis remained 0.05. It was observed that the performance of directly appointed i.e. selected subject specialists was comparatively better than the subject specialists promoted from junior ranks, with reference to personal attitude towards profession.

INTRODUCTION

It is an admitted fact that the nations develop their self-consciousness through the process of education by evolving the self-consciousness of the people who compose it. The term education is generally considered as the intellectual and the moral training of people through which their capabilities and potentials are developed, the properties of the creator are infused in them, and the cultural values of masses are transmitted to the coming generations. Fact of the matter is that education is a very vital constituent of the whole-life of any nation and cannot be conceived in sheer isolation or viewed in a vacuum. In this perspective, teacher is without any doubt key to the whole process of education. The teacher should be such a person who commands due respect and regard of pupils by virtue of what he is. Teaching, being a very vital process and a creative activity, is an art and like all other arts it can only be acquired with varying degrees of proficiency. If we wish to meet the growing needs of future generation, it

is necessary to raise the standard and quality of the professional education of teachers. The standard of education is decreasing rapidly. Many factors are working in the deterioration of the educational standard. Backwardness in all the sectors of society is due to this deteriorated educational standard. Now a day a notion prevails among the people that education standard has been deteriorated and unfortunately the teacher is blamed for this. It is said that teachers are responsible for the deterioration of education standard. They say that years ago education standard was far better than today's. Teacher as well as student performance was far better. They showed very good performance in every field of life.

According to Eraut (1994) the quality of education especially at the school level has been a matter of great concern for many years. It is widely and perhaps justifiably believed that besides other inputs, the teacher's specialization and his interaction with learners are the most important factors in teaching learning process. It is fact

that in higher education institutions, for better performance, higher educational qualification is necessary. In this research study an endeavor has been made to find out, whether attitude towards teaching profession is necessary for teaching effectiveness of higher secondary school teachers.

In perspective of very significant and pivotal role of the teachers, it is important that due attention is paid while recruiting and staffing the teachers. It is highly desirable that the persons selected as teachers should possess high commitment and positive professional attitude towards the teaching. It is worthy to note that the teachers' training, their professional commitment and the knowledgebase along with the experience are the variables which directly bear upon their performance.

Taylor and Jenkins (1998) revealed in their study that; the educational level of teachers, their qualifications, professional skills and the teaching experiences they possess, all show their eligibility. Teachers assume numerous theories, methods, professional skills and teaching strategies during their training. Though during the training they learn how to

teach in a classroom situation and how to deal with the students in varying situations, but commencement of their regular teaching actually enables them to apply the theoretical knowledge they gain through training, and improve their teaching capacities. It is therefore said that experience helps the teachers a great deal to accomplish their teaching assignments during the live classroom teaching-learning setup.

It is therefore important to note that the higher secondary school teachers factually achieve the objectives of effectual teaching-learning at this very vital stage. In NWFP the teachers for higher secondary schools are recruited using two means i.e. direct appointment through selection by the provincial public service commission and in-service promotions of the secondary school teachers.

Keeping ahead the aforementioned two methods of teachers' appointment, it was believed desirable to pursue a research study for the comparison of their personal attitude towards profession, as apparently there is no evidence of the conduct of such study in the past.

STATEMENT OF THE PROBLEM

This particular study was planned to compare the teaching effectuality of directly appointed higher secondary school teachers with the in-service teachers promoted to the similar ranks, in perspective of their personal attitude towards the profession, in higher secondary schools of NWFP.

THE OBJECTIVES

Following were the objectives of the study:-

- (i) To develop a teachers' performance criteria. **1 df**
- (ii) To compare the teaching effectiveness of promoted in-service and directly selected subject specialists on the aspect of personal attitude towards profession. **7 C.V**

THE HYPOTHESIS

Following null versus alternate hypotheses were formulated and tested through the pertinent process of research.

H₀ There is no significant difference of teaching effectuality among the promoted in service and directly selected subject specialists on the aspect of personal attitude towards profession.

H₁ There is significant difference of the teaching effectuality among the promoted in service and directly selected subject specialists on the aspect of personal attitude towards profession.

TERMS AND ABBREVIATIONS USED

Following terms and the abbreviations have been used in the study

- Degree of freedom.
- Level of significance.
- Senior English Teacher.
- Senior Science Teachers.
- Bachelor of Education.
- Master of Education.
- Co-efficient of variation.

