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A Comparative Study of Directly Selected, In-Service Promoted and Online Selected Subject Specialists Regarding Teaching Effectiveness in Kohat Division, Pakistan

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Abstract
The main objective of the study was to compare the teaching effectiveness of directly selected, in-service promoted and online selected subject specialists teaching at higher secondary school level in Kohat Division, Pakistan. The target population of the study was the higher secondary school students in Kohat Division, Pakistan. A sample of 600 students randomly selected from 10 out of 20 higher secondary schools in Kohat Division was used in this study. The design of this research study was survey. A self-developed structured questionnaire was used a research instrument for data collection. Statistical tools i.e., mean, standard deviation, ANOVA and Post-hoc t-tests were used. After statistical analysis, it was concluded that the teaching performance of the directly selected subject specialists was highly appreciable and excellent. On the other hand, teaching performance of in-service promoted subject specialists was found satisfactory while teaching performance of online selected subject specialists was poor and unsatisfactory. Based on findings, it was recommended that at least 75% of the total subject specialists should be recruited through Khyber Pakhtunkhwa Public Service Commission only.
Keywords: Directly Selected Subjects Specialists, In-Service Promoted Subject Specialists, Online Selected Subject Specialists, Higher Secondary School Level

INTRODUCTION

In this dynamic era of technology and scientific discoveries, the role of the teacher has become more challenging and demanding. The rapidly changing society needs to put a premium on people to be able and willing to learn throughout their lives. The teachers need to develop in them thinking skills, problem-solving skills, creativity, and generating new ideas. In fact, learning to learn is very close to learning to be in order to develop skills and qualities in the young. The teachers also need to be clearer about the competencies they themselves need, to make an effective classroom and school. These competencies include; subject areas, teaching methodologies, and the school environment (AIOU, 2000). The success of any educational system depends on good and well-resourced teachers. Teachers cannot be replaced with any other kind of instructional material. It is a fact that teachers are the best in the entire educational system. Therefore, teachers are considered the most important and fundamental factor for the success of any educational system. A teacher is more than what is commonly talked about as his duties of profession have many other dimensions.

Subject specialists are serving in higher secondary schools in the country. Presently, three types of subject specialists are working in higher secondary schools of Khyber Pakhtunkhwa i.e., directly selected, in-service promoted and online selected. Directly selected subjects specialists are those who are selected through Khyber Pakhtunkhwa Public Service Commission through transparent and competitive examination process. In-service promoted subject specialists are those who are promoted to the post of subject specialist on the basis of seniority from different cadres of teaching staff working at elementary and secondary levels. Online subjects specialists are those who were recruited through only online form without conducting any test or interview.

The study under investigation was designed to compare the teaching performance of directly selected, in-service promoted and online selected subject specialists at higher secondary school level. Therefore the statement of the problem was designed as "*A Comparative Study of Directly Selected, In-Service Promoted and Online Selected Subject Specialists Regarding Teaching Effectiveness in Kohat Division, Pakistan"*. The findings of the study will help the ministry of education, educational administrators and policy makers to devise appropriate criteria for selecting or recruiting teachers through transparent and competitive examination.

REVIEW OF RELATED LITERATURE

Teacher is playing a fundamental and crucial role in the entire education system. Without competent and

experienced teachers, education system is meaningless and of no use. The quality of education at any level is directly related to the quality of teachers and their teaching proficiency. A teacher is a person who provides education for pupils (children) and students (adults). The role and function of a teacher is frequently formal and ongoing, performed at school or other formal educational institution or place. The role of a teacher may differ among cultures. Teachers may provide education in illiteracy and innumeracy, craftsmanship or professional training, religion, the arts, community roles, civics, or life skills and experiences. A teacher is known as a personal tutor who facilitates education for an individual. Teachers assist and facilitate student's learning in school or academy or in any other situation such as outdoors. A teacher is considered as a tutor who provides education on an individual basis to students (Free online Wikipedia).

Teaching refers to communicating or imparting instructions or guiding the students in classroom setting. In wider perspective it means the interaction or communication between the teacher and the taught, preparation of lesson planning, collecting necessary teaching aids and also such activities as assessment of the instruction and communication. Teaching is a very comprehensive and broad term. It consists of not only interaction between the teacher and the student, preparation of lesson plan, utilizing teaching aids, assessment of the instruction but also most of those activities which take place in classroom, at the school, and other activities which are performed at home. Duration of the teaching period, number of students, kinds of teaching activities and interaction between the teacher and the students are different facets of teaching (Zia, 2003).

