

EVALUATIVE STUDY OF THE EFFECTIVENESS OF TEACHING PERFORMANCE OF IN-SERVICE PROMOTED SECONDARY SCHOOL TEACHERS IN KHYBER PUKHTUNKHWA (PAKISTAN)

Qaiser Suleman

M.Phil (Education) Scholar
Kohat University of Science & Technology Kohat
Khyber Pukhtunkhwa, (Pakistan)

Hassan Danial Aslam

Lecturer
Faculty of Management Sciences
The Islamia University of Bahawalpur, Pakistan
Senior Research Consultant
Human Resource Management Academic Research Society

Muhammad Badar Habib

Lecturer
Department of Physical Education
The Islamia University of Bahawalpur
Pakistan

Tasawar Javed

Lecturer
Faculty of Management Sciences
The Islamia University of Bahawalpur
Pakistan

Sadia Umbrin

M.Phil (Education) Scholar
Kohat University of Science & Technology Kohat
Khyber Pukhtunkhwa
Pakistan

Abstract

Secondary school teachers occupies the most important and crucial position in any educational system. The study was conducted to assess the effectiveness of the teaching performance of the in-service promoted secondary school teachers in Khyber Pukhtoonkhwa (Pakistan). The study has explored the teaching performance and attitudes of the promontory secondary school teachers. The main objectives of the study were; to evaluate the teaching performance of the in-service promoted secondary school teachers and to find out the weak and strong points of the teaching performance of the in-service promoted secondary school teachers. All the students at secondary school level in Khyber Pukhtunkhwa constituted the population of the research study. Only 4650 (@25% of total) students of science group at secondary school level were selected randomly as a sample in 12 districts out of 24 districts of Khyber Pukhtunkhwa province (Pakistan) i.e. Mardan, Nowshera, Peshawar, Kohistan, Bannu, Swabi, Bunner, Karak, Abbottabad, Malakand, D.I.Khan and Lakki Marwat. The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data. After analysis of data, the researchers arrived at results that the teaching performance of in-service promoted secondary school teachers is very poor. It was found that majority of the in-service promoted school teachers have no knowledge of teaching methods. They have no subject mastery and majority of the students were not satisfied with their teaching methods. It was also found that they do not use technology in teaching learning process. In nutshell, it came to surface that their overall teaching performance was nil and zero.

KEY WORDS: Secondary School Teachers, effectiveness of the teaching performance of the in-service promoted secondary school teachers.

INTRODUCTION

It is a proved fact that the development of a nation depends upon the standard of their educational system. Teacher education is playing a vital and crucial role in reforming and strengthening the society and is directly responsible to the development of a nation. It is an instrument which is used to change the social, economic, cultural and political system of the country. Since teacher education is system which prepares competent, talented and professionally skilful teachers which in turn produce talented individual for the development of nation. Therefore, teacher education has the most crucial position in the entire system of education. So it is imperative to pay full attention to make teacher education more effective and successful Government of Pakistan (1959) stated that “No education system is better than its teachers”. Keeping in the view about statement it is right to say that a teacher plays a very crucial role in the nation building. So it is imperative that the teacher should be competent and professionally skilful.

Secondary school teacher plays an important and crucial role at secondary school level. I would like to say that if secondary school teachers (Science) succeeded in framing sound base of science subjects to the students of secondary level, it is justified to say that they will be able to make atomic bomb. That’s why, these teachers occupies the most important and crucial position in entire educational system. The future status of the students depends upon the teaching performance of the teachers at secondary level.

At secondary level, two types of secondary school teachers are appointed i.e. Senior English Teacher (Science) and Senior English Teacher (General). The former is generally known as Science Teachers. In Khyber Pukhtunkhwa these teachers are recruited by two means i.e. direct appointment through selection by the provincial public service commission and in-service promotions by the department of education. According to the current service structure, 50% in-service teachers are promoted though department of education and 50% are appointed through Provincial Public Service Commission. This research paper was written in order to evaluate the effectiveness of the teaching performance of the in-service promoted secondary school teachers.

REVIEW OF RELATED LITERATURE

Secondary education occupies the most important and critical position in any educational system. The position of secondary education is generally paradoxical in any society. It is expected that secondary education will play a transitional role between basic education and further (higher) education as well as to play a terminal role by providing and supplying required manpower for the development of the country (AIOU, 1998, p.3).

