

**PERCEPTIONS OF NTS AND NON NTS RECRUITED TEACHERS
REGARDING TEACHING LEARNING PRACTICES AT
ELEMENTARY LEVEL IN AJ&K**

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Abstract

The teaching profession needs deep commitments, sound subject knowledge and good communication skills. This study designed to investigate Perception of National Testing Service (NTS) and non NTS recruited teachers regarding teaching learning practices at elementary level in AJ&K. The Quantitative survey design was applied to get details of current phenomena. The data was collected through questionnaire from the teachers recruited through NTS and teachers recruited without NTS system. Data was analyzed through SPSS and represented in the form of tables. The results showed that NTS teaching staff is performing more effectively in educational institutions in comparison with the teachers, who are selecting without NTS systems.

Introduction

Education is an ongoing process that differs from individual attitudes in order to achieve certain goals and objectives. It is a vital component for an individual accomplishment. It makes the students aware of all these talents that allow them to operate in their lives in the social, mental and physical domains. It must be seen as a basis of society, resulting in a healthy economy, social prosperity and political stability (Arshad & Akramnaseem, 2013). Every child has a basic right, in combination with a relaxing atmosphere, to acquire

fundamental education in a proper and efficient method. This phenomenon improves pupils' self-confidence and saves them from child labor and other social oppressions. Elementary education aids the young child in recognizing its area of interest, its ability to face the current problems and become an important part of society. But up to now just the number of pupils has grown considerably, but the quality of education is really low (Vitale, 2009). There are certain qualities, especially at basic level, that are behind this poor quality education. Many causes behind the low-quality education system in Pakistan include, in particular, lack of command over the concerned topic in pupils, a non-conducting teaching atmosphere, inappropriate teaching approaches, undernourishment and the prevalent hunger and unspoken teaching faculties. High quality education can be provided to the children of primary level by improving the standards of education system that covers and combat the difficulties that the students face during obtaining the quality education (Chohan & Qadir, 2013). Furthermore, Ministers of Education of Asian Countries (1976) in their third regional conference concluded that teacher has always something new to learn “to achieve standard and quality education we are moving fast in this 21st century with competence, every country endeavor to reach the peak or at least maximum height in their educational sector development”. Elementary education level is considered as most important stage to develop base lines for the futuristic needs. The Policy of education (1998) furnish that approach to the level of elementary education should be heightened through effectual and perfect usage of available resources and assistances as well as by allocation of new resources and assistances. Elementary education stands as a pillar in increasing literacy rate and in developing basic potentialities among students at base level. By providing maximum financial resources to education sector the developing countries are working hard to bring changes at elementary level education. Economic Survey of Pakistan (2002) provides that; “Education chiefly at elementary level helps to lessen the penury by expanding the efficiency of the poor, by decreasing fertility, by solving the health issues, and by equipped them with those skills which they need for the full participation in the society”.

Since from many years the Human Resource Management (HRM) concept is prevailing in the field of education. It is the leading responsibility of the teaching workforce to build up their nations. To enhance the fast growing needs and demands of educational sectors, the teachers force have to play a dominant and dynamic roles. One of the major objectives of HRM in this is to select and hire the best people who are capable for teaching profession in education sector. In varying face of elementary education from the start the elementary teachers plays a vital role. To build up the major pillars the elementary educational sector requires the people with enthusiastic professionalism and determination.

In addition, Guruge, (1981) mentioned that “a state is dependent upon trained workforce for its growth. To yield agricultural needs as per requirements it needs rancher; experts of mineral study and excavators to extract naturally occurring elements; hydrological experts to compensate hydro resources; to make sure proper working of human body skilled people in field of medicine are hired, technical and master in the field work of building are utilized in establishment of different kind of transportation and trade infrastructure; similarly technologist work on different project to bring about innovations to make life easier. A nation is highly reliant on such people and progress of country increases with the increase in the literacy rate and standard of syllabus and the initial education to be more précis, because it sets the founding stone for a student's life which later leads to experts of different field as per needs of the state”.