Teacher performance is the most important contribution in the field of education. Whatever policies may be laid down, in the final conclusions and analysis these have to be precious and worthy than the miser's gold and more influential and powerful than the scientist's atomic bomb. Therefore, the teaching profession is very crucial one. It is commonly observed that the school is worth precisely what teacher is worth and due to this reason; improvement in the teacher's education is the first step in any educational reforms (Sliver, 1983). Therefore, it is imperative to pay proper attention on the professional development of teachers in teaching proficiency and classroom management. Effective professional development depends upon the effectiveness of pre-service teachers training programmes. Hence it is suggested that teachers should be trained only through formal teacher training institutes.

The system of Government higher secondary schools was initiated in 1985 due to lack of public colleges in the country. These colleges were insufficient to meet the educational needs of the students at intermediate level. According to Rauf, et al (2013), "The scheme of Government higher secondary schools was launched in 1985 because in public sector the colleges were less in number and were not fulfilling the needs of students' education at Intermediate level. The goal of this scheme was to provide vast opportunities of HSSC level education and to minimize rush on colleges. The faculty of Subject Specialists was introduced in Higher Secondary Schools. The basic qualification is Master degree in the relevant subject for the appointment of both Lecturers and Subject Specialists but for Subject Specialists a professional degree, Bachelor of Education (B.Ed) is also necessary. The basic pay scale (BPS-17) and other allowances are the same for the Lecturers as well as for the Subject Specialists. But due to difference in service structure, Lecturers and Subject Specialists are not allowed to interchange with each other at any stage. On the other hand, working environment and administration is also different for the two kinds of employees. Lecturers work under the college administration and enjoy the college environment which is considered rich and liberal with respect to knowledge sharing and other working and educational facilities, whereas Subject Specialists work in structured and less rich school environment under the school administration".

In Khyber Pakhtunkhwa, three types of subject specialists are working at higher secondary school level. Actually there are two modes of recruitment of subject specialists i.e., directly selected through commission and In-service promotion. But unfortunately, in 2009, Government of Khyber Pakhtunkhwa recruited subject specialists and secondary school teachers through online form without conducting any test or interview. So, this mode of recruitment is known as online selected. These three modes of recruitment provide equal chance to serve as higher secondary school teacher to all the three categories of the teachers.

In-Service Promoted Subject Specialists

In-service promoted subject specialists are those who are promoted to the post of subject specialist on the basis of seniority from different cadres of teaching staff working at elementary and secondary levels. They are promoted to the post of subject specialists at the rate of 50% of the total on the basis of their service length without any test or interview. According to Atta (n. d), "promoted subject specialists are those who are working in secondary schools as a Senior English Teacher (SET) are promoted to higher scales, as subject specialists against 50% in-service promotion quota on service seniority basis. Just provision of degree (M.A/M.Sc with B.Ed) with the length of service is the requirement of promotion. They don't have to qualify any test or examination for this purpose. Promoted subject specialists are upgraded to higher scales without any test, just after the verification of their service records and degrees on seniority basis by the Director of Secondary Education (D.S.E) / Executive District Officer education".

Directly Selected Subject Specialists

Directly selected subjects specialists are those who are selected through Khyber Pakhtunkhwa Public Service Commission through transparent and competitive examination. Fifty percent (50%) of the total are selected through this mode of recruitment. According to Atta (n. d), directly selected subject specialists are those, who are directly selected through NWFP (Now Khyber Pakhtunkhwa) Public Service Commission as fresh candidates. Mainly they are fresh and new comer in education department as teachers. Likewise their appointment criteria are also different. Selected subject specialists have to pass job orientation test as well as interview. 50% of the total subject specialists are directly selected and serving teachers are also entitled to apply for the same posts but majority of the selected subject specialists are fresh and new comers.

Online Selected Subject Specialists

In 2008, Government of Khyber Pakhtunkhwa recruited secondary school teachers (SSTs) and subject specialists (SSs) for a fixed period of six months through online form without conducting any test or interview. The government intentionally made the in-service teachers deprived from the same recruitment as it was clearly mentioned in the advertisement published in Daily Mashriq for in-service teachers to not apply for the same posts as these posts are filled temporarily for a fixed period of time. After completion of the period, they will be discharged from the service. That's why in-service teachers did not apply for these posts. Consequently, non-qualified and inexperienced persons were recruited as SSTs and SSs.

