

**EFFECTS OF THE APPOINTMENT OF GOVERNMENT SCHOOL TEACHERS WITHOUT PROFESSIONAL DEGREE / QUALIFICATION IN KHYBER PAKHTUNKHWA**Muhammad Imran Aziz<sup>1</sup>, Dr. Malik Amer Atta<sup>2</sup>, Dr. Shehla Sheikh<sup>3</sup>**Original Article**

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**Abstract**

*This is a descriptive study consisted of different stakeholders and their views about the effects of professional degree regarding to the appointment of the public sector Secondary School Teachers. The study was limited to the district D.I.Khan. Self-structured & closed ended questionnaire was used to collect the data from the Teachers, HODs and officials of education department. The population of the study was comprised of 32 Secondary Schools (Boys & Girls) and 32 Headmasters / Headmistress / Principals (male & female), 256 SSTs (128 male & 128 female) Teachers and 12 Officials (6 male & 6 female) of Education department. The 300 respondents filled the questionnaire with their wish. The researcher used the Stratified multi-stage sampling technique and then inferential statistics for analysis of data. All the data was analyzed by applying ANOVA and using t-test to find the significance difference of means of both respondents i.e. male & female. Results of the study reflected that most of the people were against the recruitment of untrained teachers and maximum teachers were in the favour of professionally qualified inducted teachers.*

**Keywords:** Perceptions, stakeholders, Secondary School Teachers, Self-administrated questionnaires, professionally qualified, Officials of Education department.

**INTRODUCTION**

According to Bryman and Cramer (2002), Education is the best process of acquisition of knowledge to facilitate the learning, skills their values, habits and believes. There are different methods are included in education like training, teaching, discussion, story-telling, and also research. The education can be take place in the different ways like formal, informal and non-formal settings and experiences. Pedagogy is the art of teaching that is very necessary for the proper and best education system. The Denscombe (2003) expressed that Education is the alternative way to achieve victorious position and solution of the different social & personal problems. As the students get their education through their teachers/Instructors, the teachers use the curriculum and lesson plan to facilitate them in teaching learning process. In a certain field, professional qualification permitted the person to work in the field freely. Therefore, it is too essential that professional degree must have by the individual specially in entering the teacher-Education profession, so that the individual is able to perform his professional duties competently and adequately. There are the different professional courses in teaching profession like PTC, CT, B.Ed, M.Ed etc. These professional courses are considered to be per-requisite for entering the teaching profession. Similarly, it is justified that professional training of the teachers are very essential ingredient to hold-up beneficial and innovative teaching. According to

the Harris and Muijjs (2005), it is the need of age that teacher should get proper and adequate training to possess different teaching skills and adequate knowledge for the purposeful and dedicated teaching profession. Professional education for teachers isn't only way to teach by the teacher. It might save the youngsters from much of the painful process of learning. Professional pride demands that the teacher render service of the very best possible standard and cling strictly to an educator code of ethics. In 1964-66, the Education Commission closely observed the different factors such as quality, competency, development and character of the teachers are most important. There are nothing is important than high quality recruits to the profession of teaching, provided them with better professional training and to create the satisfaction condition of work in which the individual can be fully involved and effective.

### **STATEMENT OF THE PROBLEM**

There is a conflicting opinion about recruitment policy of Government regarding to induction of the newly appointed teachers without professional degree. According to the Gronlund (2000), it is assumed that any educational institutions, the Teachers are very important sources of competent knowledge and well performing learning skills. As training is a great extent for the teachers, therefore, the professional training and time to time in-service trainings makes the performance of teachers very well. It is assumed that lack of training and professional qualification may effect on the quality of education and achievement of the objectives. Using the latest policy, keeping in view the researcher wants to determine which government policy is fruitful and everlasting. In this perspective, the researcher is focusing on the effects the induction of Teachers (SSTs) without proper and formal professional qualification and attaining the professional training. Therefore, researcher intends to seek the stance of stakeholders including Teachers (SSTs), Heads of Educational Institutions (Headmasters/Principals) and other Officials of Education department.

### **OBJECTIVES**

There were the following main objectives of the research.