A pupil is highly affected by the way his mentors teach him and implements their ideas in his upcoming life. It is clear that our country lags much behind in terms of gaining quality

knowledge. Consequently, it is to be thought what should be done to enhance quality of education. In order to get the required results favoritism, corruption free, just and equality based recruitment system should be introduced to achieve the require results in field of education.

Review of literature

The primary and elementary educational system helps young children to determine their area of interest, their capacity to face the issues they face today and to take the foundation of society into consideration. Until now, however, just the number of pupils has grown to various levels, but educational quality is quite bad (Vitale, 2009).

AJ&K is mentioned in the undeveloped affirmation inventory and the other issue is privately held primary and elementary schools. Almost 28 percent of the budget is utilized to improve primary and primary elementary education, however in all areas of AJ&K the education system remains substandard (Farooq & Tong Kai, 2017). The primary school system consists of two years of pre-school study, five years of primary school study and three years of middle education (Mushtaq & Khurshid, 2018).

A comprehensive survey has revealed that there are 4,202 elementary schools designated in AJ&K Government sector; yet, there are around 9,589 public teachers available in those institutions. In contrast, the admission rate for primary and elementary school students is 43%, although the drop-out rate for these children is 35% and the missing basic school level is around 12%. In addition, the findings of another in-depth AJ&K study showed that of the 4202 schools, some 42% are made up of poor quality schools and 87% are deprived of power. Likewise, more than 73% of schools cannot afford to supply enough drinking water to school pupils and faculty personnel, as well as 82% of schools that teach the children without even boundaries (Ahmed & Din, 2017).

On the other hand, the outcome of several assessments on the future of higher education suggests that further proof is needed to show continuous development and proof how the institution's goal is carried out in all areas of schools, academia and administrative support programs. A good organization has a clear purpose to describe who it serves, what it wants to be and what it appreciates (Vitale, & Sperduto, 2009).

The aim of institutional efficiency is to offer trustworthy, usable information for decision-making and efficient planning. Bitar (2012) claimed that institutional efficiency is the mechanism by which institutions recognise elementary schools' instructional qualities. This statement must be substantiated either in qualitative or quantitative terms by further empirical evidence. Therefore, this study produced higher education effectiveness measures: by utilising the data to assess students' results in terms of learning, research and community support services, and institutional support services.

Primary schools often seem to find no relation between budget planning and student learning evaluation. The consequences of the student experience at the institution and student ability to perform are not seemingly examined by primary school institutions. AJ&K primary school institutes need to participate more regularly in the examination of academic intents and work with pupils to define academic objectives explicitly. Implementation of inclusive education is a way to achieve institutional efficiency and, over time, will also become a measure of faculty production pushed by great leadership aim to improve efficiency of institution (Hayashi, 2016).

NTS is Pakistan's first independent testing institution and conducts entrance, academic, recruiting and promotion examinations and evaluations. National testing service is a Pakistani agency which admits academic testing. It is similar to the United States Education Testing Service (ETS). Basically, NTS produce two basic testing kinds of tests, National Aptitude Test (NAT) and Graduate Assessment Test (GAT). NAT is intended for students seeking admission to universities and institutions. GAT is intended for postgraduate students to apply for admission. NTS is a member of the International Association for Educational Assessment. The Higher Education Commission also recognises it. The NTS is designed to establish excellent standards of education in Pakistan and "create a nationwide framework for comparative grading of institutions." Subsequently similar approach was utilized to choose teachers at various levels from various Pakistani provinces. It is also used for selecting primary and elementary teachers in Azad Jammu and Kashmir currently (Ahmed, & Din, 2017).

Efficiency indicates that a desired result can be obtained or that the required output can be produced. When something is considered effective, it signifies that it has a desired or expected result, or it gives a vivid, deep impression. Efficacy of NTS also suggests that this method works effectively. The NTS system includes the content, conduction of test, applying, marking, results etc. on the other hand it should also be investigate the performance of teachers selected through this system. In this study, the effectiveness of NTS means to check the performance of NTS selected teachers (Aman et al., 2019).

