



RESEARCH PAPER

Exploring Rapport of NTS and Non NTS Recruited Teachers in District Bagh Azad Jammu and Kashmir

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ABSTRACT

The present study explored Rapport of NTS and Non NTS Recruited Teachers in district Bagh Azad Jammu and Kashmir at Elementary Level. The objective of the study were to explore the perceptions of students toward NTS and non NTS recruited teachers. A survey method was used to collect data through questionnaires. There were 1360 students in selected schools of district Bagh. Using non probability sampling technique (Convenient Sampling) the researcher took 300 students (male and female) as sample of the study. The questionnaire was developed validated then distributed and collected back. Analysis of the data revealed that NTS recruited teachers have good rapport as compare to non NTS. The NTS teachers were found well prepared, effective and devoted to their duties as compare to non NTS teachers. Students were found satisfied by their performance and their behavior and treatment. The researcher concluded that NTS teachers are well reputed as compared to the teachers recruited through other modes. It is recommended for the government to ensure the transparency in the selection of teachers through NTS or any other valid testing agency.

Introduction

National Testing Service is highly reputed foundation to conduct entrance tests and recruitment tests. This organization is organized by rules and regulations .The main objective of this organization is to start a trustworthy, reliable and highly perfect testing and recruiting system for education department all over Pakistan. NTS promotes standards, including competency, transparency, merit, reliability; it facilitates education markets competitive human resource. It encourages efficiency, dignity, integrity and credibility.

An overall process of selecting, short listing, and selecting, attracting, and appointing suitable candidates for jobs within an organization is called as recruitment. It is finding, analyzing and hiring the qualified candidates for a specific discipline. It is screening and integrating new employee (Rana, 2013).

It is matching required skills and managing them. It is encouraging, introducing, and awarding the candidates to a proficient access of job. Basically it is a process of filling up vacant position and achieving the objectives of that department. It is identifying the job vacancies, reviewing applications and recruiting without interruption (Rana, 2013).

The person who facilitates teaching learning process or directly teaches is called a teacher (Zombwe, 2008). The facilitators or teachers play a pivotal role not only in the classroom, but also out of the class. The earlier concept of teacher holds responsibility to impart knowledge, information and values to his/ her students, having central figure in all class room activities but as the time passes on teachers role becomes as facilitators. He/she assumes role of facilitator in various kind of activities maintaining discipline, managing class room, providing resources and making an assessment of their students. It becomes the responsibility of students to explore different courses of action and its dimension with their own efforts. Training institutions basically provide an opportunity to potential candidates for development of skills, professionalism and competency for producing capable persons to play their role in respective organizations. Teachers training is part of this process which prepares teachers for building nations on certain pillars that society demands. The most important aspect of teachers training is to imbibe required skills, competence and appropriate dispositions to achieve set aims and goals. If he is competent enough he will definitely establish comprehensive base for the learner as he is considered back bone of the teaching learning process. It tells us that teacher's rapport and social economic status enhance and increase the performance, competence, teaching strategies and motivation of the learners (Iqbal, 2013).

An experiment was conducted in Khyber Pakhtunkhwa during 2014 by recruiting teachers of junior and senior level through National Testing Service (NTS). All graduates were eligible to apply for the post but they have to qualify and meet merit requirement so the teachers appointed through this process were nominated NTS teachers. (Iqbal, 2013).

The process of recruitment and selection according to Accountability Modules (1993) is systematic in view of job objectives. The process generally involves planning staff requirements, attracting job applicants, screening, interviewing, testing, verifying information, extending job offers, review, assess and report on the process.

Unfortunately countries like Pakistan are still lagging behind in taking systematic steps for the selection and recruitment of the teachers at all levels, since the powers were shifted from center to provinces and from provinces to districts has politicized this process in the hands of the committee comprises on District Education Officer (DEOs) and Assistant District Education Officers (ADEOs) and members of union councils. Mostly the interviews were conducted without assessment of professional and subject based knowledge depending on local influences the quality of the teachers were compromised and performance got weaker and weaker. The posts were mostly not advertised and filled without scrutinizing the applications they were kept unnoticed without following any standardized procedure. As compared to higher education primary education is still considered a most neglected and deprived area in Pakistan which always needs great efforts. Iqbal (2013) suggested that due to wide political interference in training, accountability and policy implementation at this level of teaching and induction results are poor. On the other way social and cultural system of country is a constant danger on the way to change the ignorant sides. Feudalism, tribalism and political dominance are the cancers to the groom of primary quality education in Pakistan. However country is still changing all its routes to reach at the destination of Universal Primary Education (UPE) with the help of educationists and experts.

This relationship is mutual understanding which makes communication easy and possible. It also creates positive perception and trust among the stake holders and public. Basically it is a good relationship between teachers and students in educational institutions.