Online subjects specialists are those who were recruited in 2008 through online application form without conducting any test or interview by the Government of Khyber Pakhtunkhwa. These subject specialists were actually recruited for a fix period of six months only but unfortunately, Government of Khyber Pakhtunkhwa regularized these teachers without devising any criteria which is against the rules and regulations of the recruitment policy. Through this mode of recruitment, non-qualified and incompetent individuals entered to the education department which is a serious threat to the standard and quality of education. Regularization of online selected secondary school teachers is one of the main reasons of collapsing of education system.

Atta, et al (n. d) conducted a research study to compare the performance of directly selected and in-service promoted subject specialist on the aspect of teaching methodology and they arrived at the results that the performance of selected subject specialists was better than the promoted subject specialists regarding teaching methodology. Similarly, Shah (2007) conducted a research study entitled "A Comparison between the Performance of in-service promoted and directly selected (By the public Service Commission) Secondary School Teachers in Rawalpindi District" and he concluded the performance of directly selected secondary school teachers was much better than in-service promoted secondary school teachers regarding teaching effectiveness.

RESEARCH METHODOLOGY

Population

All the students studying at higher secondary school level in Kohat Division, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. There were total 20 male higher secondary schools in Kohat Division. A total 12225 students were enrolled at higher secondary school level (EMIS, 2013).

Delimitations of the Study

The study was delimited to only 10 those male higher secondary schools in which directly selected, in-service promoted and online selected subject specialists were performing their duties. The study was also delimited to those subject specialists who were teaching English, Urdu, Mathematics, Physics, Chemistry, Biology, Statistics, Pakistan Studies and Civics.

Sample and Sampling Technique

A sample of 600 students selected from ten higher secondary schools in Kohat Division was used in this study. The sample was selected through simple random sampling technique.

Research Instrumentation

As the design of the study was survey type therefore, the researchers deemed to use self-developed structured questionnaire as research instrument. The same questionnaire has been already used in a research study by principal author in order to compare online and directly selected secondary school teachers regarding teaching proficiency and classroom management (Suleman, 2013). The questionnaire is designed on five point likert scale i.e., SA (Strongly Agree), A (Agree), UN (Undecided), DA (Disagree) and SDA (Strongly Disagree). These rating scales were given coding i.e., SA = 5, A = 4, UN = 3, DA = 2 and SDA = 1.

Pilot Testing

Authentic and precise results of a research study depend on the authentication and validation of research

instrument. The same questionnaire is already pilot tested in the previous research study conducting by the principal author. But due to higher secondary level, pilot testing was again conducted in three higher secondary schools in Kohat Division to remove the misconceptions, ambiguities and weaknesses of the questionnaire. Some items were revised and modified and then its final version was prepared in the light of suggestions given by the experts.

Validity and Reliability

It is necessary to ensure the reliability and accuracy of the research instruments. Reliability is the degree of consistency that an instrument or data collection procedure demonstrates, whereas validity is the quality of the collection procedure of the data that enables it to measure what it intends to measure (Gay, 2005; & Masrur, 2003). Validity of the questionnaire was checked by a team of five educational experts having Doctorate Degrees in Education. Cronbach's alpha was used to estimate the reliability of questionnaire. The reliability coefficient was found to be 0.86 through SPSS version 16.

Data Collection

Data collection process was started in December, 2013 and completed in March, 2014. Researchers personally visited to the sample higher secondary schools and distributed three three questionnaires among the participants.in this way 100% responses were received.

Data Analysis

After collection of data, it was organized, tabulated, analyzed and compared. Statistical tools i.e., mean, standard deviation, ANOVA and Post-hoc t-tests were applied using S.P.S.S (Statistical package for Social Science, version 16) software.

ANALYSIS AND INTERPRETATION OF DATA

The study under investigation was specially designed to compare the teaching effectiveness of directly selected, in-service promoted and online selected subject specialists at higher secondary school level. The study was descriptive in nature. Questionnaire was used as research instrument. Data was collected through personal visits. Then, it was organized, tabulated, analysis and compared. The statistical tools i.e. mean, percentage, ANOVA and post-hoc t-tests were used for the anaylsis of the data. The detail is given as under:

Table 01: At the beginning of the new session, teachers formulate and announce classroom rules and regulations to ensure a favorable environment for teaching learning process.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.52	0.86		
In-service Promoted SSs	600	2.84	1.04	**219.79***	0.000
Online Selected SSs	600	2.24	1.24		

***Significant (p<0.05)** **df = (2, 1797)** **table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	11.131*	0.000
Directly Selected SSs	Online Selected SSs	1198	20.953*	0.000
In-service Promoted SSs	Online Selected SSs	1198	09.822*	0.000

Table 1 reflects that the calculated value of F was found to be 219.79 which is statistically significant (p<0.05) because it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests clearly show that directly selected SSs (mean=3.52, SD=0.86) formulate and announce classroom rules and regulations at the beginning of the session while in-service promoted SSs (mean=2.84, SD=1.04) do the same to some extent. On the other hand, online selected SSs (mean=2.24, SD=1.24) do not formulate and announce classroom rules and regulations.

