

# **Comparative Study on the Performance of In-Service Promoted and Commission Selected Subject Specialists Regarding Assessment of the Students**

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## **Abstract**

Primary objective of the study was to compare the performance of in-service promoted and commission selected subject specialists of higher secondary schools. Twenty one higher secondary schools were randomly selected from three districts including Dera Ismail Khan, Lakki Marwat and Bannu of Khyber Pakhtunkhwa, Pakistan. Students, subject specialists and head teachers of these schools were the respondents of the study. Co-efficient of variation (C.V) and “t” test were applied to analyze the data at 0.05 level of significance. It was concluded that the performance of commission selected subject specialists was better than the in-service promoted subject specialists regarding assessment of the students. Provincial public service commission selected subject specialists were referred as direct selected subject specialists in BPS-17. In-service promoted subject specialists were the secondary school teachers (SST) working in BPS-16 after acquiring master degree in their relevant field and spending a specific period in education promoted as subject specialists.

**Keywords:** Performance, promoted, direct selected, subject specialists students assessment

## **Introduction**

In each and every society teachers play a very crucial, active, vibrant and self motivated role in educational system. Performance of students mainly depends upon the performance of teachers; it means that performance of teachers and students is directly related. In the reconstruction and progress of Nation teacher is the main architect so in teaching learning process the improvement of the teacher is too much essential for the enhancement of society. The education system of the country reflects the aspiration of people whom it is to serve. Every education system serves the social, cultural, economic and international objectives of the society. Quality of education is closely related to the educational policies and programmes, the curricula, facilities, equipment and administrative structure, but it is only the teacher who puts life in this skeleton.

Every Nations develop their self-consciousness through the process of education. The term education is generally considered as the intellectual, academic, rational, logical, ethical and the moral training of people through which their capabilities and potentials are developed. Transmission of culture, values and logical thinking to the coming generations is possible through education. Factually teacher is a key in the whole education process. 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, quality and performance of teachers. Teachers learn different theories, methods, skills, motivation, planning and strategies during their training, although they are taught how to teach in a classroom and how to tackle the students, how to assess the students in different situations. But in teaching learning process regular teaching enables them to apply this knowledge and to improve their teaching. That is why it is said that experience helps the teachers to perform better during their live classroom teaching. 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 assessment of the students' skills in teaching. It is worthy to note that the teachers' training in each and every field, their professional commitment and knowledge along with the experience are the variables which directly affect their performance.

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

### **Statement of the Problem**

This particular problem under study was to "compare the performance of in-service promoted and commission selected subject specialists regarding assessment of the students at higher secondary schools level in southern districts of Khyber Pakhtunkhwa".

### **Objective of the Study**

The objective of the study was to compare performance of in-service promoted and commission selected subject specialists regarding assessment of the students at higher secondary schools level in southern districts of Khyber Pakhtunkhwa.

### **Hypothesis**

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

H<sub>0</sub>: there is no significant difference between the performance of in-service promoted and commission selected subject specialists.

H<sub>1</sub>: there is significant difference between the performance of in-service promoted and commission selected subject specialists.

## Terms and Abbreviations Used

Following terms and the abbreviations have been used in the study

1.  **$\alpha$**  Level of significance.
2. **d.f** Degree of freedom.
3. **SST** Secondary School Teacher.
4. **B.Ed** Bachelor of Education.
5. **M.Ed** Master of Education.
6. **C.V** Co-efficient of variation.
7. **KPK** Khyber Pakhtunkhwa
8. **BPS** Basic pay scale
9. **M.A** Master of arts
10. **M.Sc** Master of Science

## Literature Review

### Student Assessment

Mohanty (2003) the responsibility of a teacher is not only to teach well, he must have command on overall environment within the school. He should have the qualities of planning, organization, motivation and also assessment of students in different situations. He should develop the sense of cooperation, motivation assessment and evaluation because perfect assessment improves the performance of students. Perfect assessment means that teacher aware the deficiencies of students and if a teacher is aware the deficiencies then he can easily omit these deficiencies.

