

## **Scholastic Planning and Strategy of Secondary School Teachers Regarding Capability based Teacher Education: A Comparative Study**

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### **Abstract**

*The main purpose of the study was to find out educational planning and strategy of Secondary School teachers (Conventional, online and NTS) regarding capability based teacher education. Basically this study was descriptive in nature. In order to collect the relevant data multistage and stratified random sampling techniques were used. In this study a self-developed valid and reliable and five point Likert scale was used to collect the data. The inferential statistic i.e. analysis of variance (ANOVA), and descriptive statistic coefficient of variation, standard deviation and mean were used for data analysis. The Instructional planning and strategy competency score of NTS teachers was consistent as compare to conventional and online SSTs regarding CBTE. So, it was concluded that national testing service mode of selection was better than other two. It was recommended that refresher courses might be conducted for conventional and online teachers to improve the Scholastic planning and strategy capability.*

**Keywords:** Conventional teachers, online teachers, National testing service (NTS) teachers, Capability based teachers' education (CBTE). Analysis of variance (ANOVA)

### **Introduction**

Capability is the skill and knowledge that empower the teacher to be effective. Teachers should have wide varieties of competencies to handle complex environment of a class. Teaching profession is actually the integration of professional judgment and proficient use of teaching competencies. Many studies on education practices indicate, mainly four classes of competencies produce the highest scores, in which Scholastic planning and strategy capability, classroom management capability, formative assessment and personal competencies of the teachers. So Scholastic planning and strategy capability is very important for successful teacher.

In Pakistan the recruitment of teachers has not been appealing as bias, political interference ghost teachers and nontransparent practices to control the entire Scholastic

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system (Alam, 2015). In 2006, Khyber Pakhtunkhwa Awami National Party (ANP) decided to recruit the secondary school teachers through its Schools & Literacy Department from all interested contestants acquiring BA/BSc degree along with B.Ed./B.S.Ed. for the periods of six-month only. These are called online secondary school teachers (SSTs). Again in 2014, Pakistan Tehreek-E-Insaf (PTI) Government in KP tried to recruit SSTs and lower categories of teachers through national testing service (NTS). These are called NTS teachers (Iqbal, 2013).

Teacher performs a vital role in the teaching learning environment. Teacher performs many activities in the classroom during teaching. A teacher effectively communicates the important concepts, motivates, and disciplined the students and keep individual difference of the students in mind. Although all the mentioned points are very crucial but scholastic planning of the teachers connect all these points in one chain. This Scholastic planning makes the teachers' lesson smooth, effective and enthusiastic. It reduces the teacher labour, time and resources (Atta, 2013).

Scholastic planning is most important responsibility of the teachers. Teacher's every day job contains their pupils' studies fulfill the requirements of the curriculum, society demands and expectation. Teachers must keep the needs and interest of the students as well as to contribute as much as possible to making the teaching in tough and rough situation. To overcome all these types of situations, teacher needs Scholastic planning and essential practical and theoretical knowledge (Yinger & Hendricks-Lee, 2000).

Planning is the process before going to start the actual situation. The quality teaching is generally related with quality planning. A worthy educator must have comprehensive awareness about national goals, aims and objectives in effective planning. The nature of planning process is critical and cyclical. Teacher design the class room activities, select some strategies, implement these strategies in the classroom situation, assess the learner achievement and at last re-plan to cover some shortcoming and further improvement in the planning (Naz, 2016).

Scholastic planning consists developing of specific and general objectives, learning activities, clear cut Scholastic plans and assessment system to know whether the predetermined objectives have been attained or not. When teachers understand their objectives then they can utilize time, money and resources effectively, then students are cleared about their learning objectives and focus their attention on learning activities. In this way they can get clear direction towards their destination. So students and teachers attain benefits from the Scholastic planning (Niksolehin, 2009).

Educational strategy is a method which a teacher uses in the classroom in his teaching to attract, involve students in rising interest, critical thinking, and positive relationship among the peers and improve students' academic achievements.

Educational strategies cover various concepts of the contents and how to deliver the lessons among various abilities of students (Browne, 2011).

Scholastic strategy is a technique; teachers bring in their routine teaching to assist the learners to become independent and strategic learners. Those strategies called learning strategies, when students use them independently to complete tasks and meet goals. Teaching strategies which are effective in any education program comprise, independent study, group discussion, cooperative learning, portfolio development and role play etc. Scholastic strategies can be used to all grade levels and subjects and can cover to all types of students. Scholastic strategies can motivate and focus the attention of the students. It organizes information for remembering and understanding. It also use to asses and monitor the learning (Walker, 2002).