- To investigate the perception of stakeholders concerning the importance of professionalized qualification for the recruitment of SSTs at the level of high and higher secondary schools.
- To determine the opinion of different stakeholders concerning to the ability of un-trained teachers who were practicing the different management skills and maintaining the discipline in the classrooms.

### **QUESTIONS OF THE RESEARCH STUDY**

- i. What is the perception of stakeholders regarding to importance and significant role of professional degree/qualification for appointments of secondary school teachers?
- ii. Do the stakeholders conceive about the worth & efficiency of the trained (professional degree holders) and untrained teachers at schools level?

### **HYPOTHESES OF STUDY**

**H<sub>01</sub>** There is no significance importance of professional qualification/degree for the appointment of secondary schools teachers.

**H<sub>02</sub>** There is no significance difference between the stakeholder's perceptions concerning to efficiency and performance of the trained (professional degree holders) and untrained teachers.

**SIGNIFICANCE OF THE RESEARCH STUDY**

Most important thing is that this research has given the useful information to the related authorities to take positive steps for the improvement of teaching & learning process. This study discourages the teacher's recruitments without the professional degree/qualification otherwise a great failure will be in the both teaching and learning process. Professional qualification has a remarkable place in any society and many benefits for the both students and teachers. Furthermore the professional degree helps the teacher to become best educators and also to develop the efficient & competent administration. All the stakeholders will mutually agree and realize the importance of professional degree/qualification in our education system especially at schools level. As very little work has been done regarding to this problem, this research-study will prove to be the landmark in the educational field.

**DELIMITATIONS**

- The current study was delimited to all Government high/higher secondary schools in only one district D.I.Khan
- The stakeholders were bounded to the only Principals/Heads, Teachers and other Officials of education department of D.I.Khan.

**LITERATURE REVIEW**

According to the Gronlund (2001), there is a culture of learning in education to enhance professionalism. Teachers play crucial role to achieve these objectives. The Law and Clover (2000), highlighted the first moral obligations to provide best instructions. Teachers who adhere to a high standard of moral professionalism have a strong responsibility to support their students' learning while upholding these standards themselves. The National Council for Accreditation of Teacher Education's (NCATE) accreditation procedure must take into account teachers' professional and ethical attitudes. Education in ethics is divided into four categories: moral sensitivity, moral judgment, moral motivation, and moral character. Each part is clearly defined the instructional aims, teaching strategies and assessment methods. An appropriate classroom-environment can enhance student's positive dispositions if teachers receive proper training. Martin et al (2004), conducted a study and make the comparison of professional & curricular ideas of two samples of Spanish secondary school science instructors, who varied in their years of teaching experience and whether or not they had attended a lengthy scientific-pedagogical refresher course. Components of their professionalism as instructors (motivation and work satisfaction) and aspects of the curriculum related to content, instructional methods, and evaluation were examined using the data from their questionnaire replies. The findings indicated greater professionalism and greater levels of satisfaction in the case of the teachers who had more training and experience. Similarly, according to Harris and Muijis (2005), what teaching and learning techniques bring the student into contact with the knowledge and skills that are determined and included in the learning programme? The teacher ensures that resources are available as needed and throughout the duration of the course. According to O'Bannon (2002), in order to solve problems, make decisions, and engage in professional practise, learners and workers must be motivated and eager to do so, not merely able. Ololube (2005) examined the issue of motivating students to be enthusiastic about learning and adding a get up & go for training that would continue forever as a comprehensive task. The training is often concerned with helping the learner learn things that will benefit them the greatest. In order for students to discover their genuine skills, it is the responsibility of the instructor to guarantee that learning is effective and powerful. According to Owens (2004, p.19), courses can introduce educators to those methodological aptitudes. These courses in training will enhance the instructors' capacity to influence study hall procedures, which are

ingrained in the educator preparation process of various instructional resources, or other comparative establishments charged with the duty to organize educators. This frequently serves as evidence when neuroscienceThe studies from New Curriculum, (2003), Darling-Hammond (1986, 1987), Darling-Hammond et al. (1997), Leino (1996), and Ololube (2005b) have shown that skilled educators have a variety of roles to play in influencing the quality of instruction. The information's facts showed that there are differences between how well-prepared and underdeveloped educators approach their work in their instructional methods. Additionally, considering that quality teaching receives a high rating in the evaluation of an effective educator, it might be suggested that special arranging relevance be added to the process of placing the undeveloped teachers in the processes of instructor preparation.