Fry (2000) assessment and motivation both play a very significant role in student learning. Depending upon the aims of assessment, effective assessment reflects truthfully some combination of an individual's achievement, skills, abilities, and potential. Ideally assessment permits predictions about future behavior. With the help of effective assessment of the students the students can be motivated. (P.59)

Ellington (2005) assessment means the processes, procedures and instruments that are designed to measure learners' achievements. Normally in assessment learners have engaged in an instructional programme of one sort or another, or after they have worked through open or flexible learning resources on their own. It is much easier to design assessment criteria when details of the competences learners are intended to gain are well defined and expressed. It is equally useful for learners themselves to be able to see such details of their expected performance. In the formulation of valid and reliable assessment processes and instruments the technology of education and training has its most important part to play. Technology in education and training play their part in assessment i.e. in the use of computerized assessment system to provide feedback to learners and keep records of their progress. The results of

assessment are very useful in the perspective of evaluating the effectiveness and quality of educational and training courses and resources. (Pp.121-122)

### **Assessment Methods**

Ellington (2005) in teaching learning process assessment methods can have a wide variety of forms. The most common general approach is written response, i.e. the 'paper pencil' approach. This approach encompasses a whole range of 'traditional' assessment methods such as different types of objective type and essay type tests. Practical tests are often used to assess psychomotor objectives, and include such techniques as project assessment, assessment of laboratory work, and other skill-tests designed to assess specific manipulative skills. Assessment techniques which involve students using non-cognitive skills (such as decision making skill) are also useful in the improvement of performances of the students. (P.127)

Agarwal (1997) in teaching learning process assessment has great importance. The major philosophy of education which emphasizes the responsibility of the teacher not only for the development of concept, information, skill and habits but also for the stimulation of student's growth, called for the development of more adequate techniques of assessing student's growth and development. In assessment of the students varied learning objectives are clarified; defined and varied methods of assessment are devised to measure various learning outcomes. Today the assessment in the formal education system is conceived as a comprehensive range of learning objectives contained in the different areas of education. So assessment includes selection of reliable and valid instrument i.e. tests for appraising characteristics of personal growth and all-round development of the students. (PP.155-169)

### **Internal and External Assessment**

#### **Internal Assessment**

Gujjar (2011) internal assessment performed by the teacher because it is the part of his teaching; however other teachers, students and the student's colleagues help him through their informal assessment. For assessment of the students teacher use some techniques to assess the students which are given below:

- i) Daily Test.
- ii) Weekly Test.
- iii) Fortnightly Test.
- iv) Monthly Test.
- v) Terminal Test (Three monthly).
- vi) Summative evaluation or Annual exam or Annual Promotion Test.

For internal assessment teachers must identify the abilities/skills they want to develop in their students and allocate importance to the selected abilities/skills. In internal assessment very low weight-age must be given to simple recall of knowledge and information.

## **External Assessment**

External assessment is a technique of organized and conducted through standardized tests, and observation by an external agency, other than the school.

## **Assessing Instruction**

Moore (2003) in teaching learning process teachers must evaluate the efficacy of instruction. For this purpose teacher must have a clear and full understanding of the assessment process. Teachers must evaluate the students to determine where students achieve to targeted learning objectives, if students have not mastered the intended material, teaching must be re-planned. It gives the teacher information regarding the level of student learning, and it provides information that can be used in planning future lessons. Being able to identify learner difficulties is a basic skill that successful teacher must possess. No matter how well you plan and implement your lessons, some students will probably experience difficulty in achieving the desired learning outcomes. Without proper identification and remediation, these difficulties may compound until the students becomes frustrated and turns off to learning together. Thus, measurement and evaluation are essential components in the teaching learning process. (P.253)

## **Performance Assessment**

Moore (2003) in real assessment, the student is required to perform specific behaviors in a real-life situation. In performance assessment, the student is required to perform specific behaviors to be assessed; the situation doesn't necessarily have to be real-life. Thus in performance assessment students create an answer or a product that demonstrates their achievement of knowledge or skill. Possible type of activities that could be used to assess performance is performance tests, achievement tests, paper and pencil assessments, observations, and oral assessments. With performance assessment, teacher must evaluate the levels of student performance. (P.281-285)

## **Recruitment of Subject Specialists' In Pakistan**

For the appointment of teachers, to teach 1<sup>st</sup> year and 2<sup>nd</sup> 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.