Secondary school teachers play a vital role in improving student’s characters and academic achievement. That’s why, these teachers should be able and competent in classroom management, teaching methods and knowledge of their subjects. Mohanty (2003) stated that an effective teacher should have control on overall classroom environment and should possess the abilities and qualities of planning organization and discipline. Effectiveness of teaching learning is the outcome of effective classroom management. Effective teaching learning is the outcome of effective classroom management. Teachers should play a vital and crucial role in enhancing the classroom atmosphere, their teaching learning process, interaction, control and human relations. The teacher should be democratic mind and not autocratic.

In Khyber Pukhtunkhwa these teachers are recruited by two means i.e. direct appointment through selection by the provincial public service commission and in-service promotions by the department of education. According to the current service structure, 50% in-service teachers are promoted though department of education and 50% are appointed through Provincial Public Service Commission.

The terms and conditions for the recruitment of secondary school teachers are the following:

Designation	Required Qualifications	Scale of Pay	Schools
SET (Science)	B.A/B.Ed	B.P.S. 16	High & HSS Secondary Schools
SET (General)	B.Sc/B.Ed	B.P.S. 16	High & HSS Secondary Schools

(Affridi, 1998)

In Khyber Pukhtunkhwa, both types of secondary school teachers perform different type of duties. S.E.Ts (Science) perform generally the following duties:

Class	Subjects to be taught	Class	Subjects to be taught
09	Physics	10	Physics
09	Chemistry	10	Chemistry
09	Biology	10	Biology

S.E.Ts (General) perform generally the following duties:

Class	Subjects to be taught	Class	Subjects to be taught
09	Urdu	10	Urdu
09	English	10	English
09	G. Science	10	G. Science
		10	Pakistan Studies

The institutions, which prepare secondary school teachers, are known as Colleges of education and those institutions, which provide advanced training by awarding M.A Edu and M.Ed degrees, are called Institutes of Education and Research. These institutions are generally affiliated with universities. These professional training institutions of teachers bear a direct relation between the education changes and the role of teachers. The respective courses of studies reflect this and generally contain the following elements in them.

1.	Modern Methodology	6.	Philosophy of Education
2.	History of Education and its impact on our own education	7.	Child Development
3.	Guidance and Counseling	8.	Educational Psychology
4.	Testing and Management	9.	Sociology of Education
5.	Anthropology and the like Subjects	10.	

(Rasool & Sheikh, 1998, p.208)

In Pakistan, there are various programmes for the training of secondary school teachers. These are explained as below:

I. B.ED PROGRAMME (14 + 1) MODEL

The B.Ed (14 + 1) model is one-year programme and consists of 46 weeks. A student can take admission in B.Ed (14 + 1) programme after passing graduation (B.A/B.Sc). After getting B.Ed (14 + 1) degree, a teacher becomes able to teach to secondary classes. The detail of this model is given below;

Detail Description of Course of Study of B.Ed Programme (14 + 1) Model

S.No.	Name of the Subjects	Marks/Waitage
1.	Perspectives of Education in Pakistan	100
2.	Human Development and Learning	100
3.	School Organization and Management	100
4.	Evaluation and Guidance	100
5.	Society, School and Teachers	100
6.	Individual Project	100
7.	Two Courses with two papers (content & methods of teaching) to be selected from any one for these areas: (a) General (b) Science (c) Commercial (e) Agriculture (f) Home Economics	400
8.	Teaching Methods	200
9.	Total Marks	1200

Schedule of Work for B.Ed Programme (14 + 1) Model

S.No.	Nature of Work	Duration
1.	First Semester	18 Weeks
2.	Evaluation and Planning	01 Weeks
3.	Short-Term Teaching Practice including Demonstration of Criticism Lessons	03 Weeks
4.	Second Semester	18 Weeks
5.	Break for Evaluation and Planning	01 Weeks
6.	Teaching Practice Term	05 Weeks
7.	Winter and Spring Breaks	02 Weeks
8.	Total	48 Weeks

Sequence of Courses of B.Ed Programme (14 + 1) Model

First Semester

S.No.	Name of the Course
1.	Perspectives of Education in Pakistan
2.	Human Development and Learning
3.	School Organization and Management
4.	Special Method Course (Content and Methodology)

