



International Journal of Humanities & Social Science Studies (IJHSSS)
A Peer-Reviewed Bi-monthly Bi-lingual Research Journal
ISSN: 2349-6959 (Online), ISSN: 2349-6711 (Print)
Volume-II, Issue-VI, May 2016, Page No. 197-208
Published by Scholar Publications, Karimganj, Assam, India, 788711
Website: <http://www.ijhsss.com>

The Problems Faced by the School Teachers in Catchment Area of the Basic Health Unit: Kirto, District Sheikhpura-Pakistan

Muhammad Faisal Hashami

Health Dept., Basic Health Unit, Kirto, District Sheikhpura, Punjab-Pakistan

Abstract

The purpose of research was to indicate the problems among the teachers, which they face. The school education plays a basic and vital role in the development of the nation. And the teachers play a key role in this system; however in Pakistan mostly people are unaware about their importance. So, this unawareness creates problems and hurdles in the development of a country. Present population of the Pakistan is near about 180 millions and very rare ratio is aware about its importance. The Union Council: Kirto is distributed into two Basic Health Unites: 1. Basic Health Unite: Kirt, 2. Basic Health Unite: Kotli Virkan.

The present study was conducted in the area of Basic Health Unite; Kirto, District Sheikhpura-Pakistan. In this area, there are 15 schools, in which 2 high, 3 middles and 10 primary schools are imparity education. The total strength of school teachers is 46 for the year of 2009. Almost 28 teachers are belonging from countryside. And only 18 teachers belong from the out side area.

Introduction: Islam is the religion of peace and it is one of the most sacred religions. It emphasizes the people to get educated and there is no age limit. The first revealed word of the Qur'an was "Iqra" which means "READ".

It is revealed in Holy Quran that **"Allah grants wisdom to whom He pleases and to whom wisdom is granted indeed he receives an overflowing benefit."**(“Surah Al-Baqarah, ayah 269 reveals).

Education is considered a powerful tool to bring positive change in any society. Education makes a man of right thinking. According to Sheikh and Abbassi (2007) **“education is one of the most powerful instruments of change and it can achieve national goals through producing young minds imbued with knowledge, attitudes, skills and competencies to shape the future destiny of the nation.”** It is also self evidence that with out education no nation can achieve his goals. Abbassi and Jamshoro (2007) also reflect the same point of view that **“literacy is considered a perquisite for access to vast sources of knowledge in the present world. It provides building blocks for the communication and understanding between individuals, groups and nations.**

In less-developed countries, there are a huge number of problems, which are being faced by these countries, Pakistan is one of them. Our education system is coping with so many challenges since independence. Memon (2007) point out that **“At that time of independence and thereafter there remained acute shortage of teachers, laboratories were poor and ill-equipped and curriculum had little relevance to present day needs”.** This situation leads the education system towards the ebbs. Now after the 63 years, our education system is still facing the same problems. According to

Ahmad (2009) **“Education is still a problem area in Pakistan may be a platitude but it is stark reality.”** And it is very bad situation and has been seen in the rural schools. This miserable condition put us on back foot from the other nations in the world. **“Pakistan has one of the lowest rates of literacy in the world and the lowest among countries of comparative resources and social/economic situations. With a per capita income of over \$450 Pakistan has an adult literacy rate of 49%, while both Vietnam and India with less per capita income have literacy rates of 94% and 52%, respectively”** (Memon, 2007). In this regard our government did not give proper attention to this serious problem. **According to the UNESCO’s recommendations that the governments of low-income countries spend 4% of their Gross National Product (GNP) on education, Pakistan falls short of that figure. Pakistan’s financial allocation on education is currently 2.4% (in Usmani, 2009).** Due to the negligence, the illiteracy is increasing day by day. So the ignorance of our government has also caused so many problems like poverty, un-employment, beggary and crime, etc., along with illiteracy. To bring positive change in the country, it is need of the day that we must pay full attention to check this serious problem.

The teachers thought to be the builder of a nation. While in Pakistan, the standard of education is not good especially in rural areas’ schools due to the absence of adequate facilities for teachers. As it is highlighted by Usmani (2009) that, **“The major issues and challenges of the education system include low literacy rate, high droop out rate, wide spread teacher absenteeism, weak management and supervision structure, shortage of trained and qualified teachers, especially female ones, lack of teacher dedication, motivation & interest in their profession & lack of physical facilities, more over curriculum is mostly out dated, irrelevant and does not fulfill the requirement of present days.** Its’ worried examples has been seen in the study area, where mostly teachers are deprived of basic facilities by the governments and society. They have no proper medical, accommodation, transportation facilities, sporting staff like assistants and clerks etc. In this situation, they can’t pay proper attention to the children’ education, however in this situation their consideration will also divert towards other profession or searching other helping work (Part-time Business). The most and important fact is that mostly parents have no time to meet the teachers for acquiring about their educational condition in the class. They just meet with the teacher when they came into school for getting admission of their children for schooling. Moreover they remain unable to visit school pursue the progress of their child. How in this situation, one can expect that the literacy rate would improve.

