

A Comparative Study of Faculties Working on Tenure Track System and in Basic Pay Scales in Peshawar

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Abstract

The major intension of instant study was to evaluate performance of the teachers who were recruited under Basic Pay Scale (BPS) and those who were appointed on TTS. It is fresh project of the HEC with the objective to attract fresh talent. Therefore, the population of the study embraced entire teachers working in the universities of Khyber Pakhtunkhwa. Moreover, entire Assistant Professors either working under BPS or TTS was selected as sample of the study. Subsequently, a questionnaire comprising thirty items on likert five point scales (one for the Assistant Professor appointed under BPS and on TTS) was developed. Prior to administration, validation was conducted .T-test was applied on the collected data. The results of the study showed no difference between the performances of the teachers appointed under BPS and TTS. Nevertheless the Assistant Professors who were working on TTS were not satisfied with the safety and constancy of their job. Moreover, both faculty members have contemplated research and publication as cause of anxiety. Likewise, Assistant Professor working on BPS was reluctant to convert to TTS. Albeit, Assistant Professor working on TTS agreed that research motivate and improve the relevant subject knowledge. However, result of the study pinpointed that job security of TTS faculty must be corroborated and obligatory modifications should be incorporated in TTS statutes so as attract the faculty members who are presently working under BPS.

Keywords: Basic pay scales, assistant professors, higher education commission tenure track system

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Introduction

According to Erant (1994), quality in tertiary education has been recognized as a major challenge for many years. It is believed that teacher's skills and ability played an important role during interface with learners and teaching learning process.

Certainly the function of teaching cannot be confined but may be categorized into following four heads:

- Self learning and preparation for teaching in class room.
- Research
- Tutorials, demonstrations and laboratory work
- Collaboration with students for carrying out co curricular activities

Political leadership, educational think tank and socialist have realized without a skillful teacher the struggle of reconstruction and re-engineering of developing country like Pakistan cannot be completed. Teacher is the architecture of the nation who carries the torch of education for the guidance of the next generation. Teacher lays foundation for the competency of the nation and national institutions, college and university. Mega structure, costly apparatus and advanced techniques all are useless if teacher is not motivated to teach the students and transform the raw material of human being into skill full manpower for the growth of the nation. Teacher builds the foundation for the socio-cultural life for the society where generations learns manners, antiques, relationship, valuing the norms of the society. Researchers are agreed to that motivation created by the incentives either through income or compensation linked with the job performance. Since 1990s added values through skills based knowledge have thrived attention as an alternate strategy for income or salary of teachers. For example at University of Wisconsin faculty knowledge and competency based compensation programs instigated the teachers to enhance their skills for better coaching. Increase in salary is connected to the assessment of external evaluators who determined the extent of competency a teacher has acquired. (Odden & Kelly, 1996). Fundamental challenge to introduce market base competitive salary structure pertains to comprehensive tracking system who watches the performance of the teacher. Earlier programs lunched to achieve this objective have become failed because

of to inappropriate financial reward. Another challenge by launching performance based incentives may mitigate rewards to the teaching faculty as a result, reduce rather enhance overall performance of the educational institutions. (Podgursky & Springer, 2007) discussed that group dynamics may be spoiled within teachers and between management and teachers, especially if authority decided for granting reward on the basis of individual teacher performance.

The entire education system is designed for the teacher and progress of the teacher is actually the progress of the education. Similarly, development of teacher is necessary for rich contents and instructions. Modern fashion in education emphasized the significance of contents, methods, teaching learning techniques with the aid of computer based facilities, and nevertheless, the role of teacher cannot ignored for identifying the quality of learning that take place in the classroom.

Hill (1995), asserted that success of a teacher is generally based on the training and capability to perform. Similarly Simon (2001) maintained that teachers earning can affect the student achievement either through retaining talent pool of brilliant teachers or because of hefty earning provoke greater effort.