LITERATURE REVIEW

Teacher's Attitude towards Profession

Attitude scale (The Likert type scale) Kochhar, (2006) States that in this scale each item or statement is followed by five responses, one of which is checked by the subject. The response is usually expressed in five categories i.e. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree that is abbreviated as (SA, A, U, D, SD). The individual statements

are either clearly favorable or unfavorable. To score the scale, the alternative responses are credited 5, 4, 3, 2 or 1 respectively from the favorable to the unfavorable end. For Example, “Strongly Agree” with a favorable statement would receive a score of 5, as would “Strongly Disagree” with an unfavorable statement. The sum of the item credits represents the individual’s total score, which is interpreted in terms of empirically established norms. This method measures attitude only in the sense that individuals are given a rank order according to attitude intensity. The Likert scaling procedure does not require the classification of items by a group of judges. Items are selected solely depending upon the responses of subjects to whom these are administered in the course of developing the test. (p.381)

Nigel (1988) says that awareness of the importance of decision, behind entering the field of teaching is quite essential for a prospective teacher. He says that your reasons for choosing, teaching as a career will undoubtedly affect your attitude and behavior with your students when you eventually become a teacher. He further says that whatever your reasons for wanting to

teach, it might be helpful for you to consider what motivated others to become teacher. (p.5)

Teachers should be aware of the professional demands and their attitude towards profession and they should be positive, then they will be able to become nation builder in real sense as well as to play a positive role in changing behavior of young generations. Bhatti (1998) narrates as;

1. Recognizing that the status of their profession depends to considerable extent upon teachers themselves, all teachers should seek to achieve the highest possible standards in all their professional work,
2. Professional standards relating to teacher performance should be defined and maintained with the participation of the teacher’s organization,
3. Teachers and teacher’s organizations should seek to co-operate fully with authorities in the interest of pupils of the education service and of society generally.
4. Code or ethics of conduct should be established by the teacher’s organizations, since

such codes greatly contribute to ensuring the prestige of the profession and the exercise of professionals, (pp. 145-146).

Collins (1993) defines the attitudes as a “personality disposition affecting conduct and belief in relation to some person, institution, situation or other object, revealing itself, for example in love and hate in degree of intensity from person to person”. Collins further states that “attitudes have their basis in ones inner urges, acquired habits, and the environmental influences by which one is surrounded”. Collins has also pointed out that when a person is kind, agreeable, tolerant, friendly, and generally out-going; he is considered to have desirable attitudes. The men or women who habitually are disagreeable, critical, intolerant, unfriendly or self-seeking are thought of as possessing attitudes disapproved by the group. (p.90)

Attitude offer great possibilities for successful achievement as well as failure in life. They affect all human values. Attitudes of an individual towards other determine his social values. If positive attitudes are promoted amongst the students, then they will be able to make better adjustment in their practical life.

Otherwise they will face a lot of problems and difficulties. If a child comes from an emotionally disturbed family and if the institution does not give any kind of guidance and/or does not provide any sort of help, the child may face a lot of problems of adjustment in and out of school.

Crow and Crow (2000) “A good Teacher prepares the students for judging and solving the problems of life through scientific methods. His function is to help each student in becoming a useful member of society. This can only be done when the science teacher himself has a sound background of scientific attitude. If a science teacher intends to develop and promote scientific habits among his students, then his own scientific altitudes are must. His own attitude should be very precise and scientific so that he may help his students in promoting the scientific habits in the classroom situation. Scientific attitudes have the main demands for a good teacher and he is expected to have a sound, healthy and progressive type of teaching learning and involvement of students in discussions by the teachers. It requires a good pre-planned lesson and audio-visual aids”. (pp.55)

Littles (1988) definition provides a broad working framework as teachers who lead leave their mark on teaching. By their presence and their performance, they change how the teachers think about, plan for, and conduct their work with students. (p.84)

So while measuring the attitude of a teacher towards profession, it would be considered that, how does a teacher deal with professional duties, colleagues, head, students and public and parents, to what extent he avails leaves, takes interest in teaching as well as gives free (extra) time to the students, his interest in school affairs, educational problems, his services and innovations for uplifting the standard/graph of school, his dedication and honesty in professional deeds etc.