Afridi (1998), "Higher secondary schools include 1<sup>st</sup> year and 2<sup>nd</sup> 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)

## Methodology of the Study

### Population

Entire Students of 1<sup>st</sup> year and 2<sup>nd</sup> year, all commission selected and in-service promoted subject specialists working in different Government sector higher secondary schools, along with all the principals of respective schools in southern districts of Khyber Pakhtunkhwa comprised the population of the study.

### Sample

Three districts (D.I.Khan, Lakki and Bannu) were selected randomly and from each district four higher secondary schools were selected randomly, so total twelve higher secondary schools were selected. From each higher secondary school two subject specialists (one promoted and one selected) as a sample teacher were selected through random sampling technique, so total twenty four subject specialists were selected as a sample teacher. From twelve higher secondary schools all twelve Principals were selected to get the data. Four colleagues' teachers working with each promoted and selected subject specialists since last two years, and ten students of each sample teacher were also selected by random sampling technique. It included 48 colleague teachers and 120 students. Twelve Principals of the concerned schools were also included in the sample to get their opinion about the performance of promoted and selected subject specialists. In this way sampling was done in case of selection of students, sample teachers, colleague teachers, in-service promoted and commission selected subject specialists.

### The Description Of The Sample Is Given Below

Distt	Principles	Sample Teacher	Colleague teachers	Pupils	Total
DIKhan	4	8	16	40	68
Lakki	4	8	16	40	68
Bannu	4	8	16	40	68
Total	12	24	48	120	204

### Research Instrument

A five points Likert type rating scale was developed, pilot tested and validated. This instrument was used to collect the data regarding performance of in-service promoted and directly selected subject specialists. This scale was filled by twenty students, ten subject specialists (SS) and four head teachers (Principals) of four different higher secondary schools for tryout purposes (Pilot testing). The main objective of pilot study was pre-testing of instrument (Rating scale) on a small sample. The rating scale was improved in the light of feedback, difficulties and ambiguities pointed out by the students, subject specialists, head teachers and in consultation with the experts of relevant field.

Performance indicators (items) were identified with the help of literature, administration personnel of the education department and experts of different department. These indicators of teacher's performance were given to thirty eight expert educationists for their opinion and comments to check the content validity. It was improved in the light of their comment and observations.

### **Collection of Data**

Required data were collected using rating scale, the detail of which is given below:

- a) Students provided data through Rating Scale. Ten students of each sample teacher were asked to give their opinion regarding assessment of the students. This rating scale was got filled from one hundred and twenty sample students taught by the sample teachers.
- b) Colleagues also gave data through rating scale. Four colleagues of each sample teacher were asked to give their opinion regarding assessment of the students. So forty eight colleagues of sample teachers provided the data.
- c) The data regarding assessment of the students of sample teachers as viewed by Principals of the higher secondary school were collected with the help of rating scale. This scale was filled by 12 head teachers of the sample teacher's.

### **Scoring Procedure**

The responses of each sample were counted separately. The data were converted into quantitative form. Each response was given quantitative value accordingly i.e. '5' strands for strongly Agree, '4' for Agree, '3' for Undecided, '2' for Disagree "and '1' for Strongly Disagree. The study was fundamentally of descriptive nature and data was collected through rating scale.

### **Data Analysis**

The data collected through Rating Scale for students, colleagues and principals were organized and arranged separately. In this research work the scores of all samples were calculated, summed and mean scores were calculated, "t" test and co-efficient of variation was used as statistical technique.

Chaudhary (1996) explains that "The Co-efficient of Variation is also used to compare the performance of two candidates" (p.106).

Alam (2000) explains 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:

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

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

## Analysis & Interpretation of Data

### Comparison & Interpretation of Data Collected From the Students

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

### Comparative Performance of Promoted and Selected Subject Specialists Regarding Assessment of the Students

Group	N	Group Mean	SD	C.V	d.f	α	t- tabulated	t-Calculated
Promoted SS	12	16.78	1.09	6.50	22	0.05	2.074	13.80
Selected SS	12	22.19	0.81	3.65				

The above table indicates that the t-Calculated value 13.80 is greater than the t- tabulated 2.074 so we reject null hypothesis and accepts alternative hypothesis and concludes that there is significant difference between the performances of promoted and selected subject specialists regarding assessment of the students. Also the above table show that Co-efficient of Variation of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of commission selected subject specialists regarding assessment of the students.