National Pay Scale (NPS) was launched by the Government of Pakistan for Government employees throughout country on 1st March, 1972. Subsequently, National Pay Scale converted into Basic Pay Scale (BPS) in 1983. Actually, this is stereotype, non-performance and traditional salary system prevailed in all public sectors including universities. Prior to this system no uniform salary structure was existed in Pakistan. BPS pay structure introduced twenty two steps or grades and distributed comprehensive service structure alongwith yearly increments. BPS pay structure also embraces the earning, status, level and authority of civil servant including teachers who are appointed according to qualification and other pre-requisite for job. Government fixed a certain amount to each grade as it goes upward besides increments added each year of service. However, this structure does not speak about the performance or ability or skill of the employees/teacher. Once a teacher appointed under this scheme, he has to earn a certain amount without any check or monitoring system. For measuring the performance of the teacher annual confidential report was also attached with the service structure but this does not have any link with salary or incentives.

Pension, gratuity is entitled to the employees appointed under BPS. This BPS structure is a weak mechanism in the context of performance, knowledge or achievement in form of student result. Those who work hard and those who do not work hard both are equal and are getting incentive equally resultantly the quality and performance of education are continuously declining.

Basic Pay scale structure does not explain connection of income, performance, knowledge and teaching skill in shape of student's outcome or any innovative teaching learning activities or research publication.

Tenure Track System

Historically tenure was initiated in teaching profession in 1915 with the objectives to protect teacher's benefits and ensure their service security in educational institutions. Linda (2000, p-22) discussed "subsequent to suspension of probation period of teaching faculty or tutors should have offered regular or temporary tenure and their services are required to be suspended on adequate performance with the exception of retirement of age". Scholars and researchers are now showing keen interest on the teachers rights and benefits in educational institutions.

TTS was introduced with the prime objectives to attract brilliant and talented individuals so as performance of the organization could be enhanced. Another key intension of the TTS was to restrain the tendency of brain drain phenomenon and utilize their knowledge and skills in best public interest and increase the productivity of the nation. To meet these objectives hefty salary along with fringe benefits was incorporated in Tenure Track System with the condition that candidate must have Phd Degree holder to become the part of TTS. This system was based on performance which has been continuously monitored through internal and external experts.

Various universities insisted research skills and prefer research writing instead of teaching whereas other universities instated for excellent teaching skills. Normally the quality of teaching expected from a new comer will be nominal; however, this expectation has now changed over the time. Teaching faculty also engaged in administrative activities like participation in administrative nature committee to help out the administration activities in university and serve the society in

different ways. According to Knowles and Cole (1994), newly appointed teachers are generally overloaded by the routine works which ultimately affect their knowledge and skills.

The main principle was to differentiate the performance of teaching cadre working in Basic Pay Scale and competitive TTS prevailing in public sector universities of Pakistan. The entire teaching cadre of universities available in Peshawar was the population of study. Furthermore, Assistance Professors performing job under BPS and TTS are sample of the current study.

Rationale of Study

A prime intention of the study was to surface the areas where contribution of the Assistance Professor working in BPS and TTS are differ besides it also intimated the elements that change their competence and to collate their performance in public sector universities in Peshawar. This study also recommended solid steps for development and accomplishment of newly Tenure Track System which based on performance. Entire teaching faculties of the public sector university in Peshawar were population out of which Assistant Professors of BPS and TTS were sample of the current study.

Objectives

The study was carried out to attain below mentioned objectives:

- (i) To seek view of Assistant Professors about the level of satisfaction
- (ii) To compare performance parameter i.e. adequate knowledge on subject, use of technology for teaching, guidance / evaluation of students of both faculty members.
- (iii) To compare the performance parameter i.e. contribution in co-curricular activities, share ideas with peer of the both faculty members.
- (iv) To compare the performance parameter i.e. relationship, behavior, punctuality of teachers.