Second Semester

S.No.	Name of the Course
1.	Evaluation and Guidance
2.	Society, School and Teachers
3.	Individual Project
4.	Special Method Course (Content and Methodology)

Source: (Rasool & Sheikh, 1998, pp.209-210)

II. B.S.ED PROGRAMME (12 + 3) MODEL

For the training of Secondary School Teachers, there are two types of programmes are offered by Teacher Training Institutes and colleges namely B.S Education known as Concurrent Programmes where prospective teachers are admitted after passing Higher Secondary School Certificate or intermediate. This programme comprises Academic Course of 9 Credit hours, specialization of 45 credit hours, elective course of 6 credit hours, six professional courses of 18 credit hours and practical teaching of 13 credit hours (AIOU, 1998, p.179-180).

The three-year programme (12+3) model of teacher training was initially launched in the Institute of Education & Research, Gomal University, Dera Ismail Khan. But due to unknown reason, it was stopped after completing the two training batches. Presently, it is going on in Government College of Education for Science Township Lahore, Government College of Education Afzalpur AJK and Federal College of Education Islamabad (Anees, 2005, p.65).

Detail Description of Scheme of Studies for B.S Education (12 + 3) Model

There are two courses are taught at this level. These are Academic and Professional Courses. The curriculum consists of 70% academic and 30% professional courses. The details of these courses are:

1. Academic Course

Academic Course can be divided into three categories which are given below:

(a) Required Courses (9 Credit Hours & 20% of the total Academic Course)

Required Course can be divided into three categories which are given below in the table;

S.No	Name of the Courses	Credit Hours
1.	Pakistan Studies	3
2.	Urdu	3
3.	Functional English	3

(b) Specialization Course (45 Cr. Hrs & 15% of the total Academic Course):

Specialization Course can be divided into six categories which are given below in the table;

S.No	Name of the Group	Programme
1.	General Group	B. A
2.	Science Group	B.Sc
3.	Commerce Group	B.Com
4.	Agriculture Group	B.Sc. Agriculture
5.	Home Economics Group	B.Sc. Hom. Economics
6.	Industrial Group (24 Cr. Hours)	B. Tech

(c) Elective Courses (6 Credit Course & 65% of the total Academic course)

Elective Courses (6 Credit Hours for all and only 3 for Industrial Group). Any three from the following, not directly related to the area of content specialization.

S.#	Name of the Elective Course	S.#	Name of the Elective Course
1.	Cultural Anthropology	8.	Study of Literature: Urdu/Sindhi/Punjabi/Balochi/English/Persian/Arabic
2.	Political Science and Current Affairs	9.	Population Education
3.	Socio-Economic Problems	10.	Art and Craft
4.	Environmental Sciences/Earth Sciences	11.	Science and Man
5.	Human and Commercial Geography	12.	General Psychology
6.	Military Science	13.	General Philosophy
7.	Islamic Culture	14.	General Science

2. Professional Courses

Professional Course can be divided into four categories which are given below:

(a). Required Courses (18 Cr. Hours):

S. No.	Name of the Course	Marks/Waitage
1.	Perspectives of Education in Pakistan	100
2.	Human Development and Learning	100
3.	School Organization and Management	100
4.	Evaluation and Guidance	100
5.	Society, School and Teacher	100
6.	Individual Project	100

Additional Courses for Industrial Group (Only 06 Credit Hours):

S.No.	Name of the Course
1.	Introduction of Vocational Education
2.	Occupational Analysis
3.	School Shop Management

(b) Special Teaching Methods (06 Cr.Hours)

Any two subjects from the following area of specialization are selected:

S.No	Name of the Subjects/Group
1.	General Group
2.	Agriculture Group
3.	Science Group
4.	Home Economics Group
5.	Commerce Group
6.	Industrial Group (In case of Industrial Group, 06 Cr. Hrs would be split up into three courses of 2 credit hours each).