Table 02: Your teacher comes and teaches with full preparation to class.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.66	0.79		
In-service Promoted SSs	600	2.79	1.12	**328.40***	0.000
Online Selected SSs	600	2.06	1.28		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	**13.917***	0.000
Directly Selected SSs	Online Selected SSs	1198	**25.595***	0.000
In-service Promoted SSs	Online Selected SSs	1198	**11.678***	0.000

Table 2 depicts that the calculated value of F was found to be 328.40 which is statistically significant (p<0.05) as it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests plainly indicate that directly selected SSs (mean=3.66, SD=0.79) come and teach with full preparation to class while in-service promoted SSs (mean=2.79, SD=1.12) do the same to some extent. On the other hand, online selected SSs (mean=2.06, SD=1.28) do not come with full preparation to class.

Table 03: Your teacher takes his classes regularly and fairly.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.79	0.83		
In-service Promoted SSs	600	3.62	0.87	**365.13***	0.000
Online Selected SSs	600	2.41	1.16		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	03.053*	0.002
Directly Selected SSs	Online Selected SSs	1198	24.779*	0.000
In-service Promoted SSs	Online Selected SSs	1198	21.727*	0.000

Table 3 shows that the calculated value of F was found to be 365.13 which is statistically significant (p<0.05) because it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests unambiguously reflects that directly selected (mean=3.79, SD=0.83) and in-service promoted (mean=3.62, SD=0.87) SSs take their classes regularly and fairly while online selected SSs (mean=2.41, SD=1.16) do not take their classes regularly and fairly.

Table 04: Your teacher possesses subject mastery & knowledge of teaching methods.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.72	0.91		
In-service Promoted SSs	600	2.96	1.09	**277.43***	0.000
Online Selected SSs	600	2.24	1.24		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	12.095*	0.000
Directly Selected SSs	Online Selected SSs	1198	23.552*	0.000
In-service Promoted SSs	Online Selected SSs	1198	11.458*	0.000

Table 4 indicates that the calculated value of F was found to be 277.43 which is statistically significant (p<0.05) since it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests obviously depict that directly selected SSs (mean=3.72, SD=0.91) possess subject mastery and knowledge of teaching methods while in-service promoted SSs (mean=2.96, SD=1.09) possess the same to some extent. Conversely, online selected SSs (mean=2.24, SD=1.24) do not possess the same.

Table 05: You are satisfied with the teaching methodologies of your teacher.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.86	0.81		
In-service Promoted SSs	600	3.58	0.86	**407.23***	0.000
Online Selected SSs	600	2.36	1.19		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	05.009*	0.000
Directly Selected SSs	Online Selected SSs	1198	26.836*	0.000
In-service Promoted SSs	Online Selected SSs	1198	21.827*	0.000

Table 5 illustrates that the calculated value of F was found to be 407.23 which is statistically significant (p<0.05) as it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests clearly reflect that students were satisfied with the teaching methodologies of directly selected (mean=3.86, SD=0.81) and in-service promoted (mean=3.58, SD=0.86) SSs while they were not satisfied with online selected (mean=2.36, SD=1.19) SSs.

Table 06: Your teacher checks and evaluates your homework regularly.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.84	0.79		
In-service Promoted SSs	600	3.02	0.94	**373.21***	0.000
Online Selected SSs	600	2.29	1.18		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	14.445*	0.000
Directly Selected SSs	Online Selected SSs	1198	27.305*	0.000
In-service Promoted SSs	Online Selected SSs	1198	12.860*	0.000

Table 6 reflects that the calculated value of F was found to be 373.21 which is statistically significant (p<0.05) since it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests plainly indicates that directly selected (mean=3.84, SD=0.79) SSs check and evaluate students' homework regularly while in-service promoted (mean=3.02, SD=0.94) SSs do the same to some extent. In contrast, online selected (mean=2.29, SD=1.18) SSs do not perform the same regularly.