Teacher's Job Satisfaction: according to Dash and Dash (2003) Teacher satisfaction in his job is so self-explanatory that it hardly needs a detailed discussion. This relates to his identification with the profession and his willingness to be an effective teacher. It is his involvement in the job which will determine the effectiveness of his efforts. Taking school teaching as a matter of joy and pride sharpens

his teaching skill and refine his performance. The feelings of being unfortunate to be in the teaching profession because of reasonable or unreasonable excuses are very much likely to jeopardize teacher's potential effectiveness. Teacher's style of enjoying his job may compensate for the lack of required personality traits and qualifications for his effectiveness in his job. Factually teaching is not a mechanical process rather it is an intricate, exciting and challenging job. Teacher's satisfaction and contentment being found and derived from the profession may be an index of effectiveness. The total commitment to the teaching profession, and enjoying being fully wedded to it, enhances teacher's effectiveness. (p.308)

SUBJECT SPECIALISTS' RECRUITMENT IN PAKISTAN

For the appointment of teachers, to teach 1st and 2nd year students in Government higher Secondary Schools, the concerned District and provincial level authorities announce the vacancies through national newspapers and accordingly appoint/recruit the required teachers.

Higher Secondary:

Afridi (1998) reveals that “Higher secondary schools include 1st year and 2nd year Arts classes. In rare cases science classes are there, qualification

for teachers B.A/B.Sc or M.A/M.Sc with B.Ed as Subject specialists”. (p.187)

Following are the Terms & Conditions of Employment revealed by Afridi (1998)

Designation	Required Qualification	Scale of pay	Schools
S.E.T(Senior English Teacher)	B.A/B.Sc B.Ed	BPS-16	High and Higher Secondary Schools
Subject specialist	M.A/M.Sc B.Ed	BPS-17	Higher Secondary Schools

Recruitment of Teachers at Higher Secondary School

The subject specialists or the Higher Secondary School Teachers (SS) possess the degree of M.A/M.Sc with B.Ed and by virtue of their qualification they are considered entitled for teaching 1st and 2nd year classes. These teachers have specialization in the disciplines of Science or Arts. The NWFP Public Service Commission recommends fresh appointments of Subject specialists whereas in-service promotions are made by the respective department of education. Consequently, two types of Higher Secondary School Teachers i.e. the promoted and Directly Selected Subject Specialists are working in the existing set up of Government Higher Secondary Schools in the province and the country.

Departmental Promotion of Subject specialists at Higher Secondary School

Promoted higher secondary school teachers are those who already work in high schools as SETs, and are promoted to higher scales as Subject specialists according to 50% quota of in-service promotions on the basis of service seniority. In this regard the requirement for such promotion is subject to provision of degree (M.A/M.Sc with B.Ed) along with the seniority of service. In-service teachers are not supposed to qualify any test or examination for this very purpose. Subject specialists promoted by the education department are upgraded to higher scales without any test. The only requirement is mere verification of their seniority of service and degrees acquired, by the Director of Secondary Education (D.S.E) / Executive District Officer education (E.D.O.Edu).

Appointment of the Secondary School Teachers through selection

Selected subject specialists are those, who are recommended by the provincial Public Service Commission as fresh candidates. Majority of the aforementioned appointees are fresh and new inductions to education department as secondary school teachers. The procedure of their appointment is different from that of departmental promotion. Fresh appointees are supposed to clear a job orientation test in addition to interview. 50% quota is reserved for direct selection of the fresh appointees as SS. It is worthy to mention that in-service teachers are also entitled for appointment against such positions; nevertheless most of the Selectee Subject specialists are fresh.

METHODOLOGY OF THE STUDY

Procedure

This study focused the comparison of teaching effectiveness of in-service teachers promoted as Subject Specialist and directly selected subject specialist recommended by the provincial Public Service Commission) in the locality of DIKhan, Lakki, Bannu and Peshawar district. Prime

object of the study was comparison of teaching effectuality of subject specialists either promoted or selected, concerning with their personal attitude towards the profession. The study was fundamentally of descriptive nature and data was collected through survey.

Population

Entire Students of 1st year and 2nd year, all the higher Secondary School teachers both selected and promoted as Subject specialists working in different Government sector higher Secondary Schools of NWFP, along with all the principals of respective schools comprised the population of the study. .