(c) Professional Electives (03 Cr. Hours for all except industrial Group)

Any one of the following will be selected for the completion of the programme:

S.#	Name of Group	S.#	Name of the Group
1.	Educational Planning	6.	Theory and History of Education
2.	Guidance and Counseling	7.	Education of Exceptional Children
3.	Curriculum Development	8.	Preparation and Use of Instructional Material
4.	Comparative Education	9.	Educational Technology
5.	Modern Trends in Teaching		Education of Exceptional Children

Source: (Rasool & Sheikh, 1998, pp.211-215)

(d) Teaching Practice

Teaching practice is the single most important experience in teacher education as it influences the classroom behaviour of student's teachers. It should be a cooperative endeavour of the training institutions as well as the school and the department of education. Laboratory schools should be connected to all the training institutions for practical work and experimentation. Teaching practice will include observation of classroom teaching, special demonstration lessons, criticism lesson and full time teaching practice. The teaching practice will be of 13 Credit hours, which will be divided into lesson observation of 1 credit hour, short-term practice of 4 credit hours, and Long-term practices of 8 credit hours. The teaching practice has been classified into two parts i.e. short-term and long-term practice.

The duration of short-term and long-term teaching practice is 3 weeks and 5 weeks respectively. During teaching practice, the student is bound to give a minimum of 60 prepared lessons. Each prepared lesson will consist of a lesson plan, preparation of teaching aids, methods of presentation and evaluation of performance (Ramzan, 2002, p.28).

3. Admission Criteria for B.S.Ed Programme (12 + 3) Model

(a) Required Minimum Qualification for Admission:

Intermediate with second (2nd) division is the condition for the admission in B.S. Education (12 + 3) model. The Waitage for the intermediate is 60%.

(b) Waitage of the Required Test for Admission:

S.No.	Nature of the Test	Waitage in Percentage
1.	Written Test	20%
2.	Interview	20%

Source: (Rasool & Sheikh, 1998, pp.211-215)

III. B.ED (HONS.) 4 YEAR DEGREE PROGRAMME SECONDARY

Scheme of Studies

Eligibility Criteria:

The eligibility criteria for the admission in B.Ed (Hons.) secondary is as below;

1. FA/F.Sc / A level or equivalent with minimum 2nd Division.
2. FA/F.Sc/ A level with School Subjects.

Duration of the Programme:

Semester Duration:	4 Years
No. of Semesters:	8 Semesters
Semesters:	16-18 weeks
Course Load Per Semester:	15-18 Credit Hours

Number of Courses per semester; 5-6 (not more than 3 Lab/practical courses)

Structure of the Scheme for B.Ed (Hons.) Secondary

S.No.	Name of the Courses	Cr. Hrs
1.	Compulsory Courses	25
2.	Professional Courses	36
3.	Foundation Courses	30
4.	Content Courses	24-33
5.	Teaching Practice	12
	Total	127-136 Cr. Hrs

YEAR/SEMESTER WISE SCHEME OF STUDIES OF B.ED (HONS.) SECONDARY

First (1st) Year

Semester – I

S.No.	Name of the Courses	Credit Hours
1.	Islamic Studies/Ethics	2
2.	English-I	3
3.	Foundations of Education	3
4.	Development of Education in Pakistan	3
5.	Content Course-I (from selected discipline-I)	3
6.	Content Course-I (from selected discipline-II)	3
	Total	17 Cr. Hours

Semester-II

S.No.	Name of the Courses	Credit Hours
1.	English-II	3
2.	Mathematics	3
3.	Critical Thinking and Reflecting Practices	3
4.	Human Development and Learning	3
5.	Content Course-II (from selected discipline-I)	3
6.	Content Course-II (from selected discipline-II)	3
	Total	18 Cr. Hours

Second (2nd) Year**Semester-III**

S.No.	Name of the Courses	Credit Hours
1.	Pakistan Studies	2
2.	Computer Literacy	2+1
3.	English-III	3
4.	Content Course-III (from selected discipline-I)	3
5.	Content Course-III (from selected discipline-II)	3
6.	General Methods of Teaching	3
	Total	17 Cr.Hours

Semester-IV

S.No.	Name of the Courses	Credit Hours
1.	Content Course-IV (from selected discipline-I)	3
2.	Content Course-IV (from selected discipline-II)	3
3.	Guidance and Counseling	3
4.	Classroom Assessment	3
5.	Classroom Management	3
6.	Supervised School Experience/Observation/Visits	3
	Total	18 Cr. Hours