Competency is a skill that makes one able to do right things in a right way in all his endeavors like professional situation, personal life and social life. Teacher competency covers skills in conveying knowledge and skills by using an appropriate dispositions by drawing and motivating students for learning developing interest among them and creating and amusing environment for the child to learn. A competent teacher always try to make teaching learning process full of joy for children.(Rana, 2013). Recruitment of teachers through NTS (National Testing Service) is new topic in Azad Jammu and Kashmir. Rapport of NTS teachers was found good in this area but unfortunately no literature was found on this particular topic in Azad Jammu and Kashmir and a few studies were found in some parts of Pakistan. In past decades teachers were mostly recruited on political bases (Zulfiqar 2013). The qualification for recruitment of primary and elementary school teachers was simple metric PTC or F.A CT. The selection of the teachers was made purely on favoritism, tribalism and political bases. Thus the rapport and social status of teachers in Pakistan and Azad Kashmir was badly affected. Keeping in view the above situation the researcher intends to carry out a research to study the rapport and social status of both mode of recruitment of primary and elementary teachers in district Bagh Azad Kashmir.

Material and Methods

It was a descriptive study and survey method was used to collect primary data by questionnaires. The researcher collected data through the permission of authorities. Researcher collected data by visiting herself to the schools. A questionnaire for the students was constructed.

Population and Sampling

Students from public primary and middle schools from district Bagh of Azad Kashmir were selected as the population of the study. There were 1360 students (632 male and 728 Female). Using non probability sampling technique (Convenient Sampling) the researcher took 22 % total 300 students proportionately as the sample of the study.

Instrument

The researcher developed questionnaire after validation and reliability test was administered. The questionnaire had two portion one was about demographic status and the other was about research objectives in form of likert scale. The reliability was checked through Chronback alpha and validity was determined by taking expert opinion and pilot testing

Procedure of Data Collection and Data Analysis

Researcher got print of the questionnaire and went the sample respondents then questionnaire was distributed with clear instructions to fill it out. And after they have marked it was taken back. It took many visits as the sample of schools were far off distances. Data were collected, coded, tabulated, interpreted, analyzed, explained and evaluated statistically in order to achieve the final required results of the study. With the help of SPSS-24 (Statistical Package for Social Sciences) Chi square test was used to find to find out the effect of mode of recruitment on teacher's rapport.

Results and Discussion

Table 1
Teacher prepare for class.

	A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE NTS	75	45	0	30	0	150			
NON NTS	30	0	0	30	90	150	2.778 ^a	2	.000
Total	105	45	0	60	90	300			

Table 1 showed that 120 (75 A + 45 SA) students gave their response in favor of NTS recruited teachers that they prepare for class, while 120 (30DA+ 90 SDA) against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (2) = 2.778, P<.05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 2
Teacher knows his/her subject

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	60	45	0	55	0	150	28.795 ^a	3	.000
	NON NTS	40	0	0	70	40	150			
Total		100	45	0	125	40	300			

Table 2 showed that 105 (60 A + 45 SA) majority of the students gave their response in favor of NTS recruited teachers that they know their subject, while 110 (30DA+ 90 SDA) against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (3) = 28.795, P<.05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 3
Teacher is organized and neat

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	75	30	0	30	15	150	28.571 ^a	3	.000
	NON NTS	60	0	0	45	45	150			
Total		135	30	0	75	60	300			

Table 3 showed that 105 (75 A + 30 SA) majority of the students gave their response in favor of NTS recruited teachers that they are organized and neat, while 90 (45 DA+ 45 SDA) students were against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (3) = 28.571, P<.05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 4
Teacher plans class time and assignments.

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	70	30	0	30	20	150	48.611 ^a	3	.000
	NON NTS	30	15	0	75	30	150			
Total		100	45	0	105	50	300			

Table 4 showed that 100 (70 A + 30 SA) majority of the students gave their response in favor of NTS recruited teachers that they plan their class and assignments, while 105 (75 DA+ 30 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (3) = 48.611, P<.05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 5
Teacher provides activities that make subject matter meaningful.

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	90	35	0	15	10	150			
	NON NTS	20	10	0	60	60	150	24.107 ^a	2	.000
Total		110	45	0	75	70	300			

Table 5 showed that 125 (90 A + 35 SA) majority of the students gave their response in favor of NTS recruited teachers that teacher provides activities that make subject matter meaningful, while 120 (75 DA+ 30 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (2) = 24.107$, $P < .05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 6
Teacher is flexible in accommodating individual student needs.

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	80	30	0	30	10	150			
	NON NTS	40	5	0	55	50	150	29.156 ^a	3	.000
Total		120	35	0	85	60	300			

Table 6 showed that 110 (80 A + 30 SA) majority of the students gave their response in favor of NTS recruited teachers that teacher is flexible in accommodating individual student needs, while 105 (55 DA+ 50 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (3) = 24.107$, $P < .05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 7
Teacher manages the time well

		Teacher manages the time well					Total	χ^2	df	Sig.
		A	SA	N	DA	SDA				
MODE	NTS	105	20	0	15	10	150			
	NON NTS	40	10	0	70	30	150	25.369 ^a	3	.000
Total		140	40	0	70	50	300			

Table 7 showed that 125 (105 A + 20 SA) majority of the students gave their response in favor of NTS recruited teachers that teacher manages the time well, while 100 (70 DA+ 30 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (3) = 25.369$, $P < .05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 8
Teacher returns homework in a timely manner.