Table 07: Your teacher arranges weekly/monthly tests to evaluate the student's academic achievement.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.72	0.85		
In-service Promoted SSs	600	3.09	0.91	**265.96***	0.000
Online Selected SSs	600	2.37	1.24		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	10.755*	0.000
Directly Selected SSs	Online Selected SSs	1198	23.046*	0.000
In-service Promoted SSs	Online Selected SSs	1198	12.291*	0.000

Table 7 shows that the calculated value of F was found to be 265.96 which is statistically significant (p<0.05) because it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests unambiguously depict that directly selected (mean=3.72, SD=0.85) SSs arrange weekly/monthly tests to evaluate the students' performance while in-service promoted (mean=3.09, SD=0.91) SSs do the same to some extent. On the other hand, online selected (mean=2.37, SD=1.24) SSs do not arrange weekly/monthly tests for assessment purposes.

Table 08: Your teacher uses educational technologies i.e. overhead projector, multimedia, models, charts etc for instructional purposes.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	2.25	1.19		
In-service Promoted SSs	600	2.27	1.16	**00.74**	0.478
Online Selected SSs	600	2.19	1.21		

Non-Significant (p>0.05) df = (2, 1797) table value of F at 0.05 level = 3.006

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	-00.292	0.770
Directly Selected SSs	Online Selected SSs	1198	00.876	0.381
In-service Promoted SSs	Online Selected SSs	1198	01.167	0.243

Table 8 depicts that the calculated value of F was found to be 00.74 which is statistically non-significant (p>0.05) as it is less than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests plainly reflect that directly selected (mean=2.25, SD=1.19), in-service promoted (mean=2.27, SD=1.16) and online selected (mean=2.19, SD=1.21) subject specialists do not use educational technologies for instructional process.

Table 09: Your teacher uses blackboard/whiteboard during teaching learning process regularly.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.82	0.74		
In-service Promoted SSs	600	3.79	0.82	**0.826**	0.438
Online Selected SSs	600	3.76	0.86		

Non-Significant (p>0.05) df = (2, 1797) table value of F at 0.05 level = 3.006

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	00.643	0.520
Directly Selected SSs	Online Selected SSs	1198	01.286	0.199
In-service Promoted SSs	Online Selected SSs	1198	00.643	0.520

Table 9 indicates that the calculated value of F was found to be 0.826 which is statistically non-significant (p>0.05) since it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests tests clearly show that directly selected (mean=3.82, SD=0.74), in-service promoted (mean=3.79, SD=0.74) and online selected (mean=3.76, SD=0.86) subject specialists use blackboard/whiteboard during teaching learning process regularly.

Table 10: Your teacher completes syllabus in time.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.91	0.69		
In-service Promoted SSs	600	3.02	0.93	**414.59***	0.000
Online Selected SSs	600	2.32	1.19		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	16.080*	0.000
Directly Selected SSs	Online Selected SSs	1198	28.727*	0.000
In-service Promoted SSs	Online Selected SSs	1198	12.647*	0.000

Table 10 shows that the calculated value of F was found to be 414.59 which is statistically significant (p<0.05) because it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests tests unambiguously indicate that directly selected (mean=3.91, SD=0.69) SSs complete syllabus in time while in-service promoted (mean=3.02, SD=0.93) SSs complete the same to some extent. On the other hand, online selected (mean=2.32, SD=1.19) SSs are failed to complete syllabus in time.

Table 11: Your teacher maintains discipline and has the ability of to manage the classroom disruption.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.76	0.88		
In-service Promoted SSs	600	3.06	0.97	**258.07***	0.000
Online Selected SSs	600	2.41	1.21		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	11.777*	0.000
Directly Selected SSs	Online Selected SSs	1198	22.713*	0.000
In-service Promoted SSs	Online Selected SSs	1198	10.936*	0.000

Table 11 illustrates that the calculated value of F was found to be 258.07 which is statistically significant (p<0.05) as it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests tests plainly reflect that directly selected (mean=3.76, SD=0.88) SSs posses the ability to manage classroom disruption while to some extent, in-service promoted (mean=3.06, SD=0.97) SSs possess the same. On the other hand, online selected (mean=2.41, SD=1.21) SSs do not possess the ability to control classroom disruption.