Problems Identification

Teachers are main stake holders in any education system but in the study area, they faced so many problems like socially, economically and culturally etc. An analysis is given below:

Respect among Society

In countryside mostly people believe in caste system and they gave respect to only those people, who belong from their caste or countryside. So, this biased approach creates hurdles and problems for these teachers, who belong from the other caste or the area of residence outside of their duty place. It is especially true for female teachers.

Its worst example could be girls’ school. Some female teachers, belonging from other rural area were placed in the study area as teachers. In most of cases people did not pay them respect instead they laugh on them in the past. So much as they create different kinds of problems for them. As a result they left these seats. Consequently these seats are filled by the first relatives of the problem creating persons.

Low wages: The salary structure of the teachers is very much disappointing and monthly wages are quite low, which are not enough to earn a healthy and decent life. Sheikh and Abbassi (2007) demonstrated that **“In Pakistan, low official requirements for this position and extremely low salaries offered to the teachers, especially at the primary level, imply the low level of priority accorded to basic education.”**

This factor (low salaries) did not only keep the teachers under economic stresses. It also affects their families. To meet the least requirements of their families, teachers have to adopt options of second employment along with teaching assignments. This economic factor diverts the teachers' attention towards other jobs and ultimately they lose their concentration and confidence from teaching.

Facility of Accommodation: Accommodation is another big problem for the teachers and their families regarding the expenses and security. In the absence of official accommodation, they have to search for an appropriate accommodation as per their financial resources. In case of lack of or improper facility they can't give the requisite attention to his teaching duty and will remain worried about this problem.

Frequent Transfers: Frequent transfers left them un-settled for indefinite periods. It creates problems for them and for their families as well. Especially speaking the education of their children remains disturbed and the problem of accommodation also persists consequently. It is observed that most of the teachers are not placed in their own villages. This situation creates a lot of inconvenience for the teachers to adjust in the unknown villages. The frequent transfers are also problematic for students. Naturally the students will take a quite time to understand the teaching methods of the newly transferred teachers, which results in wastage of time and effort.

Standard Medical Facility: No standard medical facility (especially qualified doctor) in the rural areas has been provided to the teachers and their families. In case some family member of the teacher suffers from any disease or ailments that will keep him worried continuously. In turn it creates other problems for him and in such a situation he will be not able to give proper attention to his class.

Transportation: The transport is another major problem, especially for female teachers attending their schools in other areas than their own. The improper transport facility causes late attendance or otherwise they have to apply for leaves time and again. This un-avoidable situation creates bad impacts on the schooling of the students. As they would not attend the students properly and regularly.

Teachers' strength in the schools: It is also noticed that there is very low ratio of teacher-student in the schools of study area, especially in the primary schools. It has been commonly observed that most of the schools are run only by the one or two teachers. This very poor situation has been seen in the more than three percent schools. One can imagine that it is very difficult for only one or two teachers to handle properly the students of five classes. According to Sheikh and Abbassi (2007) **“The government must give attention to improve quality by hiring new teachers, increasing their accountability, improve the learning environment in schools.** So that everyone teacher can give proper attention to his class.

Non-availability of supporting staff: Teachers are supposed to educate the students only. However, in the countryside like, study area, teachers not only to teach the students but also they work as offices staff because of the non-availability of supporting staff. It is such an aspect, which

indulges teachers into clerical assignments to maintain office files along with teaching assignments. Teaching as well as administrative engagements minimize the teacher's role in the educating the students. Logically education and teaching standards fall drastically. Traveling to offices of Education Department and to school consumes a lot of time and effort of teacher. For when teacher goes to some office, the school will have to be closed and the children will have to be freed. So loss of precious school could not be avoided.

Lack of sense of co-ordination among parents and teachers: According to the declaration of the human rights (1948) "Parents have a prior right to choose the kind of education that shall be given to their children." But an overwhelmingly majority of parents in the study area is uneducated, so they did not feel the importance of give full attention to their children's education. So, as long as they rarely pay visits school tenders for enquiring the education performance of their children. They only the school at an occasion for getting the admission for their child or children after that they never return to school any more. In most of the cases teachers are supposed to contact them for up-dating them regarding the performance of their child/children that is very terrible situation for the any-nation.

Arrangements of Refresher Courses: Sheikh and Abbassi (2007) emphasized "Emphasis should also be placed on teachers training." Because it is necessary for teachers to have fresh knowledge and modern-concepts of their relevant subjects to achieve this goal, refresher courses and training workshops must be arranged to up-date the teacher's knowledge & skills. So that in the same may be transferred to the students. According to the National Education Policy (2009) "Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others." And in the absence of this needful attempt teachers will find no other chance to share the latest knowledge with students rather they will be committing only old outdate education, in such a grim situation teachers lose vigor & students lose their interest.