### RESEARCH METHODOLOGY

Research design of the Current research is a descriptive in nature and quantities study. It included the responses and statistical data such as percentage, mean, median and standard deviation. The researcher also used the inferential statistics such t-test and ANOVA for the significance of the study.

### POPULATION OF THE STUDY

All the Heads/principals of high/higher secondary schools, SSTs working in these schools and Officials of the education department in district D.I.Khan were the population of the research study.

### SAMPLE OF THE STUDY

The researcher selected the sample and sample size with the help of technique introduce by the L.R.Gay (2003).It was considered that if the sample size approximately equal to the 1500, then size of the sample up to 300 become quite adequate. Therefore the sample of the study was comprised of **32** Secondary Schools (Boys & Girls) and **32** Headmasters / Headmistress / Principals (male & female), **256** SSTs (128 male & 128female) Teachers and **12** Officials (6 male & 6 female) of Education department. The 300 respondents filled the questionnaire with their wish. The volume of the sample size is given below:

Category of the Respondents	Male	Female	Total
Heads/Principals of the Institutions	16	16	32
Teachers of the Schools	128	128	256
Officials of Education Department	06	06	12
<b>Grand Total</b>	<b>150</b>	<b>150</b>	<b>300</b>

### SAMPLING TECHNIQUE

The researcher used the Stratified multi-stage sampling techniques for analysis of data. As the given target entire population comprised on three strata that is Heads/Principals, Teachers and Officials of the education department.

### INSTRUMENTATION

The researcher created the self-administeredquestionnairewith the help of honorable supervisorthat was structured by using five point Likert scale. All the primary data was collected by distributing all questionnaires among the Heads, Teachers and other Officials of education department.

### DATA COLLECTION AND ANALYSIS TECHNIQUES

The researcher administered the different questionnaires to the Heads/principals, SSTs teachers who belong to the various schools and other officials of the Education department of district D.I.Khan. All the data was analyzed on **SPSS** programme by applying ANOVA and using descriptive (**median, mean and standard-deviations**) with inferential statistics (**T-test**) toinvestigate the means and significance difference of both respondents i.e. Female & male.

**Table 1. Socio demographic profile of Respondents (Gender)****Respondent's Gender**

Gender	Frequency	Percent	Valid percent	Cumulative Percentage
Valid Male	152	50.4	50.4	50.4
Female	148	49.6	49.6	100.0
Total	300	100.0	100.0	

Above table shows that 152 were male (50%) and 148 were female (50%) out of the total respondents of the research study.

**Table 2. Socio-demographic Profile of Respondents (Status)****Respondent's Status**

Status	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid Heads/Principals	32	10.5	10.5	10.5
Teachers	256	85.4	85.4	14.8
Officials	12	4.1	4.1	100.0
Total	300	100.0	100.0	

Above table#15.2 showed that 32 were Heads/Principals (almost 11%), 256 were Teachers (almost 85%) of education department while the rest of the participant 12 were official (almost 4%) of the education department of total 300 respondents of the current study.

**Table 3. Socio-demographic profile of the Respondents (Professional qualification)****Respondent's professional Degrees/Qualification**

Professional degree	Frequency	Percent	Valid percent	Cumulative %age
Valid B.Ed	96	31.8	31.8	31.8
M.Ed	204	68.2	68.2	99.5
Total	300	100.0	100.0	100.0

Above table mentioned that 96 Teachers (approximately 32%) had B.Ed degrees while 204 Teachers (68%) had M.Ed degrees out of the 300 respondents of the current research study.