Teaching strategies assist the students and teachers in teaching learning development at large extent in many ways. It includes many activities and techniques that learner practice in daily routine according to their mental level mental capabilities and interest. Teaching strategies means different methods used by teachers to assist the learners to learn the relevant course material and able to achieve the desire goals in upcoming time. Every teaching strategy is used by different method according to the needs, interest and mental level of the students. Teaching strategy successfulness is judged through assessment of students learning capabilities by comparing some standard criteria (Armstrong, 2013).

The objectives of the scholastic strategy to busy students, inspire, encourage and make them to concentrate on the learning. Teachers select and use various teaching strategies with respect to need, mental level the students and available resources etc. It is essential for instructors to practice vast variety of strategies, but always keep the interest and mental level and need of the content in his mind. The clever choice and implementation of the strategies makes the teacher lesson more appealing and interesting (Janssen, 2014). So, it is concluded that scholastic planning and strategies capability is very helpful and have positive impact on students learning outcomes. It has been seen that best types of strategies and classroom situation are positively correlated with each other and it produces the best results among the students.

### *Research Objectives*

The objectives of the present research work were following

1. To find out the Scholastic planning and strategy capability of different modes of selected secondary school teachers regarding capability based teacher education.
2. To compare Scholastic planning and strategy capability of different modes of selected secondary school teachers regarding capability based teacher education.

### *Research Question*

The only research question is given below:

1. What was the scholastic planning and strategy capability of different modes of selected secondary school teachers regarding capability based teacher education.

### *Research Hypotheses*

The only research hypothesis is given below:

1. There is no substantial difference among the Scholastic planning and strategy capability score of different modes of selected secondary school teachers regarding capability based teacher education.

### *Significance of the Study*

The given research work obviously showed as one of the main chains of progress in the field of teachers training and recruitment. The present research absolutely be turning point in the area of teacher's education and training. Ideal teachers of the nation are pictures of the astonishing and gifted eventual fate of the youths. The research may help to the policy makers and educators and selectors to choose some suitable selection principles for every level of educators.

This study may also guide the school heads, Scholastic administrators and Scholastic policy makers to understand the Scholastic Planning and strategy of each category of teachers. Policy maker might better judge that which one teachers having better skill in the Scholastic Planning and strategy com in comparative perspective. The study in hand may also provide guidelines for further researchers and recruitment personals that which one criteria of teacher's selection is the best one.

### *Limitation of Research*

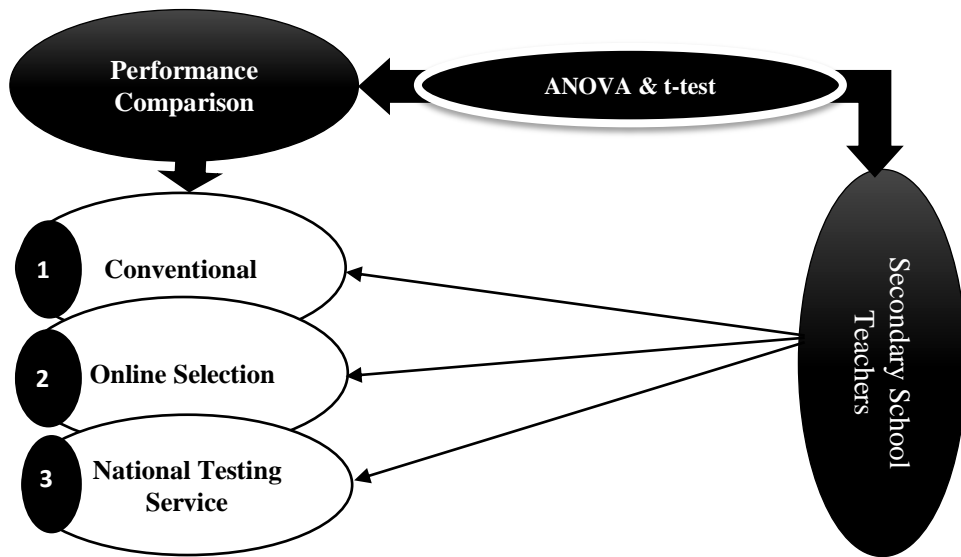
Standardized Instrument was not available for this study to find the Scholastic planning and strategy capability. Researcher developed self-made questionnaire to find the scores of Scholastic planning and strategy capability for different modes of selected secondary school teachers regarding capability based teachers' education (CBTE).

