

Exploring Rapport of NTS and Non-NTS Teachers: A Perception of School Heads in Bagh (AJK)

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Abstract

The study planned to explore the perceptions of heads about the rapport between NTS and non-NTS-based teachers. NTS was adopted in AJK in 2016 and gained popularity among the masses. People appreciate the government of AJK for this step. However, it is needed to study the impact of NTS in educational institutions. With this background, this significant talk of the town is explored in this research study. The study was executed in the district of Bagh Azad, Kashmir. The study was quantitative. There were heads, including AEOs, teachers, and students of the primary schools, who were the sample of the study. A total of 450 respondents were selected through convenient sampling. A tool developed by the researcher to collect the data. Experts validated this tool. The study finds that teachers recruited through the National Testing Service (NTS) are performing well as compared to non-NTS teachers. These teachers found disciplined, regular, and punctual to teach their classes. It is recommended that government of AJK should continue the NTS recruitment. This testing service proved to be a trust-building phenomenon among youth and the masses.

Keywords: Teachers, NTS, Recruitment, Regular, Discipline.

Introduction

NTS foundation is highly reputed to conduct entrance tests and recruitment tests. Rules and regulations organize this organization. The main objective of this organization is to start a trustworthy, reliable and highly perfect testing and recruiting system for education departments all over the world. NTS promotes standards, including competency, transparency, merit, and reliability; it facilitates educated markets and competitive human resources. It encourages efficiency, dignity, integrity and credibility.

Recruitment is an overall process of attracting, shortlisting, selecting, and appointing suitable candidates for jobs within an organization. It involves finding, analyzing, and hiring qualified candidates for a specific discipline. It also involves screening and integrating new employees (Rana, 2013).

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It matches the required skills and manages them. It encourages, introduces, and awards candidates proficient access to jobs. Basically, it is a process of filling vacant positions and achieving the objectives of that department. It identifies job vacancies, reviews applications, and recruits without interruption (Rana, 2013).

A teacher is a person who teaches and facilitates the teaching-learning process (Zombwe, 2008). The teacher plays an important role in the classroom. In the old days, the teacher was responsible for imparting knowledge to their students. All the activities in the classroom revolved around the class teacher, but now a day's teacher acts as a facilitator. He involves his students in different activities. He maintains the different activities in the classroom, like class management, classroom discipline, and resource provider and assesses their students in the classroom. The students are involved and explore different course aspects with their efforts. Teacher education is a system that prepares skillful and professionally competent teachers who yield to produce capable persons who play their role in national development. Thus role of a teacher in nation-building is of due consideration. Hence, the teachers must be made competent in order to achieve the desired objectives, goals and aims of education. The role of the teacher is very important at every class level. The teachers establish a comprehensive base of their students in every class session. This is the reason that the teacher is considered the backbone of the entire system of education. So, we can say that the status and rapport of students mostly depend on the performance, competencies and teaching strategies or effectiveness of their teachers at every class level (Iqbal, 2013).

In 2014, the government of Khyber Pakhtunkhwa decided to appoint lower and higher categories of teachers through the National Testing Service (NTS). All candidates who qualify with a BA/BSC with a B.ED degree can apply for the post of school teacher. These categories of teachers are called National Testing Service Teachers (NTS teachers) (Iqbal, 2013).

The process of recruitment and selection, according to Accountability Modules (1993), is systematic in view of job objectives. The process generally involves planning staff requirements, attracting job applicants, screening, interviewing, testing, verifying information, extending job offers, reviewing, assessing and reporting on the process. Countries like Pakistan still need to take all systematic steps of recruitment and selection for public sector primary teachers. The shift of the powers from provincial to district governments has handed over most of the selection decisions to District Education Officers (DEOs) and Assistant District Education Officers (ADEOs), along with members of union councils. In most of the cases normal interviews are conducted without any real judgmental decisions or assessment procedures just on the basis of biases. In some cases, teachers are appointed just after screening applications directly on the basis of their educational records, or posts of various districts are filled unadvertised, keeping them unnoticed. All such measures take place with no systematic, valid and reliable tools of job assessment in view of the professional needs of public primary schools.