It has been observed that involvement of NTS in teaching recruitment of AJ&K state is long waited decision of the government authority. This is a proximal approach for resolving the various issues related to the primary level teaching recruitment in AJ&K. The basic purpose of this step was to enhance the literacy rate in the suburbs of the AJ&K as well as revolutionary improvement in the quality of education more specifically at primary levels (Qazi et al., 2017).

Involvement of NTS has changed the environment of teaching recruitment process, more specifically for primary level (SurI, 2016). After the entrance of the NTS in the education department of the AJ&K, the elimination of cheated and incompetent teachers that were hired by occupying the right of someone really deserving and capable candidate due to the influence of the political members or other influential officers was made (Pajankar, 2012). This increased the entering of more proficient and excellent persons in the field of education that increased the interest of the students and their attraction for gaining the knowledge increased up to many folds when they observed and experienced the actual teachers that were calling them for education rather personal and household works of teachers by students (Perveen & Chaudhary, 2019). Furthermore, taking part of NTS in the primary level education faculty raised the trust level of parents as well for sending their children to accomplish themselves with the jewels of education rather wasting and destroying their lives in other unnecessary tasks. Therefore, NTS not only improved the recurring system of the teachers rather brought a well discriminated revolution in the education department that changed the lives of even common people.

In addition to all this, it was the common tradition of the primary school Non NTS teachers in AJ&K to involve students for domestic services of teachers including oiling by the students for hours. Instead of consuming their time for teaching them the new things and embellishing them with the jewels of education, they used to keep them busy in cooking food for the whole staff as well as washing the utensils of faculty members (Perveen & Chaudhary, 2019). On the other hand, after the recruitment of the new teaching staff for primary and

elementary level schools by NTS; there developed great changes in the whole behavior of the teaching and learning environment (Knutsson & Lindberg, 2019).

Problem Statement

In present era our society is expeditiously changing and with the passage of time everything is in this race of change like this society. Therefore to meet the needs and standards, many new techniques are being adopted at various levels in education and indeed teachers played the most prominent role in promoting education and one of them is teacher's competence which is related to their efficiency and their effectiveness. Therefore, Present study aimed to investigate the perception of NTS recruited and Non-NTS recruited elementary teachers about their teaching learning practices at AJ&K.

Objective and Research Question

The objective of the study is:

To highlight the perception of NTS and non NTS recruited teachers regarding teaching learning practices at elementary level.

Research question of the study is:

What is the perception of NTS and non NTS recruited teachers regarding teaching learning practices at elementary level?

Significance of the study

This research study will help:

1. District administration officials of education department to develop outcome oriented and systematic recruitment procedure for future elementary teachers of AJ&K.
2. Policy makers to take policy decisions in light of the research findings.
3. To add information related to effectiveness of recruitment policy adopted by education department of AJ&K

Research Design

This study aims to highlight the perception of NTS and non NTS recruited teachers regarding teaching learning practices at elementary level. This study is descriptive in nature. Quantitative analysis was conducted. It has used the method of survey design. The current study used questionnaire as data collection tool. A Close ended five point Likert scale ranging from strongly disagree to strongly agree was used for this purpose. The reliability of the questionnaire was ensured through Cronbach Alpha. The questionnaire was tested with the 30 elementary teachers of district Bhimber. Using SPSS, Cronbach's Alpha test was applied to the collected data to check the internal reliability. The results of Cronbach Alpha for close ended questionnaires which is 0.915 which is considered excellent.

Population and Sampling

For the Population of study 325 NTS recruited teachers 525 Non-NTS recruited teachers from the public school at elementary level were selected. The NTS and Non NTS recruited elementary teachers of grade 8 Mirpur city were target population. Due to covid-19, the researcher was bound to delimit her study. 156 NTS teachers and 215 non-NTS teachers were selected as sample.

Delimitation of the study

The current study is delimited to Grade 8th elementary teachers of Mirpur city due to COVID -19.

Data Analysis

The table mentioned below depict the results of performance of NTS and Non-NTS recruited elementary teachers in their classrooms. For analysis independent sample t- test is applied to get the result with the help of SPSS.