### *Delimitations of Research*

1. The research work was restricted to merely public secondary and higher secondary schools of D.I. Khan.
2. Those Secondary School teachers who were selected through conventional, online and NTS way were selected for the research.

### Research Framework of the Study

The following were the theoretical frame work of the current research work.



### Research Methodology

#### *Research Design*

Since the researcher was going to explore the existing situation of secondary school teachers recruited through different method of selection like online, conventional and national testing service (NTS), so the design of the study was descriptive in nature, and the survey method was used to collect the relevant data.

#### *Population of the Study*

All secondary school teachers (SSTs) of district Dera Ismail khan in high and higher secondary schools were selected for this present study as a population. All these secondary school teachers were initially recruited through different method of selection like online, conventional and national testing service (NTS) process. All those higher and high secondary schools were selected where all three types of teachers were performing their job.

**Table 1**

*Population of high and higher secondary schools (Gender wise) in district D.I.K*

District	D.I. Khan Schools	High Schools	Higher Secondary	Total Schools
Male		71	24	95
Female		45	11	56
Total		116	35	151

Source: District EMIS D.I. Khan 2018-19

**Table 2**

*Male and Female population of secondary school teachers (Conventional, online and NTS)*

District	D.I. Khan Schools	High Schools	Higher Secondary	Total Schools
Male SSTs		101	24	133
Female SSTs		40	12	111
Total		141	36	244

Source: District EMIS D.I. Khan 2018-19

### *Sample of the Study*

There were 23-schools randomly selected out of 151 high and high secondary schools located in urban and rural areas of District D.I. Khan. There were 62 secondary schools teachers (38-Male and 24-Female) selected from 23-schools on random bases. Multistage stage random sampling was used in this research. A sample of twenty-three secondary schools in district D.I. Khan randomly selected out of 151- High and higher secondary schools at primary stage. The 62-secondary school teachers (SSTs) were nominated by stratified random sampling from the population.

### *Tool for the Data Collection/ Instrument*

The scholar self-made Scholastic planning and strategy capability scale was developed for the current study. This was a five points Likert scale used to measure Scholastic planning and strategy capability of the secondary school teachers. This scale ranging from 1 to 5, 1 for strongly disagree and 5 for strongly agree, was used for this particular study (Ganaie & Mudasir, 2015). The items of the questionnaire cover Scholastic planning and strategy capability of the secondary school teachers. The respective tool comprised ten items based on 5-point Likert scale to judge the Scholastic planning and strategy capability of the secondary school teachers. The tool for the present study was developed on the bases of Government of Pakistan national professional standard for teacher education in Pakistan.

### *Administration of Subject Matter Capability Scale*

The objective of the instrument was clearly and sincerely described before the teachers from whom, the information was gathered. It was also explained before the SSTs that, collected information would keep confidential and used only for research purposes. Every action was considered by scholar to keep broad understanding among all tested secondary school teachers selected through different methods. The data of Scholastic planning and strategy capability about sampled male and female secondary school teachers was collected by different subject specialist of various disciplines (Physics, Chemistry, Biology, Mathematics, English, Urdu, and Islamiyat). This data was collected through researcher self-developed Scholastic planning and strategy capability scale. Scholastic planning and strategy capability was observed of respective secondary school teachers by Subject specialist of various disciplines, when the same SSTs were teaching to their students. The expert team gives his judgment about the Scholastic planning and strategy capability about respective SSTs on prescribed rating scale. The same method was adopted for every male and female secondary school teacher which was selected through different modes (Ganaie & Mudasar, 2015).

### *Procedure of the Study*

Scholastic planning and strategy capability scale was administered among twenty three-secondary and higher secondary school teachers. The scores of Scholastic planning and strategy capability score was collected from twenty-four females and thirty-eight male secondary school teachers. The tool was administered to sample SSTs by subject specialist of various disciplines. The researcher provided relevant instructions to subject experts related to tool of the study verbally and manually. The subject experts collected the data about Scholastic planning and strategy capability by observing and rating the items of prescribed rating tool, when these secondary school teachers were busy in teaching to their class on specific venue, date and time (Ganaie & Mudasar, 2015).