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	95	35	0	20	0	150	28.125 ^a	3	.000
	NON NTS	40	20	0	80	10	150			
Total		135	55	0	100	10	300			

Table 8 showed that 125 (105 A + 20 SA) majority of the students gave their response in favor of NTS recruited teachers that teacher returns the homework in timely manner, while 100 (70 DA+ 30 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (3) = 28.125$, $P < .05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 9
Teacher has clear classroom procedures so students don't waste time.

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	80	25	0	30	15	150	36.111 ^a	4	.000
	NON NTS	50	20	0	60	20	150			
Total		130	45	0	90	35	300			

Table 9 showed that 105 (80 A + 25 SA) majority of the students gave their response in favor of NTS recruited teachers that teacher has clear classroom procedures so students don't waste time, while 80 (60 DA+ 20 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (4) = 36.111$, $P < .05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 10
Teacher gives me good feedback on homework and projects so that I can improve.

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	70	65	0	10	5	150	11.458 ^a	3	.009
	NON NTS	30	20	0	70	30	150			
Total		100	85	0	80	35	300			

Table 10 showed that 135 (70 A + 65 SA) majority of the students gave their response in favor of NTS recruited teachers that teacher gives me good feedback on homework and projects so that I can improve, while 100 (70 DA+ 30 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2 (4) = 30.214$, $P < .05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 11
Teacher is creative in developing activities and lessons.

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	105	20	0	20	5	150	52.367 ^a	3	.000
	NON NTS	50	20	0	60	20	150			
	Total	155	40	0	80	25	300			

Table 11 showed that 135 (105 A + 20 SA) majority of the students gave their response in favor of NTS recruited teachers that teacher is creative in developing activities and lessons, while 80 (60 DA+ 20 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2(3) = 52.367$, $P < .05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Table 12
Teacher encourages students to speak up and be active in the class.

		A	SA	N	DA	SDA	Total	χ^2	df	Sig.
MODE	NTS	110	30	0	10	0	150	48.327 ^a	3	.000
	NON NTS	60	10	0	55	25	150			
	Total	170	40	0	65	25	300			

Table 12 showed that 140 (110 A + 30 SA) majority of the students gave their response in favor of NTS recruited teachers that teacher encourages students to speak up and be active in the class, while 80 (55 DA+ 25 SDA) students were found against Non NTS recruited teachers. The statistics of Chi Square $\chi^2(3) = 48.327$, $P < .05$, which also confirmed a significant difference between both the mode of recruitment of teachers.

Discussion

Rapport building is a very important aspect of teaching, until and unless it is not established teacher cannot be an effective, successful and result oriented teachers. Haynes & Backell, (2011) confirmed that building a rapport from day one among students is as important as any other thing in teaching learning. Frisby & Martin (2010) earlier supported that students and teachers' rapport is equally important which lead to better attendance, more time for studies, school satisfaction and higher efficacy. NTS teachers label itself was an indication of the quality and competence of the teachers among officials and masses as the researcher observed herself. Hence the teacher got an advantage while entering into the class. Similar and supporting findings were found in the study carried out by Hameed & Waheed, 2011; Zakar, et al., 2013 and Lee, 2009)

The research question was to explore the rapport of the NTS teachers, for this chi square test was used and the study found that NTS recruited teachers planed and

selected appropriate instructional materials before the delivery of their lesson very well in their class. NTS recruited teachers were found taking and leaving their classes well in time and they take their classes regularly and they maintain discipline and learning environment in the classroom. The study revealed that NTS based teachers motivated their students and conveyed their ideas clearly to them. NTS based recruited teachers had good command over their subjects and they ensured the participation of their students in their lesson. While non NTS teachers were lagging behind them and they were not as popular as the NTS teachers.

Conclusions

It is concluded that the NTS recruited teachers planned and selected appropriate instructional materials for their lesson. They were found taking and leaving their classes well in time and they take their classes regularly maintaining discipline and learning environment in the classroom better than the non NTS based recruited teachers. It is also concluded that NTS based teachers motivated their students and conveyed their ideas clearly to the students. NTS based recruited teachers have good command over their subjects and they ensure the participation of their students in their lesson. They were found helping students as they asked them for help and treated their students politely and never rebuked them in class. They always involved the students in their learning process and make them motivated. They helped and stimulated the students in their learning tasks.

Recommendations

Based on the conclusions the researcher recommended that:

1. It is recommended to the government that they should ensure the recruitment of teachers through NTS to provide effective teachers.
2. It is recommended for the government to make the system transparent enough to recruit deserved teachers to meet the challenges of the present age.
3. It is recommended for the department of education schools that they should send requisition to NTS as soon as the posts are available.
4. Recruitment in AJK may be put under continues review.

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