Sample for the study

A total of four districts including Dera Ismail Khan, Lakki Marwat, Bannu and Peshawar were randomly selected while four higher secondary schools were randomly selected from each district, hence a total of sixteen higher secondary schools were taken. A total of 32 subject specialists, two from each school consisting of one from either category of the same were taken as sample from each higher secondary school using random sampling technique. Similarly sixteen Principals of the respective higher secondary

schools were included in the sample of the study.

In addition to the above two colleague subject specialists, working with each of the promoted and selected higher secondary school teachers for the last

two years, and four students of each sample teacher were also taken through random sampling technique. The sample thus consisted of 32 colleague teachers, 64 students and 16 Principals of the related schools.

A detailed account of the sample is given as under:

District	Principles	Sample Teacher	Colleague teachers	Pupils	Total
DIKhan	4	8	8	16	36
Lakki	4	8	8	16	36
Bannu	4	8	8	16	36
Peshawar	4	8	8	16	36
Total	16	32	32	64	144

DATA COLLECTION INSTRUMENTS

The criteria for the evaluation of performance

The researchers identified minimum teaching effectiveness (performance) indicators and with the assistance of literature and administrators from the education department, developed required performance criteria. The

mentioned indicators for teacher's performance were handed over to 40 experts in the field of education for obtaining their views and comments for checking the content validity. The identifier was improved in light of the comment and observations of the experts. Prepared minimum teaching effectiveness criteria are given in the table below:

Minimum Performance Indicator/Criteria

Aspect	Weightage		
	M.P Score	G.P Score	B.P Score
Personal attitude towards profession	24-29	30-34	35-40

- MP Score:** Minimum performance score
- GP Score:** Good performance score
- BP Score:** Better performance score

Minimum performance criteria were developed with the help of questionnaire, and eight questions were included in each questionnaire so

minimum performance score was 24 and best performance score was 40. Keeping ahead this criterion, three separate five points Likert type scales

were prepared for the students, the colleagues and the concerned principals. Each of the rating scale comprised of 08 items for the collection of required data on the minimum indicators of teaching effectiveness regarding personal attitude towards profession. A detailed account of the instruments used is given hereunder:

Likert Scale for rating the views of Students

Purpose of the said rating scale for students was to judge the views of students regarding their teachers in perspective of their teachers' effectuality relating to personal attitude towards the profession. As mentioned earlier this five point Likert rating scale comprised of 08 points on each indicator of minimum performance criteria. The scale was got filled by 20 students from five different higher secondary schools to tryout the purposes. The Scale was accordingly improved in light of the feedback received, and the points indicated by the concerned students and the experts from the related area. An Urdu version of the scale was applied to obtain the data from the students.

Likert Scale for rating the views of Colleagues

The scale for fellow teachers i.e. the colleagues was developed to measure their views about the teaching effectiveness of sample teachers, concerning with said teachers' personal attitude towards profession. Ten higher Secondary School teachers from five different schools filled the same to tryout its purposes. The Rating scale was thus accordingly improved in view of the suggestions of the said teachers in addition to advices of the experts in the related field.

Likert Scale for rating the views of Principals

The scale for the principals also comprised of eight items that was basically arranged for the collection of the standpoint of the principals from the institutions concerned regarding the teaching effectuality on the aspect of personal attitude towards profession of sample teachers. It was attempted in 5 higher secondary schools where 5 principals utilized it and was thus improved in the light of their suggestions.

Collection of Data

Required data were collected using three instruments, the detail of which is given below:

- a) The data were collected through Rating Scale from the students. Four students of each sample teacher were asked to give their opinion regarding the teaching effectiveness on the aspect of personal attitude towards profession of sample teachers. This rating scale was got filled from 64 sample students taught by the sample teachers.
- b) Colleagues also provided data through another Rating Scale. Two colleagues of each sample teacher were asked to give their opinion regarding the teaching effectiveness on the aspect of personal attitude towards profession of sample teachers. Thirty two Colleagues of sample teachers provided the data.
- c) The data regarding the performance of sample teachers as viewed by head teachers were collected with the help of Rating Scale for Head Teachers. This scale was filled by 16 head teachers of the sample teacher's schools.

PROCEDURE OF SCORING

Replies of the entire samples were calculated exclusively. Collected data were then transferred into quantitative form and each of the response was given a quantitative value that is Excellent (5), Good (4), Average (3), Poor (2) and Very Poor (1).