### *Statistical Analysis*

The data of Scholastic planning and strategy capability about the respective male and female secondary school teachers was collected, ordered and analyzed. The analysis of the data about Scholastic planning strategy capability of Conventional, Online and NTS selected secondary school teachers regarding CBTE was determined. The data was analyzed through SPSS-17 by using mean, standard deviation and analysis of variance (ANOVA) to find the differences among the three respective groups of teachers (Iqbal, 2013). The analysis of variance is a statistical technique used to compare the difference among three or more than three means. There are many situations, where researchers try to compare three or more than three means at a time, then ANOVA is used (Choudary & Kamal, 1998).

**Table 3**

*Mean difference of Scholastic planning and strategies capability of conventional, online and NTS SSTs*

Groups/Batch	Sum of Squares	d.f	Mean Square	F <sub>Tab</sub>	F <sub>cal</sub>	p	α
Between Groups/Batches	804.01	2	402.01	3.03	40201.43	0.01	0.05
Within Groups/Batches	3.41	397	0.01				
Total	807.42	399					

Table 3 represents  $F_{Cal} = 40201.43 > F_{Tab} = 3.03$  and  $p = 0.001 < 0.05$ , which indicates there is lot of variation among the scores of instructional planning and strategies capability scores among three set of SSTs. So, researcher concluded that null hypothesis  $H_0$  is rejected. So the above table does not display that which one set of SST is dissimilar from other two sets. So, turkey's test is used.

**Table 4**

*Tukey's test scores of Scholastic Planning and strategies capability of conventional online and NTS SSTs*

Numerous Comparisons						
Dependent Variable: Mean of Scholastic planning and Strategy Tukey's HSD						
(I) Mode of Selection	(J) Mode of Selection	Average Difference (I-J)	Standard-Error	Sig.	95% Confidence Interval	
					Minor Bound	Higher Bound
Conventional SSTs	National testing Service SSTs	1.00	.011	.000	.97	1.03
	Online SSTs	3.75	.012	.000	3.72	3.78
National testing Service SSTs	Conventional SSTs	-1.00	.011	.001	-1.03	-.97
	Online SSTs	2.75	.013	.000	2.72	2.78
	Conventional SSTs	-3.75	.012	.000	-3.79	-3.72
Online SSTs	National testing Service SSTs	-2.75	.013	.00	-2.78	-2.72

Table 4 the scores of Scholastic planning and strategy capability scores of conventional secondary teachers was different from online and NTS SSTs as ( $p = 0.001$ )



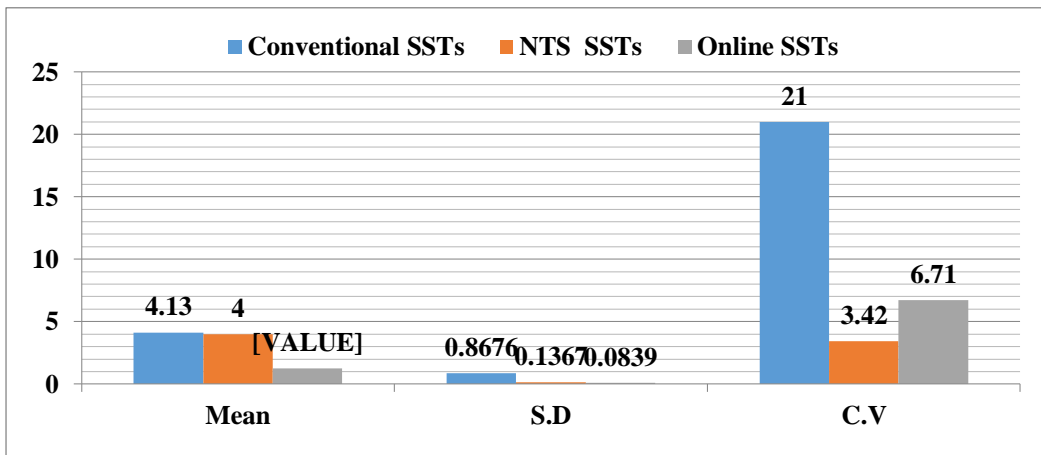
< 0.05). The same condition occurred with online and national testing service teachers in comparison with rest of SSTs.