Research Methodology

Research methodology portion explains the procedure that how the study was carried out, the techniques used during data collection, methodology applied and to address the research question (Blanche et al., 2006). Survey method employed to gather data from respondent. Population comprised of 51 Assistant Professors of TTS and 211 Assistant Professors of BPS carrying out their services in universities of Khyberpakhtunka. The sample of study was comprised 60 Assistant Professors including 38 (BPS) and 22 (TTS) in four universities at Peshawar.

Table 1

Detail of population and sample

Category	Assistant Professor working on TTS	Assistant Professor working on BPS
Peshawar University	4	90
University of Engineering & Technology	21	52
Agriculture University	18	44
Khyber Medical University	8	25
Total population	51	211
Sample size	45	113

Two questionnaires were developed, one for faculty member who were performing duties on Basic Pay Scale (BPS) and second for TTS faculty to seek their opinion about the TTS efficacy, appropriateness and dependability as well as inconsistency.

Data Analysis

To achieve the objectives of the study, analysis of data was carried out by applying t test. The outcome of analysis shown significance when compared to tabulated value at $p=.05$. On the basis of these results recommendations were drawn.

Findings

The value of test .362 which is lower than .05 table value. It means no major discrepancy was found by both teaching cadres with respect to healthy environment of university for teaching learning process

The faculty members of BPS and on TTS observed no significance variation while working in the university by choice as t-test yield 0.047 value which is lower than the table value at $p=0.05$ level.

T- test generated -.886 value lower than table value at $p=0.05$ level. This shows that teaching is an opportunity by the both faculty.

Service status is matched with the qualification of both category faculty i.e. BPS and TTS as t- test generate value -1.750 which is lower than the table value at $p=0.05$ level.

Workload is sufficient while engaging faculty working under BPS and TTS in the universities because t test generate value -1.755 lower than than the table value at $p=0.05$ level.

No key divergence observed by the faculty members working under BPS and on TTS regarding autonomy of job contribution as the t test yield value -1.084 which is lower than the table value at $p=0.05$ level.

No key difference noticed by the faculty working under BPS and on TTS for adequate subject understanding as the t test yield value of 1.027 which is lower than the table value at $p=0.05$ level.

No key variation observed by the teaching faculty working under BPS and on TTS for selecting of various teaching methods to address the students need as the t test yield value of 1.592 lower than table value at 0.05 level.

No key variation studied by teachers of BPS and on TTS for using advanced teaching aids in class room as the t test generates value -.0909, lower than the table value at 0.05 level.

No major variation examined by the teachers of BPS and on TTS for managing, reshaping behavior of the students in class room because t test generate value of -1.552 lower than the table value at 0.05 level.

No key variation observed by the teacher working under BPS and on TTS for confidence building in students as the t test creates value -0.449 lower than the table value at 0.05 level.

No major distinction observed by the teaching faculty working under BPS and on TTS for supervision of the students in extra period as the t test value 1.450 lower than the table value at 0.05 level.

No key distinction observed by teachers working under BPS and on TTS for observing class schedule as the created value of t test is $.948$ lower than table value at 0.05 level.

No key dissimilarity observed by the faculty members working under BPS and on TTS in respect of evaluating strategies of pupils achievement and redesign it as yielded value of t test is $.745$ lower than table value at 0.05 level.

T test yielded -1.084 value lower than table value at 0.05 level. Resultantly, no key variation observed by the faculty members working under BPS and on TTS regarding contribution in extracurricular activities.

A value of 1.261 generated by t test is 1.261 lower than table value at 0.05 level. Hence no key variation observed between the teaching faculties working under BPS and on TTS for giving input in peer meeting and sharing thoughts.

T test presented $.780$ value lower than table value at 0.05. Consequently, no major dissimilarity noticed between BPS and TTS faculty about developing of excellent association with their colleagues.

A value of t test -1.713 lower than table value at 0.05. Hence no major dissimilarity noticed between both faculty members about professional development and training activities.

The outcome of t test presents value $.801$ lower than table value at 0.05. Hence no major variation observed by BPS and TTS faculty for annual evaluation is fair and appreciates endeavors for teaching/learning.