**Table 4. Difference of Mean in perception of Stakeholders (Male & Female) concerning different variables of research by using independent t-Test.**

Indicators	Respondents						Leven's Test	t	p
	Male			Female					
	M	SD	N	M	SD	N			
IOPT	1.63	0.328	151	1.55	0.202	149	42.06	1.725	.087
COUTIATM	3.56	0.371	151	3.64	0.423	149	0.529	-1.219	.225
AIABDACRM	3.62	0.558	151	3.73	0.584	149	0.547	-1.974	.048
AOUTICMAE	3.38	0.497	151	3.73	0.488	149	0.021	-6.208	.001

**NOTE:**

IOPT	COUTIATM	AIABDACRM	AOUTICMAE
Impotence of professional training	Capacities of Untrained teacher in applying teaching methodology	Abilities in abiding by discipline and classroom management	Abilities of Untrained teachers in classroom measurement and evaluation

Above table 4. showed that the perception of stakeholders (male & female) about the professional training was recorded insignificant i.e  $0.087 > 0.05$ . This revealed that both male and female stakeholders were thinking in a similar way. Similarly the statistical data also revealed that perception of the stakeholders (male & female) about the capacities of the untrained teachers was not significant ( $0.225 > 0.05$ ) in applying in teaching methodologies and strategies about this particular variables. The statistical data further showed that the perception of the stakeholders regarding to the capabilities in abiding by management of classroom and discipline was not ( $0.048 < 0.05$ ). The data exposed that the stakeholders having such opinion was not significant difference regarding to these particular variables. It is concluded that all they were not thinking in parallel way. The last one tabulated statistical data displayed that perception of both male and female stakeholders regarding to the abilities of untrained teachers in classroom measurement & evaluation was significant ( $0.001 < 0.05$ ). It revealed that there is significant difference of mean about these particular variables. It is concluded that both were not thinking in similar way. It is also established from the data that females were mostly in favour of this variable as compare to the male stakeholders.

**Table 5. Showing Differences of mean regarding the perception of several Stake-holders (Male & Female) on the basis of B.ed & M.ed professional Degrees/Qualification concerning the different variables**

Indicators	Respondents						Leven's Test	t	P
	Bachelor of Education			Master of Education					
	M	SD	N	M	SD	N			
IOPT	1.65	0.284	95	1.56	0.262	204	1.553	3.184	.003
COUTIATM	3.56	0.346	95	3.64	0.421	204	1.263	-0.693	.487
AIABDACRM	3.76	0.482	95	3.73	0.611	204	5.036	1.997	.048
AOUTICMAE	3.54	0.487	151	3.73	0.538	204	1.398	-0.471	.003

## NOTE:

IOPT	COUTIATM	AIABDACRM	AOUTICMAE
Impotence of professional training	Capacities of Untrained teacher in applying teaching methodology	Abilities in abiding by discipline and classroom management	Abilities of Untrained teachers in classroom measurement and evaluation

Above table 5. explored that On the basis of the professional degree/qualification (B.ed , M.ed), the opinion of the different stake-holders (male & female) were more favorable. The statistical data revealed that the importance of the professional training was significant ( $0.003 < 0.05$ ) for teachers. On the basis of professional qualification, the respondents with B.Ed have scored greater mean-difference as compare to the M.Ed about this particular variable. The capacities of Untrained SSTs in using the teaching strategies was not significant ( $0.487 > 0.05$ ) which showed that the perception of male & female stakeholders about the professional degree/qualification was not significant difference. It is concluded that both were thinking about this particular variable in parallel way. Statistical data also revealed that abilities in abiding by the management of the classrooms and discipline was significant ( $0.048 < 0.05$ ). It is also resulted that all they were not thinking in parallel way about this variable. The respondents in B.Ed has got the greater value of mean then M.Ed. Similarly, in the classroom measurement and evaluation the abilities of the untrained SSTs was significant ( $0.003 < 0.05$ ) therefore it was resulted that on the basis of professional qualification both the male and female stakeholders related to the particular variable were thinking in similar way. Therefore, it is accepted this hypothesis and valued that there were significant mean difference regarding to perception of stakeholders like professional qualification, professional training, teaching techniques & methodologies, capabilities in abiding by the classroom management, discipline and Evaluation etc.

