

RELEVANCE BETWEEN SUBJECT SPECIALIZATION AND TEACHING ASSIGNMENTS AT SECONDARY LEVEL OF EDUCATION IN N.W.F.P PAKISTAN

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ABSTRACT

The problem under study was the relevance between the subject specialization and teaching assignments at secondary school level. Promotee and selectee secondary school teachers are being posted in the secondary schools of the country. Selectee (Selected by the NWFP Public service Commission) secondary school teachers are those who are posted directly to the posts of senior English teachers (SET) as compared to the promotee secondary school teachers who are teaching in the schools against some junior posts. Keeping in view these two modes of posting of these teachers, it was considered imperative to conduct a study to compare their performance. This study was basically of descriptive nature. The main objective of the study was to compare teacher's subject specialization and subject assignment in the school situation, to find out subject wise distribution of teachers at secondary school level and to find the relevance between the subject specialization and teaching assignments at secondary school level. The study was delimited to stratified sample of 400 male and female secondary school teachers teaching in the secondary schools of N.W.F.P at district headquarters, only subject specialization subject offering in the school were focused.

INTRODUCTION

Teacher plays a basic and dynamic role in an educational system. It is said that good performance of students depends upon effective teaching of their teachers. One of the most difficult problems in educational research is that of recognizing the teacher effectiveness i.e. discriminating between more effective teacher and less effective teacher. (Harley, 1973)

The quality of education especially at the school level has been a matter of great concern for many years. It is widely and, perhaps justifiably believed that, besides others inputs, the teacher's specialization and his interaction with learners are the most important factors in teaching learning processes. (Errant, 1994)

Education is the primary source of all-technological advances, innovations and human comfort. Hence, the existence of a national education system is a necessary precondition for all such societies, which aspire to achieve higher standards of living, advancements in technology and success in international economic race. (Austin, 1949)

Teacher is the main architect in the reconstruction and progress of education. The improvement of the teacher is essential for the improvements of the instruction. Recent trends in education emphasize the

importance of curriculum, method, guidance, audio-visual aids or facilities, but teacher's role still remains crucial in determining the extent and quality of learning that takes place in classroom situations. However, the success of a teacher is largely dependent upon his preparation and the ability to perform.

Efficiency of an educational system depends mainly upon the teachers who are responsible for running it according to the set goals. In turn, the efficiency of the teachers depends upon the extent and nature of their professional preparation for the performance of their jobs. It is not sufficient, however, that the teachers have certificates and degrees only, but it is essential that they should have some desirable level of mastery of the subject matter to be taught and pedagogical training for teaching it. (Harley, 1973)

Another important factor, which influences the efficiency of a teacher, is the relevance between their professional preparation and job assignments. If a teacher has professional preparation in teaching of a language but he is assigned a class of mathematics, we can well imagine the efficiency of that teacher.