Table 12: Your teacher applies the principles of educational psychology during teaching learning process.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.66	0.91		
In-service Promoted SSs	600	3.59	0.96	**290.72***	0.000
Online Selected SSs	600	2.35	1.27		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	01.145	0.252
Directly Selected SSs	Online Selected SSs	1198	21.432*	0.000
In-service Promoted SSs	Online Selected SSs	1198	20.286*	0.000

Table 12 reflects that the calculated value of F was found to be 290.72 which is statistically significant (p<0.05) because it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests tests clearly depict that directly selected (mean=3.66, SD=0.91) and in-service promoted (mean=3.59, SD=0.96) SSs apply the principles of educational psychology during teaching learning process while online selected (mean=2.35, SD=1.27) SSs do not apply the same.

Table 13: Your teacher pays his attention to each student individually.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.77	0.78		
In-service Promoted SSs	600	2.96	0.98	**337.230***	0.000
Online Selected SSs	600	2.27	1.20		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	14.009*	0.000
Directly Selected SSs	Online Selected SSs	1198	25.943*	0.000
In-service Promoted SSs	Online Selected SSs	1198	11.934*	0.000

Table 13 indicates that the calculated value of F was found to be 337.230 which is statistically (p<0.05) significant as it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests tests obviously show that directly selected (mean=3.77, SD=0.78) SSs pay their attention to each student individually while to some extent, in-service promoted (mean=2.96, SD=0.98) SSs do the same. On the other hand, online selected (mean=2.27, SD=1.20) SSs do not pay their attention to each student individually.

Table 14: Your teacher keeps in mind student's individual differences during instructional process.

Category	N	Mean	SD	F-Ratio	p-value
Directly Selected SSs	600	3.62	0.96		
In-service Promoted SSs	600	2.92	1.02	**262.98***	0.000
Online Selected SSs	600	2.19	1.24		

***Significant (p<0.05) df = (2, 1797) table value of F at 0.05 level = 3.006**

Post-hoc t-tests

Category	Category	df	t-value	p-value
Directly Selected SSs	In-service Promoted SSs	1198	11.226*	0.000
Directly Selected SSs	Online Selected SSs	1198	22.932*	0.000
In-service Promoted SSs	Online Selected SSs	1198	11.707*	0.000

Table 14 depicts that the calculated value of F was found to be 262.98 which is statistically significant ($p<0.05$) as it is greater than the critical table value of F at 0.05 level. The mean score values and results of post-hoc t-tests tests plainly indicate that directly selected (mean=3.62, SD=0.96) SSs keep in mind student's individual differences during instructional process while in-service promoted (mean=2.92, SD=1.02) SSs keep in mind students' individual difference to some extent. Conversely, majority of the online selected (mean=2.19, SD=1.24) SSs do not keep in mind students' individual differences during instructional process.

FINDINGS OF THE STUDY

After statistical analysis, it was found that

1. Majority of the directly selected and to some extent in-service promoted subject specialist teachers formulate and announce classroom rules and regulations to ensure a favorable environment for teaching learning process. On the other hand, online selected subject specialist teachers do not formulate and announce classroom rules and regulations.
2. Majority of the directly selected and to some extent in-service promoted subject specialist teachers come and teach with full preparation to class while online selected subject specialist teachers do not.
3. Majority of the directly selected and in-service promoted subject specialist teachers take their classes regularly and fairly while online selected subject specialist teachers do not take their classes regularly.
4. Majority of the directly selected and to some extent in-service promoted subject specialist teachers possess subject mastery and knowledge of teaching methods. On the other hand, majority of the online selected subject specialist do not possess subject mastery and knowledge of teaching methods.
5. Majority of the students were satisfied with the teaching methodologies of directly selected and in-service promoted subject specialist teachers. On the other hand, majority of the students were not satisfied with online selected subject specialist teachers.
6. Majority of the directly selected and to some extent in-service promoted subject specialist teachers check and evaluate students' homework regularly and fairly while majority of the online selected do not.
7. Majority of the directly selected and to some extent in-service promoted subject specialist teachers arrange weekly/monthly test to evaluate student's academic achievement while majority of the online selected subject specialist teachers do not.
8. Majority of the directly selected, in-service promoted and online subject specialist teachers do not use educational technologies i.e. overhead projector, multimedia, models, charts etc for instructional purpose.
9. Majority of the directly selected and to some extent in-service promoted subject specialist teachers complete syllabus in time while majority of online selected do not complete syllabus in time.
10. Majority of the directly selected and to some extent in-service promoted subject specialist teachers maintain discipline and has the ability of to manage the disruptive behaviour of the classroom. On the other hand, majority of the online selected do not possess the quality of managing classroom disruption.
11. Majority of the directly selected and in-service promoted subject specialist teachers apply the principles of educational psychology in the classroom while online selected do not apply principles of educational psychology.
12. Majority of the directly selected and to some extent in-service promoted subject specialist teachers pay their attention individually to each student properly while majority of the online selected do not.
13. Majority of the directly selected and to some extent in-service promoted subject specialist teachers keep in mind student's individual differences while majority of the online selected do not.