DATA ANALYSIS

The data collected using above stated scale for the students, the colleagues and the principals were separately organized and arranged. Gathered data were analyzed for making comparison among teaching effectuality or performances of the 2 already groups of sample teachers. The scores of entire samples were calculated, and added up whereas mean scores were also computed, "t" test was applied as statistical measure for comparison of the significance of difference among the means of performance of the subject specialists wither promoted and directly selected, for the comparison of the teaching effectuality of departmentally promoted and directly selected SS with context to their personal attitude towards profession the co-efficient of Variation was used.

Chaudhary (1996) reveals “The Co-efficient of Variation is also used to compare the performance of two candidates” (p.106).

Alam (2000) mentions in his work that, “Consistency or stability is used as terms opposite to variation (or dispersion). A data is considered more stable if it has less variation and likewise it is less stable if variation is more”. (p.151)

Applied test formulae are as under:

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)}{S_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With } v = n_1 + n_2 - 2$$

Where

$$\bar{X}_1 = \frac{\sum f_1 x_1}{\sum f_1} \quad \bar{X}_2 = \frac{\sum f_2 x_2}{\sum f_2}$$

$$S_p^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$\text{Where } S_1^2 = \frac{1}{n_1 - 1} \sum (X_{1i} - \bar{X}_1)^2 \quad \text{And } S_2^2 = \frac{1}{n_2 - 1} \sum (X_{2i} - \bar{X}_2)^2$$

$$\text{Co-efficient of Variation} = C.V = \frac{S}{\bar{X}} \times 100$$

Where S = standard deviation and \bar{X} = Mean

Analyzed data along with interpretations has been presented in tabularized form in the following

Comparative statistics showing teaching effectiveness of the promoted and selected subject specialists concerning their attitude towards profession

Group	N	Group Mean	SD	C.V	df	α	t-tabulated	t-Calculated
Promoted SS	16	30.23	1.23	4.06	30	0.05	2.042	3.31
Selected SS	16	37.17	1.03	2.77				

paragraphs. Findings of the study were accordingly drawn and conclusions were attained whereas the recommendations have also been made consequently.

THE ANALYSIS & INTERPRETATION OF GATHERED DATA

Focal point of the study was to compare the teaching effectuality of departmentally promoted and directly selected higher secondary school subject specialists concerning their personal attitude towards profession, in the vicinity Dera Ismail Khan, Peshawar, Lakki Marwat and Bannu district.

THE COMPARISON & INTERPRETATION OF DATA GATHERED FROM THE STUDENTS

Data analysis of the information collected by using "Rating Scale for the students" has been presented as follow:

The table above signals the mean of teaching effectuality of the departmentally promoted and directly selected subject specialist groups was calculated as 30.23 and 37.17 respectively that was higher than the mean score of 24 of criteria form minimum performance (MPC) Standard deviation (SD) in scores of the mentioned two samples has been observed as 1.23 and 1.03 respectively. The Calculated t- value 3.31 is bigger than the tabulated t-value 2.042 which refers the rejection of H_0 whereas the H_1 has been accepted and it has been concluded that a significant difference exists between the teaching effectiveness of promoted and selected subject specialists concerning their attitude towards profession. The difference was found tilted in favour of

the directly selected subject specialists. The CV i.e. Co-efficient of Variation of the departmentally promoted and directly selected subject specialists has been found as 4.06 and 2.77 respectively. As the CV of selected subject specialists is lesser than that of the promoted subject specialists, hence a consistency in the teaching effectiveness i.e. Performance of selected subject specialists prevails with respect to their attitude towards profession.

THE COMPARISON & INTERPRETATION OF DATA GATHERED FROM THE COLLEAGUES

Hereunder is the analysis of data that was collected using rating scale for the Colleagues.