Third (3rd) Year**Semester-V**

S.No.	Name of the Courses	Cr. Hrs
1.	Curriculum Development	3
2.	School, Community and Teacher	2+1
3.	Content Course-V (From Selected Discipline-I)	3
4.	Content Course-V (From Selected Discipline-II)	3
5.	Pedagogy-I (Methods of teachings related to specialization-I)	3
6.	Pedagogy-II (Methods of teachings related to specialization-II)	3
	Total	18 Cr. Hrs

Semester-VI

S.No.	Name of the Courses	Cr. Hrs
1.	Research Methods in Education	3
2.	Pedagogy-III(Methods of teachings related to specialization-I)	3
3.	Pedagogy-IV (Methods of teachings related to specialization-II)	3
4.	Teaching Practice (Short Term)	3
5.	Introduction to Statistics	3
	Total	18 Cr. Hrs

Fourth (4th) Year**Semester-VII**

S.No.	Name of the Courses	Cr. Hrs
1.	Inclusive Education	3
2.	Contemporary Issues and Trends in Education	3
3.	Research Project	3
4.	Comparative Education	3
5.	Information Communication Technology	3
	Total	15 Cr. Hrs

Semester-VIII

S.No.	Name of the Courses	Cr. Hrs
1.	Educational Management and Leadership	3
2.	Teaching Practice (Long Term)	6
3.	Environmental Education	3
	Total	12 Cr. Hrs

Source: (Higher Education Commission, 2010)

IV. ADE (ASSOCIATE DEGREE IN EDUCATION) PROGRAMME**Two Years Scheme of Studies****Eligibility Criteria:**

The eligibility criteria for the admission in ADE programme is given below;

3. FA/F.Sc / A level or equivalent with minimum 2nd Division
4. FA/F.Sc/ A level with School Subjects

Duration:

Semester Duration: 2 Years

Total No. of Semester: 4 Semester

Semesters: 16-18 weeks

Course Load per Semester: 15-18 Credit Hours

Number of Courses per semester; 5-6 (not more than 3 Lab/practical courses)

Structure of the Scheme of Associate Degree in Education (ADE) Programme

S.No.	Name of the Courses	Credit Hours
1.	Compulsory Courses	16
2.	Professional Courses	21
3.	Foundation Courses	15
4.	Content Courses	09
5.	Teaching Practice	06
	Total	67 Cr. Hours

Year/Semester wise Scheme of Studies of Associate Degree in Education**First (1st) Year****Semester – I**

S.No.	Name of the Courses	Credit Hours
1.	Functional English-I (Compulsory)	3
2.	Islamic Studies/Ethics (Compulsory)	2
3.	Child Development (Foundation)	3
4.	Urdu/Regional Languages (Content)	3
5.	General Science (Content)	3
6.	General Methods of Teaching (Foundation)	3
	Total	17 Cr. Hours

Semester-II

S.No.	Name of the Courses	Credit Hours
1.	English-II (Communication Skills Compulsory)	3
2.	Computer Literacy (Compulsory)	3
3.	Classroom Management (Foundation)	3
4.	General Mathematics (Compulsory)	3
5.	Pakistan Studies (Compulsory)	2
6.	Methods of Teaching Islamic Studies (Professional)	3
	Total	17 Cr. Hours

Second (2nd) Year**Semester-III**

S.No.	Name of the Courses	Credit Hours
1.	Teaching Literacy Skills (Professional)	3
2.	Art, Crafts and Calligraphy (Content)	3
3.	Teaching of Urdu/Regional Languages (Professional)	3
4.	Teaching of General Science (Professional)	3
5.	Instructional & Communication Technology in Education (Professional)	2
6.	Teaching Practice (Short Term)	3
	Total	17 Cr. Hours

Semester-IV

S.No.	Name of the Courses	Credit Hours
1.	Classroom Assessment (Foundation)	3
2.	Teaching of English (Professional)	3
3.	Teaching of Mathematics (Professional)	3
4.	School, Community and Teacher (Foundation)	2+1
5.	Teaching of Social Studies (Professional)	2
6.	Teaching Practice	3
	Total	17 Cr. Hours

Source: (Higher Education Commission, 2010)

OBJECTIVES OF THE STUDY

Objectives of the study were:

1. To evaluate the effectiveness of the teaching performance of the in-service promoted secondary school teachers.
2. To diagnose the major areas of strength and weakness of the teaching performance of the in-service promoted secondary school teachers.