Table 1 Mean score and p value of both NTS recruited and Non-NTS recruited elementary teachers

Statements	Mean		P-Value
	NTS	Non NTS	
I demonstrate accurate knowledge.	4.4615	4.1231	0.0001
I demonstrate variety of skills on my subject area.	4.2846	4.1846	0.169
I communicate content in a way that students can understand.	4.7769	4.2154	0.000
I use school and community resources to help students.	4.4231	4.1462	0.000
I teach according to intellectual, emotional needs of the students.	4.4692	4.1538	0.000
I effectively address appropriate curriculum standards.	4.4846	4.1846	0.000
I use strategies to enhance students' experience.	4.2692	4.2385	0.713
I understand individual differences and teach accordingly.	4.2385	4.2615	0.973
I create climate of mutual trust and respect in the classroom.	4.1231	4.2038	0.113
I create friendly and supportive environment.	4.2538	3.6308	0.001
I ensure students participation in the learning process	4.2462	4.2100	0.403
I encourage students to interact respectfully.	4.2923	4.1000	0.004
I use correct vocabulary and grammar in speaking and writing	4.2385	3.9538	0.001
I use civilized language with the students.	4.2000	4.2000	1.000
I have adjustment capacity.	4.2000	4.4308	0.001
I am well prepared when I came for teaching.	4.4615	4.2358	0.001
I always appreciate students' opinion	4.2462	4.2538	0.897
I prepare lesson plan regularly	3.9462	4.0692	0.103
I use needed remedial measure in teaching	4.1000	3.9538	0.007

The table 1 depicts results of Mean score and p value of both NTS recruited and Non-NTS recruited elementary teachers. The P shows the significance difference between NTS and Non-NTS recruited elementary teachers regarding their perception about the performance.

The statements with results of p value less than 0.005 shows that there is significance difference in their perception of that particular statement. Like NTS recruited staff ensure demonstrate accurate knowledge, communicate content in a way that students can understand, teach according to intellectual, emotional needs of the students, effectively

address appropriate curriculum standards, create friendly and supportive environment, use correct vocabulary and grammar in speaking and writing.

Discussion

It is well explained phenomenon that AJ&K has performed profound increase in the literary rate of the children. They have expelled not only in the number of more students rather quality of education has improved up to many folds as well and this is well documented while comparing with the other papers stating the educational graph of the AJ&K children. However, various surveys and research publications enlightened the fact that there is clear difference between the teaching faculty hired by the NTS and non NTS teaching staff. NTS has devised a long and well prepared system for the recruitment of the primary school teachers that support the competitive persons to come forward and bring change in the life of the children. In recent past the AJ&K was full of the teachers that were extremely non serious about the future and learning behavior of the children (Aman et al., 2019). They used to come to school for luxury and pleasant time passing phenomenon. All the primary level school teachers were highly expert for handling the school students for their personal purposes. Most of them were hired due to good connections with the highly influential political members or simply by paying handsome amount of bribe. Therefore, they were enjoying only the pay that was transferring to their accounts without any delay into their accounts (Farooq and Kai, 2017).

It is not so long when AJ&K was in the list of poor literacy rate states and quality of education was very low. However, after the historically revolution of NTS for hiring the primary level school teachers raised the graph of the education quality as well as number of the students in the schools. Parents that were disappointed by the traditional behavior of the teachers and highest failure rate, they got confidence about the bright future of their children after the appointment of the qualified and well experienced teaching staff (Walker et al., 2019). Furthermore, when competitive and qualified teachers taught the students in the most appropriate way, they build up their social as well as learning behavior that brought the positive change in the whole society (Durrani et al., 2017). Students became more confident about their area of interest and decision about their future study caliber keeping in view their pleasant joy for specific subject. Moreover, inspirational role model of teachers that were recruited by the NTS increased the encouragement of the students and they became destined to become the doctors, teachers, engineers, painters, soldiers and many more respective professions. The NTS recruited teaching staff brought many excellent modifications in the society and literary of the AJ&K is on increasing trend as compared to last few years.

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