Comparative statistics showing teaching effectiveness of the promoted and selected subject specialists concerning their attitude towards profession

Group	N	Group Mean	SD	C.V	df	α	t-tabulated	t-Calculated
Promoted SS	16	31.58	8.38	26.53	30	0.05	2.042	5.47
Selected SS	16	36.55	4.82	13.18				

The table above reveals that the mean scores regarding teaching effectiveness of departmentally promoted and directly selected subject specialists groups were recorded as 31.58 and 36.55 respectively that have been found higher than the mean score of 24

of the criteria for minimum performance MPC. Standard Deviation i.e. SD in the scores of both the samples was 8.38 and 4.82 respectively. The Calculated t-value 5.47 is larger than that of the tabulated t-value 2.042, hence the H_0 has been

rejected and H_1 has been accepted, whereas it has been concluded that a significant difference among the teaching effectiveness of departmentally promoted and directly selected subject specialists prevails with reference to their attitude towards profession. The calculated difference tilts in the favour of directly selected subject specialists. The CV i.e. Co-efficient of Variation in respect of promoted and selected subject specialists is 26.53 and 13.18 respectively. As the CV of directly

selected subject specialists is lesser than that of the promoted subject specialists, hence a consistency in the teaching effectuality or performance of directly selected subject specialists has been found concerning teacher's attitude towards profession.

THE COMPARISON & INTERPRETATION OF DATA GATHERED FROM THE PRINCIPALS

Following is the data analysis of the information collected using rating Scale for the Principals

Comparative statistics showing teaching effectiveness of the promoted and selected subject specialists concerning their attitude towards profession

Group	N	Group Mean	SD	C.V	df	α	t-tabulated	t-Calculated
Promoted SS	16	28.88	2.08	7.20	30	0.05	2.042	8.81
Selected SS	16	35.51	1.60	4.51				

The table given above shows that the mean of teaching effectuality of departmentally promoted and directly selected subject specialist groups has been observed as 28.88 and 35.51 respectively that is greater than the mean score of 24 of criteria for minimum performance i.e. MPC. Standard Deviation in the scores of both the samples was found respectively 2.08 and 1.60. The Calculated t-value of 8.81 is bigger than then the tabulated t-value of 2.042 thus the H_0 stands rejected and H_1

remains accepted. It can be rightly concluded that a significant difference between the teaching effectuality among departmentally promoted and directly selected subject specialists with reference to their attitude towards the profession exists. The identified difference was noticed in favour of the selected subject specialists. The CV i.e. Co-efficient of Variation associated with departmentally promoted and directly selected subject specialists was calculated as 7.20 and 4.51 respectively. As the CV for directly

selected subject specialists has been noted as lesser than the promoted subject specialists, it refers to a consistency in the teaching effectuality or performance of directly selected subject specialists relating to their attitude towards profession.

DISCUSSION

With reference to the analysis, a concise discussion is presented hereunder.

The study tested that null hypothesis “There is no significant difference between the mean performance score of promoted and selected Higher Secondary School Teachers on the aspect of their attitude towards teaching profession” on the bases of data analysis.

The aforementioned hypothesis was not accepted because t-values of the students, colleagues and principals standpoint score were calculated as 3.31, 5.47 and 8.81 respectively; found more than that of the tabulated t-value that was observed as 2.042 at the 0.05 significance level. It was consequently the conclusion that directly selected subject specialists were comparatively better in terms of their personal attitude towards teaching profession. Their better performance, however, on

their personal attitude towards teaching, can be assigned to their very recent inclusion to the pedagogy and ameliorated interaction during the course of teacher training.

Above mentioned results affirm the findings of a study conducted by Shah, (2007) entitled “A Comparison between the Performance of in-service promoted and directly selected (By the public Service Commission) Secondary School Teachers in Rawalpindi District”. Said study concluded that the promoted SSTs perform comparatively much better on the aspects of “classroom management, students’ guidance and the character building aspects”, whereas at the same time their performance was found comparatively better in terms of teaching methodology and personal attitude towards the teaching profession. It was however observed that the performance of promoted and selected SSTs was similar on “Motivating the student for learning”. Their overall performance as viewed by their head teachers was also similar. (p.67)

SUMMARY

Departmentally promoted and directly selected Higher Secondary School

Teachers i.e. the subjects specialists, both are appointed in the Higher Secondary Schools of Pakistan. Directly selected HSS teachers are the teachers, appointed directly to the positions of subject specialist contrary to the departmentally promoted HSS teachers who being already working teachers in the schools, on some junior post and scales of pay, are promoted as subject specialists in the Higher Secondary School after acquiring a masters degree along with BEd. Most of the in-service teachers attain required qualification as private candidates for the requisite promotion. Departmental promotion and direct appointment through the concerned quarters provide equal chances of serving as subject specialists in the Higher Secondary Schools. Prime duty of the Higher Secondary School teachers is to educate the younger generation who can very rightly be termed as the learners of a very crucial stage. The teachers are not only supposed to make them good individuals but to make them good citizens of the country and to develop commitment of patriotism amongst them and make them hardworking contributors for the development and prosperity of the country at this vital stage. In this way, higher secondary

education demands for committed and dedicated teachers. Attainment of the above objectives and fulfillment of such national needs largely depend upon the capacities and capabilities of teachers. This duty is attributed upon both, the departmentally promoted and the directly selected Higher Secondary School teachers.