**Table 5**

*Mean, Standard deviation (S.D) and coefficient of variation (CV) of Scholastic planning and strategies capability scores for various modes of selected SSTs.*

Group	N	S.D	Mean	C.V
Online SSTs	80	0.0503	1.15	4.38
National testing Service SSTs	120	0.0819	3.90	2.10
Conventional SSTs	200	0.1098	4.90	2.24

Table 5 shows the values of measures of dispersion and measure of central tendencies of three groups of SSTs on Scholastic Planning and Strategies Capability. The average Scholastic planning capability scores of online, National testing service and conventional SSTs were 1.15, 3.90 and 4.90 respectively. Similarly, S.D values of these SSTs were 0.0503, 0.0819 and 0.1098 while CV values of these SSTs were 4.38, 2.10 and 2.24 respectively. Since CV value of NTS- Secondary School Teachers was fewer than Conventional and Online SSTs. Therefore, national testing service SSTs score for Scholastic Planning and Strategies Capability was consistent as compared to conventional and online SSTs.



*Figure 1. Equate the Instructional planning and strategy Competency*

## **Findings**

The following were the finding of the present study

1. A comparison of calculated F value and F table value of secondary school teachers selected through different modes as perceived by subject specialist through Scholastic planning and strategy capability scale was ( $F_{\text{Calculated}} = 46939.41$  and  $F_{\text{tabulated}} = 3.02$  and also  $p\text{-value} = 0.000$  and  $\alpha\text{-value} = 0.05$ ) Table-3.
2. Scholastic Planning and Strategies Capability of Conventional SSTs was different from NTS and Online SSTs Similarly National Testing service teachers was different from conventional and online and online gives the different results from conventional and NTS as  $P\text{-value} = 0.000$  is less than  $\alpha = 0.05$  value in all cases.
3. A comparison of mean, standard deviation and coefficient of variation scores of conventional, online and national testing of secondary school teachers' through Scholastic planning and strategy capability scale were [ $M_{\text{(Conventional)}} = 4.90$ ,  $M_{\text{(Online)}} = 3.90$  and  $M_{\text{(NTS)}} = 1.15$   $S.D_{\text{(Conventional)}} = 0.1098$  ,  $S.D_{\text{(NTS)}} = 0.0819$  and  $S.D_{\text{(Online)}} = 0.503$ ] similarly  $CV_{\text{(Conventional)}} = 2.24$ ,  $CV_{\text{(NTS)}} = 2.10$  and  $CV_{\text{(Online)}} = 4.38$ ]

## **Discussion**

To overcome all these types of situations, and to overcome the hurdles of the planning teacher needs Scholastic planning and essential practical and theoretical knowledge (Yinger & Hendricks-Lee, 2000). The nature of planning process is critical and precious, so teacher design the class room activities, select some strategies, implement these strategies in the classroom situation, assess the learner achievement and at last re-plan to cover some shortcoming and further improvement in the planning (Naz, 2016).

Educational planning consists developing of specific and general objectives, learning activities, clear cut Educational plans and assessment system to know whether the predetermined objectives have been attained or not. So students and teachers attain benefits from the Scholastic planning (Niksolehin, 2009). Educational strategies cover various concepts of the contents and how to deliver the lessons among various abilities of students (Browne, 2011).

Teaching strategies which are effective in any education program comprise independent study, group discussion, cooperative learning, portfolio development and role play etc. Educational strategies can be used to all grade levels and subjects and can cover to all types of students. Educational strategies can motivate and focus the attention of the students. It organizes information for remembering and understanding. It also use to asses and monitor the learning (Walker, 2002).

## **Conclusion**

The finding of the study showed there is substantial difference among three modes of selected teachers based on Scholastic planning and strategy capability, when they were busy to teach their students. Tukey's test results also demonstrated that all three modes of selected teachers were different from each other regarding Scholastic planning and strategy capability.

Besides this result, graphical representation and values of standard deviation and coefficient of variation (CV) of national testing service teachers was less than conventional and online selected teachers regarding CBTE, shows that Scholastic planning and strategy capability of national testing service teachers was consistent and reliable than rest of two SSTs.

## **Implication of the Study**

The study has tremendous implication in teacher training institutions (TTIs). The Government of Pakistan started Associate Degree in Education and B.Ed (Hons) program in different TTIs across the country. The study provides base to elementary and secondary education department for the recruitment of different categories of teachers. This study also furnished the weakness in the selection criteria of teachers, so policy makers and administrative officers keep the key points, which are mentioned in this study, when they are recruiting the various categories of teachers for different levels.

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