14. Majority of the directly selected, in-service promoted and online selected subject specialist teachers use blackboard/whiteboard during teaching learning process regularly.

DISCUSSION

The purpose of the study was to compare the teaching effectiveness of directly selected, in-service promoted and online selected subject specialists in Kohat Division. Secondary education is the foundation stone for further higher education therefore it is imperative to make it more effective and productive. But unfortunately this area of education has been ignored by the government as it was made a laboratory for experimentation. Every political government has brought great havoc to this level of education to beneficialize their own workers through illegal and unlawful actions. Regularization of online selected subject specialists who were recruited for fix period of six months is one of the main illegal steps of political government. The current research study clearly revealed that online selected subject specialists do not possess the ability to teach at this level. Consequently, the standard of education at this level is collapsing day by day which is a great threat to development of country.

At the beginning of new session, it is imperative to formulate and announce rules concerning to classroom management so that the student may understand the behaviour of the teacher. The study revealed that majority of the directly selected SSs (mean=3.52, SD=0.86) formulate and announce classroom rules and regulations at the beginning of the session while in-service promoted SSs (mean=2.84, SD=1.04) do the same to some extent. Conversely, online selected SSs (mean=2.24, SD=1.24) do not formulate and announce classroom rules and regulations. It clearly shows that online selected SSs have no knowledge of classroom management.

Good teachers always come and teach with full preparation. The current study reveals that directly selected SSs (mean=3.66, SD=0.79) come and teach with full preparation to class while in-service promoted SSs (mean=2.79, SD=1.12) do the same to some extent. On the other hand, online selected SSs (mean=2.06, SD=1.28) do not come with full preparation to class. It unambiguously indicates that online selected subject specialists have no satisfactory performance in this connection. It is a reality that students' learning outcomes can be improved by effective teaching of a teacher. The result of the current study reflects that directly selected (mean=3.79, SD=0.83) and in-service promoted (mean=3.62, SD=0.87) SSs take their classes regularly and fairly while online selected SSs (mean=2.41, SD=1.16) do not take their classes regularly and fairly.

Teaching methodologies of a teacher play a crucial role in enhancing learning outcomes of students at all level. The teacher should possess subject mastery and a sound knowledge of teaching methodologies. The results of the study reveal that directly selected SSs (mean=3.72, SD=0.91) possess subject mastery and knowledge of teaching methods while in-service promoted SSs (mean=2.96, SD=1.09) possess the same to some extent. Conversely, online selected SSs (mean=2.24, SD=1.24) do not possess the same. Likewise the study reveals that students were satisfied with the teaching methodologies of directly selected (mean=3.86, SD=0.81) and in-service promoted (mean=3.58, SD=0.86) SSs while they were not satisfied with online selected (mean=2.36, SD=1.19) SSs. It clearly indicates that online selected SSs have no knowledge of teaching methodologies which is a great threat to the standard of education.

Assessment is as systematic techniques through which we collect information about students' progress and to determine whether learning objectives are being or has been achieved. On the other hand, evaluation refers to the process through which we collect information and then make decision in the light of that information (Katozai, 2002). It provides feedback and improves instructional process. But unfortunately only directly selected (mean=3.84, SD=0.79) SSs check and evaluate students' homework regularly while in-service promoted (mean=3.02, SD=0.94) SSs do the same to some extent. In contrast, online selected (mean=2.29, SD=1.18) SSs do not perform the same regularly. Likewise, directly selected (mean=3.72, SD=0.85) SSs arrange weekly/monthly tests to evaluate the students' performance while in-service promoted (mean=3.09, SD=0.91) SSs do the same to some extent. On the other hand, online selected (mean=2.37, SD=1.24) SSs do not arrange weekly/monthly tests for assessment purposes.