A value of t test 1.292 lower than table value at 0.05. Hence no major difference observed by BPS and TTS faculty while admiring their role towards in the accomplishment of the university objectives.

The outcome of t test shows 3.085 values lower than table value at 0.05. Therefore, no major dissimilarity noticed between BPS and TTS faculty for getting reward in response of excellent teaching.

Yielded value of t-test .813 lower than table value at 0.05. Thus no major dissimilarity noticed by BPS and TTS faculty for contention of earnings.

The outcome of t test shows 2.582 values lower than table value at 0.05. Thus a major discrepancy noticed between BPS and TTS faculty for job protection and permanence.

Yielded value of t-test .929 lower than table value at 0.05. Hence no key dissimilarity noticed between BPS and TTS faculty for career advancement opportunities.

Yielded value of t-test -4.867 lower than table value at 0.05. Hence big difference observed between BPS and TTS faculty for switching over to TTS.

Yielded value of t-test 1.618 lower than table value at 0.05. Hence no big difference observed between BPS and TTS faculty on the opinion that TTS primary benefits are to enhance income.

Yielded value of t-test 2.292 lower than table value at 0.05. Hence key difference observed on the point that TTS provides proper support for faculty development.

Yielded value of t-test 3.580 lower than table value at 0.05. Therefore no big difference observed while considering the demand of research and publication the source of stress.

Yielded value of t-test 2.207 lower than table value at 0.05. Consequently, no key difference observed on the point that research and publication improved the knowledge of subject.

Yielded value of t-test .621 lower than table value at 0.05. Resultantly no major difference observed for opportunities for attending events, lecturers, symposium and workshop.

Conclusions and Discussion

The finding of the study shows no key variation between the performance of the Assistant Professor working under BPS and on TTS. Nevertheless teachers of TTS were not satisfied particularly with the stability and security of their job. However, both teaching cadres opinioned that research work and publication are the source of great stress during duty. At the same time BPS teachers were reluctant to convert to TTS pay scheme. It was suggested that component of job security TTS structure is required to be revised to attract the qualified faculty members to become the part of this new structure. No doubt major stake holder of the TTS structure is PhD degree holders with sufficient teaching experience.

The study further explored that teacher working in BPS and TTS are using advance teaching material regularly. They apply the pedagogical methods and enjoy the liberty of occupation. Subsequently, both categories of teachers are creating self confidence, reshape the behavior and develop a positive change in the students attitude during teaching learning process. Likewise, both groups are involved in co-curriculum activities, peer meetings and share opinions, ideas and sustain healthy affiliation among them. It is further surfaced that both are participated in teaching development programs like conference, training/workshops, seminars and lectures. Similarly, university appreciated and admiring their role towards the achievements of targets. The teaching faculty appointed in BPS scheme is more satisfied with their earning and job security. Promotion opportunities, fringe benefits and service structure are available for them.

Although the TTS faculty is satisfied with their salary package and established that career path is available in the service mechanism. Apart from all these opportunities, perks and privileges, they are not contented with the security of their job. That is why faculty working in BPS is not willing to convert to this new scheme of service and they feel threats to their service. One more aspect pinpointed that demand of publication of research paper has been a permanent source of anxiety, stress and worries during job. Therefore a significance difference has been observed in the opinions of both groups of teachers. No doubt, publications, research activities have enhanced understanding of the

relevant subject but still there was a momentous dissimilarity noticed between them.

Study explored that no difference was found in contribution of teaching faculty working in BPS and TTS except feeling of insecurity of job among the teachers working in TTS. To mitigate this threat of security of job, it is suggested that necessary modifications may be made in the existing TTS statues. Moreover, to sponsor the traditions of exploration in the universities, it is suggested that a full time researchers may be appointed in the universities who collaborate with the teaching cadre. HEC can play a vital role by introducing monitoring mechanism under its umbrella. This strategy will be helpful to bridge the gap of new knowledge, innovation and latest teaching/learning strategies.

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