As compared to higher education, primary education is still considered a most neglected and deprived area in Pakistan, which always needs great effort. Iqbal (2013) suggested that due to wide political interference in training, accountability and policy implementation at this level of teaching and induction, results could be better. On the other way social and cultural system of the country is a constant danger on the way to change the ignorant sides. Feudalism, tribalism and political dominance are the cancers to groom up the quality of primary education in Pakistan. However, country is still changing all its routes to reach the destination of Universal Primary Education (UPE) with the help of educationists and experts.

This relationship is mutually understanding, which makes communication easy and possible. It also creates a positive perception and trust among stakeholders and the public. Basically, it is a good relationship between teachers and students in educational institutions.

Competency is a modern term that means doing the right things in a competent way, performing a job in the right way, living life in a bright way and working with others in association and cooperation. From the teacher's perspective, competency means conveying knowledge and skills in a proper way to their students. The right way means the content of knowledge, along with the process or method of conveying, is interesting and involves the students in different activities. However, a competent teacher makes the teaching-learning process full of joy for children and themselves (Rana, 2013). Recruitment of teachers through NTS (National Testing Service) is a new topic in Azad Jammu and Kashmir. Rapport of NTS teachers was found good in this area. Still, literature was not found on this particular topic in Azad Jammu and Kashmir, and a few studies were found in were founds of Pakistan. Therefore, the researcher found a gap in studying this topic in Azad Jammu and Kashmir. Having seen the above situations, the researcher decided to study the comparison of the social status of NTS and non-NTS-based recruited teachers in the district of Bagh Azad Kashmir.

Statement of the Problem

In past decades, teachers were mostly recruited on political bases (Zulfiqar 2013). The qualification for recruitment of primary and elementary school teachers was the simple metric PTC or F.A. CT. The selection of the teachers was made purely on favoritism, tribalism and political bases. Thus, the rapport and social status of teachers in Pakistan and Azad Kashmir were badly affected. Keeping in view the above situation, the researcher intends to carry out research to study the rapport and social status of both modes of recruitment of primary and elementary teachers in the district of Bagh, Azad Kashmir.

Research Questions

The present study tried to find out the answers to the following research questions:

1. What is the rapport between NTS and non-NTS-based teachers among the heads/AEOs?

Literature Review

UNESCO Institute of Statistics (2012) describes that 1.7 million teaching posts are needed by 2015 for quality primary education of children all over the world. This step is also a major need for universal primary education (UPE) for the promotion and uplifting of developing countries in a special context. The most affected countries in this way are the sub-Saharan African countries. In the same way, new primary teachers, due to attrition, would be needed to maintain the flow of primary education. An average of 1.5 million would replace these primary teachers due to attrition till 2015.

Lee et al. (2009) stated that long-term dynamic planning for teacher human resources will help selectors keep the equilibrium of teacher demand and supply. In this way, the teaching of human resources will be preserved. An imbalance in demand and supply of teachers in primary education would result in poor instruction and teaching quality. It is the role of educational management to take the steps for the balance of supply and flow of quality teaching in view of the needs. Execution of better policies can help us to oversee the whole system of demand and supply. System dynamic approaches help to examine the systems of demand-supply to meet the teaching needs of primary schools.

Although Pakistan has made several endeavors to achieve the goal of primary education so far, efforts are still at midway due to several dilemmas faced at the grass root level. As compared to higher education primary education is still considered a most neglected and deprived area which always needs great efforts. Iqbal et al. (2013) suggest that due to wide political interference in training, accountability and policy implementation at the level of teaching and induction, results could be better. On the other way social and cultural system of the country is a constant danger on the way to change the ignorant facets. Feudalism, tribalism and political dominance are the cancers to groom up the quality of primary education in Pakistan. However, country is still changing all its routes to reach the destination of Universal Primary Education (UPE).

There are several other challenges faced by primary education in Pakistan; some of them are in view of pupil-teacher ratio, qualification and fair recruitment. The system of schooling in Pakistan is completely decentralized for primary schooling, and school and district management committees are solely responsible for quality education and worthy decisions. In every government primary school ratio of teachers is hardly 2.35, while in the case of mosque schools, this ratio is much lower. Recruitment and selection are carried out merely on political grounds; no merit is observed, and newly enrolled primary teachers never undergo their professional training. In order to bring effective coordination between district management and provincial education departments, there must be a suitable linkage and coordination so that district management may implement the policy as well as it may meet all needs of primary education at the district level (Zakar et al., 2013).