### Comparison & Interpretation Of Data Collected From The Colleagues

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



### Comparative Performance Of Promoted And Selected Subject Specialists Regarding Assessment Of The Students

Group	N	Group Mean	SD	C.V	d.f	$\alpha$	t-tabulated	t-Calculated
Promoted SS	16	15.41	2.07	13.43	22	0.05	2.074	10.80
Selected SS	16	23.15	1.37	5.92				

The above table indicates that the t-Calculated value 10.80 is greater than the t- tabulated 2.074 so we reject null hypothesis and accepts alternative hypothesis and concludes that there is significant difference between the performances of promoted and selected subject specialists regarding assessment of the students. Also the above table show that Co-efficient of Variation of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding assessment of the students.

### Comparison & Interpretation Of Data Collected From The Principals

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

### Comparative Performance Of Promoted And Selected Subject Specialists Regarding Assessment Of The Students

Group	N	Group Mean	SD	C.V	d.f	$\alpha$	t- tabulated	t- Calculated
Promoted SS	12	20.66	2.15	10.41	22	0.05	2.074	3.19
Selected SS	12	23.39	2.04	8.72				

The above table indicates that the t-Calculated value 3.19 is greater than the t- tabulated 2.074 so we reject null hypothesis and accepts alternative hypothesis and concludes that there is significant difference between the performances of promoted and selected subject specialists regarding assessment of the students. Also the above table show that Co-efficient of Variation of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding assessment of the students.

### Discussion

In-service promoted and commission selected subject specialists, both are appointed in the higher secondary schools of Pakistan. Both provide equal chances of serving as subject specialists in the higher secondary schools. Prime duty of the subject specialists 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. 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 In-service promoted and commission selected subject specialists.

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 performance, because it is assumed that perhaps no such study appears to have been conducted. Basically this study was descriptive nature.

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. (p.67)

## **Findings**

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

The null hypothesis “There is no significant difference between the mean performance score of in-service promoted and commission selected higher secondary school teachers regarding assessment of the students” was tested on the bases of data analysis. The null hypotheses were not accepted because t-calculated values of the students, colleagues and principals were calculated as 13.80, 10.80 and 3.19 respectively; found more than that of the tabulated t-value that was observed as 2.074 at the 0.05 significance level.

### **1. Findings from the rating scale of students**

The mean score of promoted subject specialists group on rating scale for students was 16.78 as compared to 22.19 of selected subject specialists group, which indicates that there was significant difference in the mean performance score of promoted and selected subject specialists, the difference being in favor of selected subject specialists. The co-efficient of variation of promoted and selected subject specialists is 6.50 and 3.65 respectively. Since C.V of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding assessment of the students.

### **2. Findings from the rating scale of colleagues**

The mean score of promoted subject specialists group on rating scale for colleagues was 15.41 as compared to 23.15 of selected subject specialists group, which indicate that there was significant difference in the mean performance score of promoted and selected subject specialists the difference being in favor of selected subject specialists. The co-efficient of variation of promoted and selected subject specialists is 13.43 and 5.92 respectively. Since C.V

of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding assessment of the students.

### **3. Findings from the rating scale of Principals**

The mean score of promoted subject specialists group on rating scale for head teachers was 20.66 as compared to 23.39 of selected subject specialists group, which indicates that there was significant difference in the mean performance score of promoted and selected subject specialists the difference being in favor of selected subject specialists. The co-efficient of variation of promoted and selected subject specialists is 10.41 and 8.72 respectively. Since C.V of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding assessment of the students.

### **Conclusion of the Study**

On the bases of findings it is concluded that commission selected subject specialists performed better than the in-service promoted subject specialists regarding assessment of the students at higher secondary schools.

### **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 regarding assessment of the students at least once in every five years.
2. For subject specialists a proper system of continuous evaluation may be made in all higher secondary schools. The weak aspects of the subject specialists should be diagnosed by the principals and senior staff and necessary measures should be taken for the improvement of subject specialists.

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