METHODOLOGY**1. Population**

All the students of Class 09 and Class 10 at secondary school level in Khyber Pukhtunkhwa constituted the population of the study.

2. Sample

Students at secondary school level were selected as a sample in 9 districts out of 24 districts of Khyber Pukhtunkhwa province (Pakistan) i.e. Mardan, Nowshera, Peshawar, Bannu, Karak, Abbottabad, Malakand, D.I.Khan and Lakki Marwat. Therefore, only 4650 (@10% of students) students of science group of the GHSs were taken as sample randomly.

3. Research Instrument

The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data.

4. Delimitation of the Study

The study was delimited to the male in-service promoted secondary school teachers (Science Teachers). The study is further delimited to the students of Class 10 and Class 09 of science groups.

RESULTS

Table No. 1 Is your science teacher cooperative and democratic minded?

No. of Students	Yes	No	Yes %	No %
4650	2523	2127	54.26	45.74

Analysis: The table illustrates that 54.26% students responded that their science teacher is cooperative and democratic and 45.74% responded that their science teacher is not cooperative and democratic minded.

Table No. 2 Is your science teacher punctual and good disciplinarian?

No. of Students	Yes	No	Yes %	No %
4650	1956	2694	42.06	57.94

Analysis: The table shows that 42.06% students responded that their science teacher is punctual and good disciplinarian and 57.94% responded that their science teacher is not punctual and good disciplinarian.

Table No. 3 Does your science teacher possess a good personality?

No. of Students	Yes	No	Yes %	No %
4650	1428	3222	30.71	69.27

Analysis: The table shows that only 30.71% students responded that their science teacher possesses a good personality and 69.27% responded that their science teacher does not possess a good personality.

Table No. 4 Does your science teacher come and teach with full preparation?

No. of Students	Yes	No	Yes %	No %
4650	1426	3224	30.67	69.33

Analysis: The table shows that only 30.67% students responded that their science teacher come and teach with full preparation and 69.33% responded that their science teacher does not come and teach with full preparation.

Table No. 5 Does your science teacher possess subject mastery & knowledge of teaching method?

No. of Students	Yes	No	Yes %	No %
4650	0857	3793	18.43	81.57

Analysis: The table shows that only 18.43% students responded that their science teacher possesses subject master and knowledge of teaching methods and 81.57% responded that their science teacher does not possess.

Table No. 6 Does your science teacher prepare lesson plan regularly for teaching?

No. of Students	Yes	No	Yes %	No %
4650	0327	4323	7.03	92.97

Analysis: The table shows that only 07.03% students responded that their teacher prepares lesson plan regularly for teaching and 92.97% responded that their science teacher does not prepare lesson plan regularly for teaching.

Table No.7 Does your science teacher check student's homework regularly?

No. of Students	Yes	No	Yes %	No %
4650	1265	3385	27.20	72.80

Analysis: The table shows that only 27.20% students responded that their science teacher check student's homework regularly and 72.80% responded that their science teacher does not check student's homework regularly.

Table No. 8 Does your science teacher possess the abilities to solve your educational problems?

No. of Students	Yes	No	Yes %	No %
4650	1307	3343	28.11	71.89

Analysis: The table shows that only 28.11% students responded that their science teacher possesses the abilities to solve our educational problems and 71.89% responded that their science teacher does not possess the abilities to solve our educational problems.

Table No. 9 Your science teacher arranges weekly/monthly test to evaluate and assess the student's academic achievement and performance?

No. of Students	Yes	No	Yes %	No %
4650	1034	3616	22.24	77.76

Analysis: The table shows that only 22.24% students responded that their science teacher arranges weekly/monthly test to evaluate the student's academic achievement and performance and 77.76% responded that their science teacher does not arranges weekly/monthly test.

Table No. 10 Does your science teacher discuss student's problems with principal?

No. of Students	Yes	No	Yes %	No %
4650	0996	3654	21.42	78.58

Analysis: The table shows that only 21.42% students responded that their science teacher discusses student's problems with principal and 78.58% responded that their science teacher does not discuss student's problems with principal.

Table No. 11 Do you satisfied with the teaching methods of your science teacher?

No. of Students	Yes	No	Yes %	No %
4650	1139	3511	24.49	75.51

Analysis: The table shows that only 24.49% students responded that they are satisfied with their science teacher and 75.51% responded that they are not satisfied with their science teacher.