In view of the above, and keeping ahead the important nature of job performed by the teachers appointed through aforementioned two modes of appointments, it was conceived quite feasible to conduct a study to compare their teaching effectiveness, because it is assumed that perhaps no such study appears to have been conducted. This study was basically of descriptive nature.

FINDINGS

Following were the findings of the study given in accordance with the selected indicators of teaching effectiveness of aforesaid teachers.

Teacher's attitude towards profession

It was observed that the mean score of directly selected subject specialists on devised rating scale for students was found as 37.17 as compared to 30.23 of departmentally promoted subject specialists that refer towards a significant difference in the mean performance score of promoted and selected subject specialists. The

observed difference has been in favour of selected subject specialists that also indicates that the mean scores of promoted & selected subject specialists groups were more than the mean score of 24 of criteria for minimum performance regarding personal attitude towards the profession. The CV i.e. the Co-efficient of Variation of departmentally promoted and directly selected subject specialists is 4.06 & 2.77 respectively. As the CV of selected subject specialists is lesser than the promoted subject specialists hence a consistency in the teaching effectuality i.e. Performance of directly selected subject specialists in terms of their attitude towards profession has been found.

It was also observed that the mean score of directly selected subject specialists on rating scale for colleagues remained 36.55 as compared to 31.58 of promoted subject specialists group, which depicts that there has been significant difference in the mean performance score of promoted and selected subject specialists. It was noticed that the measured difference was in favour of selected subject specialists. The study also reveals that the mean scores of promoted & selected subject specialists

were more than the mean score of 24 of criteria for minimum performance in terms of personal attitude towards profession. The CV i.e. the Co-efficient of Variation of the departmentally promoted and directly selected subject specialists has been found as 26.53 and 13.18 respectively. As the CV of directly selected subject specialists is lesser than the departmentally promoted subject specialists, hence a consistency prevails in the teaching effectuality and performance of selected subject specialists on the aspect of teacher's attitude towards profession.

It was found that the mean score of selected subject specialists on prepared rating scale for principals used to be 35.51 in contrast to 28.88 of departmentally promoted subject specialists that describes a significant difference in the mean performance score of promoted and selected subject specialists. It is worthy to note that once again the difference was found in favour of the directly selected subject specialists. Mentioned analyzed findings also denote that the mean scores of promoted & selected subject specialists groups were more than the mean score of 24 of criteria for minimum performance regarding

personal attitude towards profession. The CV i.e. the Co-efficient of Variation of promoted and selected subject specialists is 7.20 and 4.51 respectively. As the CV of directly selected subject specialists has been found as lesser than the promoted subject specialists so it refers to a consistency in the teaching effectuality and Performance of selected subject specialists on the aspect of teacher's attitude towards profession.

CONCLUSIONS

Following has been the conclusion, on the basis of findings of the study:

Directly selected subject specialists performed better than the promoted subject specialists on attitude towards teaching profession.

RECOMMENDATIONS

In perspectives of the findings and the drawn conclusion it is recommended that:-

1. In-service training may be provided to all promoted and selected subject specialists on pedagogy and contents on periodical basis at least once in every five years to enable them to perform effectively during their classroom teaching. Different teaching methods, skills and approaches may be

included in this training for the enhancement of teachers' abilities.

2. Teacher should study other books along with text books to remove the confusion of the students in that specific area. School should arrange all such books.
3. M.A/B.Ed and M.Sc/B.Ed Subject specialists should be provided opportunities to improve their academic qualification during service in the area of education like MEd.
4. A proper system of continuous evaluation may be made in all higher secondary schools. The weak aspect of the subject specialists should be diagnosed by the head teachers and senior staff and necessary measures should be taken for the improvement of subject specialists.

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