

# A COMPARATIVE STUDY OF MALE IN-SERVICE PROMOTED AND DIRECTLY SELECTED SUBJECT SPECIALISTS ON THE ASPECT OF MOTIVATING THE STUDENTS FOR LEARNING AT HIGHER SECONDARY SCHOOLS

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## ABSTRACT

The study was based on the hypothesis that "There is significant difference between the teaching effectiveness of Promotee and Selectee Subject Specialists on the aspect of motivating the students for learning". Promotee and selectee subject specialists are being posted in the higher secondary schools of the country. Selectee subject specialists (SS) are those who are posted directly to the posts of subject specialists as compared to the promotee subject specialists who are teaching in the schools against the posts of senior English teacher (SET), when they are promoted they become subject specialists. Keeping in view these two modes of posting of these Subject Specialists, it was considered to conduct a study to compare their teaching effectiveness on the aspect of motivating the students for learning. This study was basically of descriptive nature. The main objective of the study was to compare the motivating the students for learning skill of promotee and selectee subject specialists. For this purpose a hypothesis was formulated and tested. This study was delimited to the SS working in government higher secondary schools of DIKhan Distt since 1992. One observation schedule and three Likert type five point rating scales were developed, validated and used for data collection. For this purpose "t" test was used to analyze the data. The hypothesis was tested at 0.05 level of significance. It was concluded that the performance of promotee subject specialists was better than the selectee subject specialists on the aspect of motivating the students for learning

## INTRODUCTION

The education system of the country reflects the aspiration of people whom it is to serve. Every education system serves the social, cultural, economics and international objectives of the society.

No doubt, quality of education is closely related to the educational policies and programmes, the curricula, facilities, equipment and administrative structures, but it is only the teacher who puts life into this skeleton. As it has been discussed in the Report of Commission on National Education (1959).

If competent teachers can be obtained, likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings and text books, and although curricula may be approximately adapted to community requirements if the teachers are misfit or are indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted.

The quality of education is directly related to the quality of its teachers. The role of teacher in teaching learning process and education system has been discussed in the Report of Commission on National Education (1959) as under "A good teacher is able to break through the poorest system and even an excellent system would get corrupted if the teacher is not conscious of his responsibilities or does not care to discharge them properly". That is why it is said, "No system of education is better than its teachers". Keeping in view the pivotal role of teachers, due attention should be paid to the recruiting and staffing process of the teachers. Only those persons should be selected who have high commitment and positive professional attitude towards the teaching.

### Motivating the Students for Learning

Lytton (1971) suggests the following lines of action if we want to create a school climate favorable to the development of creative attitude and abilities.

1. Be respectful of unusual questions.