Among other ongoing issues in fair and transparent selection of primary teachers cultural hindrances too are a major challenge. Female teachers in these schools are having much shortage, and most of the vacancies still need to be filled. Hameed and Waheed (2011) describe that although different organizations need different types of people, in the education system of Pakistan importance of women cannot be denied. To tackle the gender equities selection, panels and human resource experts must make clear decisions. Suitability, impartiality and quota system all should be taken in mind before selection of teachers. Every member must be given a free chance to choose a teaching career.

Vazir and Retallic (2007) explore many hidden aspects of primary education recruitment and selection procedures. Though every district in all provinces of Pakistan generally follows a decentralized system of selection, the major problem lies with the mechanism and methodology for hiring this teaching force.

The heavy burden of politics is always a stigma to select a talented teacher. In view of the selection procedure general methodology of written tests and interviews is adopted; hence, most of the content knowledge and teaching skills are ignored. As a result, a number of teachers of Mathematics, Science and English are lacking particularly. Likewise, contract-based recruitment and a ban on teaching posts further create problems for selectors in district education, due to which the pupil-teacher ratio in less educated regions of Pakistan has reached up to 1:40.

Unlike Sindh and Balochistan, Punjab has attained considerable progress. Bharwana et al. (2013) provided a valuable recruitment for induction by which a lot of new vacancies were filled through science teachers and a minimum of one science-math teacher was provided to every primary school and one math teacher in all elementary schools. Importance was given to the recruitment of need-based subject teachers. Despite that, many actions still need to be taken for provinces like Sindh and Balochistan, where a lot of problems with regard to educational level, training and quality of primary teachers are needed.

Recruitment and selection of school teachers must be guided under some central system. Recruitment of these schools must be adopted in view of the policies so that an encouraging, fair

and transparent system of selection may be groomed. According to Recruitment and Selection Guidance for Schools (2007), the recruitment and selection of school teachers has various categories and phases like equal opportunities, training, interviews and agency of supplying teachers. Still, in all of these circumstances, there should be an impact of positivism keeping in observation the sanctity of teaching.

A safer and more systematic recruitment and selection would need the training of selectors to strengthen the school culture with its safety both for the children and staff at schools. Prior to the process of recruitment and selection, at least one member should complete the training. The process of recruitment and selection of teachers aims at attracting and selecting those candidates who will contribute to the system of schools positively. In this regard, the planning for recruitment and selection should be organized properly. Qualities, qualifications, experience of the candidate, training of the interviewing members and the selection committee would carry good results for selection.

The study was descriptive. A survey method was used to collect data through questionnaires. Data were collected on a primary basis. The researcher collected data with the permission of authorities. The researcher collected data by visiting schools or offices. A questionnaire for the students, a questionnaire for the heads/AEOs of schools, and one for teachers were constructed.

Research Methodology

Study Population

AEOs, head teachers, teachers and students from primary, middle and secondary schools of the public sector from district Bagh of Azad Kashmir state were selected as the population of the study. Male and female teachers were both considered. There were 200 head teachers/ AEOs (120 Male and 80 Females), 750 teachers (300 NTS based recruited and 450 Non NTS based recruited and 1360 students (632 male and 728 female).

Table 1: Population of the study

S#	Head Teachers/ AEOs		Teachers		Students	
	Male	Female	NTS	Non NTS	Male	Female
Total	120	80	300	450	632	728
Total	200		750		1360	

Source: (DEO offices Bagh)

Study Sample

Using non probability sampling technique (convenient Sampling) the researcher took 100 NTS recruited teachers and 100 teachers who are recruited through Non NTS method. Moreover, 50 Heads and all the AEOs (50 male and 50 female), 200 students (100 male and 100 female) were the sample of the study. The sample was selected using Krejcie and Morgan table of sample selection.