Table No. 12 Is your science teacher a good resource person?

No. of Students	Yes	No	Yes %	No %
4650	1066	3584	22.92	77.08

Analysis: The table shows that only 22.92% students responded that their science teacher is a good resource person and 77.08% responded that their science teacher is not a good resource person.

Table No. 13 Does your science teacher provide instructional facilities for students?

No. of Students	Yes	No	Yes %	No %
4650	0567	4083	12.19	87.81

Analysis: The table shows that only 12.19% students responded that their science teacher provides instructional facilities for students and 87.81% responded that their science teacher does not provide instructional facilities for students.

Table No. 14 Does your science teacher take his classes regularly?

No. of Students	Yes	No	Yes %	No %
4650	2605	2045	56.02	43.98

Analysis: The table shows that 56.02% students responded that their science teacher takes his classes regularly and 43.98% responded that their science teacher does not take his classes regularly.

Table No. 15 Does your science teacher appreciate student's creative work?

No. of Students	Yes	No	Yes %	No %
4650	1931	2719	41.53	58.47

Analysis: The table shows that 41.53% students responded that their science teacher appreciates student's creative work and 58.47% responded that their science teacher does not appreciate student's creative work.

Table No. 16 Does your science teacher use overhead projector for instructional purposes?

No. of Students	Yes	No	Yes %	No %
4650	0026	4624	00.56	99.44

Analysis: The table shows that only 00.56% students responded that their science teacher uses overhead projector for instructional purpose and 99.44% responded that their science teacher does not use overhead projector for instructional purposes.

Table No. 17 Does your science teacher explain scientific diagrams with charts?

No. of Students	Yes	No	Yes %	No %
4650	1238	3412	26.62	73.38

Analysis: The table shows that only 26.62% students responded that their science teacher explains scientific diagrams with charts and 73.38% responded that their science teacher does not explain scientific diagrams with charts.

Table No. 18 Does your science teacher use scientific equipments while teaching?

No. of Students	Yes	No	Yes %	No %
4650	1329	3321	28.58	71.42

Analysis: The table shows that only 28.58% students responded that their science teacher uses scientific equipments while teaching and 71.42% responded that their science teacher does not use scientific equipments in teaching.

Table No. 19 Does your science teacher conduct scientific experiments?

No. of Students	Yes	No	Yes %	No %
4650	1318	3332	28.34	71.66

Analysis: The table shows that only 28.34% students responded that their science teacher conducts scientific experiments and 71.66% responded that their science teacher does not conduct scientific experiments.

Table No. 20 Does your science teacher use television and radio for instructional purpose?

No. of Students	Yes	No	Yes %	No %
4650	0007	2643	00.15	99.85

Analysis: The table shows that only 0.15% students responded that their science teacher uses television and radio for instructional purposes and 99.85% responded that their science teacher does not use television and radio for instructional purposes.

Table No. 21 Does your science teacher show models during instruction?

No. of Students	Yes	No	Yes %	No %
4650	0769	3881	16.54	83.46

Analysis: The table shows that only 16.54% students responded that their science teacher shows models during instruction and 83.46% students responded that their science teacher does not show models during instruction.

Table No. 22 Does your science teacher use blackboard during teaching learning process?

No. of Students	Yes	No	Yes %	No %
4650	3254	1396	69.98	30.02

Analysis: The table shows that 69.98% students responded that their science teacher uses blackboard during teaching learning process and 30.02% responded that their science teacher does not use blackboard during teaching learning process.

Table No. 23 Does your science teacher keep in mind individual difference of students during instruction?

No. of Students	Yes	No	Yes %	No %
4650	0852	3798	18.32	81.68

Analysis: The table shows that only 18.32% students responded that their science teacher keeps in mind the individual differences of students during instruction and 81.68% responded that their science teacher does not keep in mind the individual differences of students during instruction.

Table No. 24 Does your science teacher evaluate students work regularly and fairly?

No. of Students	Yes	No	Yes %	No %
4650	0658	3992	14.15	85.85

Analysis: The table shows that only 14.15% students responded that their science teacher evaluates students work regularly and fairly and 85.85% responded that their science teacher does not evaluate students work.