Educational technology plays an important role in improving teaching learning process and makes it more effective, successful and productive. But unfortunately, our teachers do not utilize technology in teaching learning process. The results of the study unambiguously indicate that directly selected (mean=2.25, SD=1.19), in-service promoted (mean=2.27, SD=1.16) and online selected (mean=2.19, SD=1.21) subject specialists do not use educational technologies for instructional process. Only they use blackboard/whiteboard for instructional process as the study reveals that directly selected (mean=3.82, SD=0.74), in-service promoted (mean=3.79, SD=0.74) and online selected (mean=3.76, SD=0.86) subject specialists use blackboard/whiteboard during teaching learning process regularly. Completion of syllabus plays a significant role in improving students' academic achievement scores. The result of table 10 reflects that directly selected (mean=3.91, SD=0.69) SSs complete syllabus in time while in-service promoted (mean=3.02, SD=0.93) SSs complete the same to some extent. On the other hand, online selected (mean=2.32, SD=1.19) SSs are failed to complete syllabus in time.

Classroom management is a critical part of effective and successful instruction. According to Foutz, (2005), effective and successful classroom management initiates with the teacher. Therefore the teachers should

make a plan so that the learners become able to achieve their learning and behavioral objectives. Basit (2005) stated that a teacher has to create and maintain an environment in classroom that is most contributing and conducive to maximize learning outcomes. Sadker and Sadker (1997) stated that good teachers carefully control their classrooms in order to reduce disturbances. They manage to keep all students during the class time, prepare teaching aids, and make it well-located for students to watch the instructional presentations. The result of the current study indicates that directly selected (mean=3.76, SD=0.88) SSs posses the ability to manage classroom disruption while to some extent, in-service promoted (mean=3.06, SD=0.97) SSs possess the same. On the other hand, online selected (mean=2.41, SD=1.21) SSs do not possess the ability to control classroom disruption.

Good teachers apply the principles of educational psychology during teaching learning process to make it more successful and productive. According to Katozai (2002), a teacher must have the basic knowledge o child psychology. He will not be able to teach if he does not have knowledge of psychology. Otherwise he cannot become a successful teacher. The study revealed that directly selected (mean=3.66, SD=0.91) and in-service promoted (mean=3.59, SD=0.96) SSs apply the principles of educational psychology during teaching learning process while online selected (mean=2.35, SD=1.27) SSs do not apply the same. It clearly shows that online selected subject specialists have no sound knowledge of educational psychology. The study further showed that directly selected (mean=3.77, SD=0.78) SSs pay their attention to each student individually while to some extent, in-service promoted (mean=2.96, SD=0.98) SSs do the same. On the other hand, online selected (mean=2.27, SD=1.20) SSs do not pay their attention to each student individually.

Individual differences among the students have a significant affect on teaching learning process. Therefore it is imperative for teacher to keep in mind individual differences during teaching learning process. According to Katozai (2002), this is a fact that every individual is different from another individual in ability, intelligence, age and sex etc. This will be a serious mistake if the teachers ignore this fact. Therefore teaching should be according to the nature and needs of the individual. The result of the study revealed that directly selected (mean=3.62, SD=0.96) SSs keep in mind student's individual differences during instructional process while in-service promoted (mean=2.92, SD=1.02) SSs keep in mind students' individual difference to some extent. Conversely, majority of the online selected (mean=2.19, SD=1.24) SSs do not keep in mind students' individual differences during instructional process

CONCLUSION

The overall teaching performance of the directly selected subject specialists was much better than in-service promoted as well as online selected. On the other hand, the overall teaching performance of the in-service promoted subject specialists was found satisfactory while the performance of online selected subject specialists regarding teaching effectiveness was found poor and disappointing at all.

RECOMMENDATIONS

Based on findings and conclusions, the researchers made the following recommendations:

1. As the study revealed that teaching performance of the online selected subject specialists is poor and unsatisfactory. They have lack of subject mastery and knowledge of teaching methods. Therefore it is strongly recommended that a decisive transparent and competitive examination should be arranged through Khyber Pakhtunkhwa Public Service Commission for online SSs and those SSs should be dismissed from the service who failed the same examination.
2. At least 75% Subject Specialists should be selected through direct transparent and competitive examination in order to ensure the quality of education at secondary level.
3. Special professional training programme should be arranged to the existing online selected subject specialists in teaching methods in order to equip them with the modern teaching methodologies so that they become able to perform their duties effectively.
4. Surprising visits of the higher authorities should be made in order to evaluate the teaching performance of the subject specialists.
5. Proper Annual Performance Evaluation programme should be implemented effectively in order to evaluate the overall performance of subject specialists.
6. In-service training should be provided especially to all online selected and in-service promoted subject specialists on professional skills at least once in every two years to equip them with the modern teaching techniques so that they may perform their duties effectively.
7. It is also recommended that this type of research study should be conducted in other districts and provinces.

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