Table 2: Sample of the study

S#	Head Teachers/ AEOs		Teachers		Students	
	Male	Female	NTS	Non NTS	Male	Female
1	25	25	100	100	100	100

Results and Discussion

Table 3: NTS recruited teacher plan their lesson well

	Observed N	Expected N	Residual	χ^2	df	Sig.
Outstanding	19	16.7	2.3			
Satisfactory	20	16.7	3.3	2.920	3	.232
Poor	11	16.7	-5.7			
Total	50					

Table 3 revealed that residual value of the group very satisfactory was found higher than the other groups the value was (3.3) and the residual value of outstanding group was 2.3. The 20 head teachers declared their efficiency very satisfactory and 19 head teachers/AEOs declared their efficiency outstanding, thus it is concluded that the NTS recruited teachers plan their lesson well. The chi square statistics $\chi^2 (3) = 2.920, p < .05$, also confirmed the results of the study.

Table 4: NTS recruited teachers select contents and appropriate instructional materials

	Observed N	Expected N	Residual	χ^2	df	Sig.
Outstanding	25	12.5	12.5			
V. Satisfactory	15	12.5	2.5			
Satisfactory	4	12.5	-8.5	22.160	3	.000
Poor	6	12.5	-6.5			
Total	50					

Table 4 revealed that residual value of the group outstanding was found higher than the other groups the value was (12.5) and the residual value of very satisfactory group was (2.5). The 15 head teachers declared their efficiency very satisfactory and 25 head teachers/AEOs declared their efficiency outstanding, thus it is concluded that the NTS recruited teachers select contents and appropriate instructional materials. The chi square statistics $\chi^2 (3) = 22.160, p < .05$, also confirmed the results of the study.

Table 5: NTS recruited teacher take classes regularly and in time

	Observed N	Expected N	Residual	χ^2	df	Sig.
Outstanding	18	12.5	5.5			
V. Satisfactory	10	12.5	-2.5			
Satisfactory	8	12.5	-4.5	4.720	3	.193
Poor	14	12.5	1.5			
Total	50					

Table 5 revealed that residual value of the group outstanding was found higher than the other groups the value was (5.5). The 18 head teachers declared their efficiency outstanding, thus it is concluded that the NTS recruited teacher take classes regularly and in time. The chi square statistics $\chi^2 (3) = 4.720, p < .05$, also confirmed the results of the study.

Table 6: NTS recruited teacher relates new lesson with previous knowledge/skills

	Observed N	Expected N	Residual	χ^2	df	Sig.
Outstanding	25	16.7	8.3			
V. Satisfactory	21	16.7	4.3	14.920	2	.001
Poor	4	16.7	-12.7			
Total	50					

Table 6 revealed that residual value of the group outstanding was found higher than the other groups the value was (8.3), while the residual value of very satisfactory group was (4.3). The 25 head teachers/AEOs declared their efficiency outstanding, while 21 declared their efficiency very satisfactory. Thus it is concluded that the NTS recruited teacher relates new lesson with previous knowledge/Skills. The chi square statistics $\chi^2 (2) = 14.920$, $p < .05$, also confirmed the results of the study.

Table 7: NTS recruited teacher provides appropriate motivation

	Observed N	Expected N	Residual	χ^2	df	Sig.
Outstanding	25	12.5	12.5			
V. Satisfactory	12	12.5	-.5			
Satisfactory	4	12.5	-8.5	19.280	3	.000
Poor	9	12.5	-3.5			
Total	50					

Table 7 revealed that residual value of the group outstanding was found higher than the other groups the value was (12.5). The 25 head teachers/AEOs declared their efficiency outstanding. Thus it is concluded that the NTS recruited teacher provides appropriate motivation. The chi square statistics $\chi^2 (3) = 19.280$, $p < .05$, also confirmed the results of the study.

Table 8: NTS recruited teacher conveys ideas clearly

	Observed N	Expected N	Residual	χ^2	df	Sig.
Outstanding	24	12.5	11.5			
V. Satisfactory	10	12.5	-2.5			
Satisfactory	7	12.5	-5.5	14.480	3	.002
Poor	9	12.5	-3.5			
Total	50					

Table 8 revealed that residual value of the group outstanding was found higher than the other groups the value was (11.5). The 24 head teachers/AEOs declared their efficiency outstanding. Thus it is concluded that the NTS recruited teacher conveys ideas clearly. The chi square statistics $\chi^2 (3) = 14.480$, $p < .05$, also confirmed the results of the study.