CONCLUSIONS

After analysis of the data, the researchers arrived at the following conclusions:

Strong Points:

It was found that:

1. Majority of the in-service promoted secondary school teachers are cooperative and democratic minded.
2. Majority of the in-service promoted secondary school teachers use blackboard regularly during teaching learning process.
3. Majority of the in-service promoted secondary school teachers take their classes regularly.

Weak Points:

It was found that:

1. Majority of the in-service promoted secondary school teachers are not punctual and good disciplinarian.
2. Majority of the in-service promoted secondary school teachers do not possess good personality.
3. Majority of the in-service promoted secondary school teachers do not check student's homework regularly.
4. Majority of the in-service promoted secondary school teachers do not possess the abilities to solve student's educational problems.
5. Majority of the in-service promoted secondary school teachers do not arrange weekly/monthly test to evaluate the academic performance and achievement.
6. Majority of the in-service promoted secondary school teachers do not discuss student's problems with principal.

7. Majority of the in-service promoted secondary school teachers have no subject mastery and have no knowledge of teaching methods.
8. Majority of the students are not satisfied with the teaching methods of in-service promoted secondary school teachers.
9. Majority of the in-service promoted secondary school teachers are not a good resource person.
10. Majority of the in-service promoted secondary school teachers do not try to provide instructional facilities for students.
11. Majority of the in-service promoted secondary school teachers do not prepare lesson plan regularly for teaching.
12. Majority of the in-service promoted secondary school teachers do not come and teach with full preparation.
13. Majority of the in-service promoted secondary school teachers do not appreciate student's creative work.
14. It was found that in-service promoted secondary school teachers do not use overhead projector, educational television and radio for instructional purposes.
15. Majority of the in-service promoted secondary school teachers do not explain scientific diagrams with charts.
16. Majority of the in-service promoted secondary school teachers do not utilize scientific equipments and apparatus during teaching learning process.
17. Majority of the in-service promoted secondary school teachers do not conduct scientific experiments.
18. Majority of the in-service promoted secondary school teachers do not show models during instructional process.
19. Majority of the in-service promoted secondary school teachers do not keep in mind the individual differences during teaching learning process.
20. Majority of the in-service promoted secondary school teachers do not evaluate students work regularly and fairly.

RECOMMENDATIONS

Keeping in view the conclusions, the researchers make some recommendations which are described as under:

1. Appointment of the secondary school teachers should be made through competitive and transparent examinations.
2. At least 75% appointment of the secondary school teachers should be done through provincial public service commission.
3. Special rules regulations and criteria should be introduced for the appointment of the in-service promoted secondary school teachers.
4. The principals of the schools should check the teaching performance of the in-service promoted secondary school teacher at least in a week regularly.
5. Special training should be given to the existing in-service promoted secondary school teachers in classroom management and teaching methods to equip them with the modern teaching methods and techniques.
6. In-service promoted secondary school teacher should be provided opportunities to equip them with the modern knowledge of science subjects i.e. chemistry, physics and biology.
7. In-service promoted secondary school teachers should be given a special training in educational technology so that they may become able to utilize technology in their teaching effectively.
8. In-service promoted secondary school teachers have no knowledge of scientific experiments. That's why, it is imperative to give them special training in conducting scientific experiments.
9. Special refresher courses should be arranged for in-service promoted secondary school teachers to increase their teaching efficiency.
10. At secondary level, surprising visits of the higher authorities should be ensured to assess the teaching performance of the secondary school teachers.
11. It is also recommended that in-service promoted secondary school teachers should arrange weekly test for the assessment of academic achievement of their students. They should come to class with full preparation.
12. In-service training may be provided to all promoted secondary school teachers on professional skills at least once in every three years to enable them to perform their duties effectively.

13. For in-service promoted secondary school teachers, a proper system of continuous evaluation may be made in all secondary school. The weak aspects of the promoted secondary school teachers should be diagnosed by the principals and senior staff and necessary measures should be taken for the improvement of these teachers.

RECOMMENDATIONS FOR FURTHER RESEARCH STUDY

1. It is recommended that this type of research study should be conducted in other provinces of the country as well.
2. It is also recommended that this type of research study should be conducted at higher secondary level.
3. It is also recommended that this type of research study should be conducted to know the effectiveness of the teaching performance of the other cadre of teachers like, English teacher, Mathematics teacher etc.

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