**Table 6. Mean difference of (male & female) Stakeholder's Perception on the basis of Status (HODs, Teachers & Officials) concerning the different variables of research by using ANOVA.**

Indicators	Respondents									Leven's Test	P
	Heads / Principals			Officials			Teachers				
	M	SD	n	M	SD	N	M	SD	n		
IOPT	1.42	0.196	32	1.22	0.136	12	1.64	0.266	256	23.066	0.001
COUTIATM	3.27	0.632	32	3.87	0.238	12	3.62	0.343	256	14.946	0.000
AIABDACRM	3.36	0.833	32	4.01	0.633	12	3.71	0.517	256	6.894	0.002
AOUTICMAE	3.52	0.663	32	4.03	0.396	12	3.56	0.497	256	5.329	0.006

## NOTE:

IOPT	COUTIATM	AIABDACRM	AOUTICMAE
Impotence of professional training	Capacities of Untrained teacher in applying teaching methodology	Abilities in abiding by discipline and classroom management	Abilities of Untrained teachers in classroom measurement and evaluation

Above table 6. have been showing that the different stakeholders (male & female) having perception on the basis of status were more favorable due to professional qualification. On the base of status (HoDs, Officials & Teachers) the statistical data revealed that the importance of the professional

training was significant ( $0.001 < 0.05$ ) for teachers. Therefore, it has been revealed that on the basis of position like as (Heads, Officials, and Teachers) there was significant mean difference in perception of the stakeholders. This particular variable also favors the professional qualification. The stakeholder's perception regarding on basis of status was the significant ( $0.00 < 0.05$ ) which declared that there have been significant mean difference the opinion of both male and female stakeholders. The special variable revealed that Officials were more within the favour of professional qualification. The statistical data showed that on the idea of status, the perception of stakeholders elaborated about the abiding by the discipline, abilities and classroom management was more significant ( $0.02 < 0.05$ ) which declared that there have been significant mean difference within the perception of both stakeholders. Similarly the tabulated data revealed about the untrained teachers in classroom measurement and Evaluation having abilities were more significant ( $0.006 < 0.05$ ) which showed that on the basis of status, there were significant mean difference between the perception of both male and female stakeholders. Therefore, the hypothesis is accepted and resulted that maximum respondents were more in the favour of professional degree / qualification than Untrained teachers.

### **FINDINGS**

On the basis of results, almost all the respondents believed that professional training is very necessary for grooming of newly inducted teachers. According to tabulated statistics, 82 percent of respondents supported professional degrees and said that professional training helped teachers understand teaching approaches, student's psychology, classroom management & evaluation and also executing extracurricular activities. All the tabulated results represent both male and female stakeholders i.e Heads/Principals, Teachers and Officials of education department believed that professional qualification or professional training is necessary ingredient to support the innovative and beneficial recruitment system.

### **DISCUSSION**

In fact professional training developed a knowledge, character, level of thinking and mental capabilities of the person. In modern age, training is a rapid source of improvement in education sector and individual's intellectualities. New demands and challenges have been created in education sector for the Change and Innovation. This research work has shown and identified the different benefits of the trained teachers in public sector education department. This research study was to investigate and evaluate the opinion of male and female stakeholders about the trained & untrained teachers who were inducted in the education department without professional qualification / degree.

### **CONCLUSIONS AND RECOMMENDATIONS/SUGGESTIONS**

The conclusion of the study was that professional qualification/degree is necessary part of Induction. Results of the study reflected that most of the people's opinion was against the recruitment of untrained teachers and maximum teachers were in the favour of professionally qualified inducted teachers. Similarly it was also concluded that females stakeholder were mostly in favour of professionally trained teachers than male ones. HoDs, teachers, and officials in the education sector had a more positive opinion of trained teachers than the other respondents on the basis of status.

The current study recommended that teacher should not be recruited without professional qualification. The study also recommended that Governments may make a proper system to train the newly inducted appointees for their better results. It is also responsibility of the Government to provide funds and incentives for training of the untrained recruited teachers.

As the current study is conducted only at D.I.Khan district level, so therefore we cannot generalize on the whole Khyber Pakhtunkhwa province or Pakistan. The Government may provide the infrastructure

or necessary equipment for the training of untrained teachers. As this study is conducted between the stakeholders at school-level, the further future research studies could also be conducted at Govt. Colleges or Universities level. The longer term (future) researcher may conduct the study at private sector too.

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