Table 9: NTS recruited teacher utilizes the art of questioning to higher level of thinking

	Observed N	Expected N	Residual	χ^2	df	Sig.
Outstanding	27	16.7	10.3			
V. Satisfactory	21	16.7	4.3	20.440	2	.000
Poor	2	16.7	-14.7			
Total	50					

Table 9 revealed that residual value of the group outstanding was found higher than the other groups the value was (10.3). The 27 head teachers/AEOs declared their efficiency outstanding. Thus it is concluded that the NTS recruited teacher utilizes the art of questioning to develop higher level of thinking. The chi square statistics $\chi^2 (2) = 20.440$, $p < .05$, also confirmed the results of the study.

Table 10: NTS recruited teacher ensures students participation in lesson

	Observed N	Expected N	Residual	χ^2	df	Sig.
Outstanding	24	12.5	11.5			
V. Satisfactory	13	12.5	.5			
Satisfactory	4	12.5	-8.5	17.360	3	.001
Poor	9	12.5	-3.5			
Total	50					

Table 10 above revealed that the residual value of the outstanding group was found to be higher than the other group's value (11.5). The 24 head teachers/AEOs declared their efficiency outstanding. Thus, it is concluded that the NTS-recruited teacher ensures students' participation in lessons. The chi-square statistics $\chi^2 (3) = 17.360$, $p < .05$, also confirmed the results of the study.

1. The study found that the residual value of the group was very satisfactory found higher than the other groups. The value was (3.3), and the residual value of the outstanding group was 2.3. The 20 head teachers declared their efficiency very satisfactory, and 19 head teachers/AEOs declared their efficiency outstanding; the chi-square statistics $\chi^2 (3) = 2.920$, $p < .05$, also confirmed the results of the study.
2. The study revealed that the residual value of the outstanding group was found to be higher than the other groups. The value was (12.5), and the residual value of the very satisfactory group was (2.5). The 15 head teachers declared their efficiency very satisfactory, and the 25 head teachers/AEOs declared their efficiency outstanding. The chi-square statistics $\chi^2 (3) = 22.160$, $p < .05$, also confirmed the results of the study.
3. The study revealed that the residual value of the outstanding group was found to be higher than the other group's value (5.5). The 18 head teachers declared their efficiency outstanding. The chi-square statistics $\chi^2 (3) = 4.720$, $p < .05$, also confirmed the results of the study.
4. The study revealed that the residual value of the outstanding group was found to be higher than the other groups. The value was (8.3), while the residual value of the very satisfactory group was (4.3). The 25 head teachers/AEOs declared their efficiency outstanding, while 21 declared their efficiency very satisfactory. The chi-square statistics $\chi^2 (2) = 14.920$, $p < .05$, also confirmed the results of the study.
5. The study revealed that the residual value of the outstanding group was found to be higher than the other group's value (12.5). The 25 head teachers/AEOs declared their efficiency outstanding. The chi-square statistics $\chi^2 (3) = 19.280$, $p < .05$, also confirmed the results of the study.

Conclusion

It is concluded that according to the heads/AEOs the NTS recruited teachers plan and select appropriate instructional materials for their lesson very well before delivering their lesson in their class. They were found taking and leaving their classes well on time, they take their classes regularly, and they maintain discipline and a learning environment in the classroom better than the

non-NTS-based recruited teachers. It is also concluded that NTS based teachers motivate their students and convey their ideas clearly to the students. NTS-based recruited teachers have good command over their subjects, and they ensure the participation of their students in their lessons. The results of the study showed that the NTS recruited teachers to plan their lessons before they took their classes. They set objectives in their lesson plan and met their learning objectives at the end of the lesson using proper teaching methods according to the needs of their students.

Recommendations

Based on the conclusions, the researcher recommended that:

1. It is recommended to the government that recruitment of teachers be done through NTS to provide effective teachers.
2. It is recommended that the government make the system transparent enough to recruit qualified teachers who can meet the challenges of the field.

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