Check and Balance System: Corruption is rampant in our society office dealing & work is not based on honesty. Fake projects and procedures have been a routine. From higher authorities to base level no accountability structure exists. However, in this scenario higher authorities formulate inspection teams normally any member from inspection team visits all schools in a month in his precinct and gave his observations on activity, performance and progress of every school. However, higher authorities did not take any action except a halfhearted show cause notice. So the situation remains the same without any sort of improvement.

Objectives of the Study: The study was conducted with the following objectives, which lead teachers to stress, and also suggest some points to minimize them.

- To study the social, economic and cultural problems faced by the teachers serving in the study area.
- To evaluate the government role regarding the development of teaching profession.
- To probe into the parents' attractions towards children's education situation.

Methodology: According to the nature and objective of the study and type of universe, quantitative research method was adopted. Among quantitative methods, social survey was adopted to conduct the study as it is profitably used for opinion polling and enables researchers to take stock of existing situation. Also, it was appropriate due to limitations of time and resources. The sample of the study was selected using one sample frame the teachers, who are deprived of basic necessities of social life. The total number of schools in study area is fifteen. While, the total strength of the teachers is

48, among these 20 teachers were interviewed regarding their problems. As teachers are thought to be very energy consuming, so interviewee teachers were selected randomly and structured questions were given to them to get their responses. Questionnaires were set around ten parameters, which are supposed to produce a stressful situation for the teacher. The present study was concentrated to inquire about the social, economic and cultural problems faced by the teachers. Thus it is an exploratory study and the purpose is to discover how far teachers working in the study area are affected by these problematic.

Hypotheses: The following hypotheses were formulated for the study:

- Only those teachers were interviewed, who are permanent employees of the District: Government, Sheikhpura.
- Twenty teachers are interviewed among these ten belong from countryside and ten teachers belong from out side in which both male and female are included.

Data

Table-1: Sex distribution

	F	%
Male	12	60
Female	8	40
Total	20	100

Table-2: Residential back ground

	F	%
Urban	10	50
Rural	10	50
Total	20	100

Table-3: People attitude towards Teachers

(Only for out side teachers)

	F	%
Friendly	1	10
Pleasant	6	60
Stressful	3	30
Negate	----	----
Intimidating	---	----
Total	10	100

Table- 4: Satisfied with this job’s income

	F	%
Yes	6	30
No	14	70
Total	20	100

Table- 5: If no, than secondary sources of income

	F	%
Part time work as Writer	---	---
Part time work as Accountant	---	---
Part time work as Tutor	6	43
Rent from Property	5	36
Profits from bank deposits	3	21
If don't work anywhere	---	---
Total	14	100

Table- 6: Accommodation Facility

	F	%
Yes	---	---
No	20	100
Total	20	100

Table- 7: Transferred from one to other schools within one year

	F	%
Yes	6	30
No	14	70
Total	20	100

Table- 8: If, yes than Total time of transferred teachers (within one year)

	F	%
One time	4	67
Two time	2	33
Three time	---	---
Never	---	---
Total	06	100

Table- 9: Causes of the transferred teachers from one to other school

	F	%
Bad Performance (Result)	---	---
Political approach	2	33
It depends on the high authority mode	3	50
It depends on the teachers' attraction (increasing scale / more benefits like principle)	1	17
Total	06	100

Table- 10: Availability of the medical facility from government side

	F	%
Yes	17	85
No	3	15
Total	20	100

Table- 11: If yes than nearest availability of the medical facility

	F	%
Dispensary (Public, Private)	2	12
Clinic	5	29
Basic Health Unit (Govt.)	10	59
Quack	---	---
Total	17	100

**Table- 12: Availability of transportation facility from the Govt. side
(Only for out side teachers)**

	F	%
Yes	---	---
No	10	100
Total	10	100

**Table- 13: If, No than what type of Personal source
(Only for out side teachers)**

	F	%
Public Transport (By Bus)	4	40
Personal Transport (By Motor bike)	6	60
On your Feet	---	---
Total	10	100

Table- 14: Availability of helping staff

	F	%
Yes	4	20
No	16	80
Total	20	100

Table- 15: If yes, than whom

	F	%
Religious teacher	---	---
Clerk / Accountant	---	---
Peon	4	100
Chowkidar	---	---
Total	4	100

Table- 16: Parents’ contact with the teachers (in one month)

	F	%
Yes	5	25
No	15	75
Total	20	100

Table- 17: If yes, than how man time they contact (in one month)

Total Contact with the parents in one month	F	%
1 to 2	5	100
2 to 3	---	---
3 to 4	---	---
Total	5	100

Table- 18: If they meet with teachers than what type of complains for them

	F	%
Parents have not enough money for child so that they can buy new book, copies for his child.	---	---
Child cannot understand topic easily	3	60
Child want run away from school	1	20
Child just wants to play every time	1	20
Total	5	100

Table- 19: If they did not meet with teachers than what type of complains teacher have

Main emphasis	F	%
Parents have not enough time for their child	9	60
Teacher wants to get rid of from that child.	---	---
Mostly child don’t told their parents about their performance in the class.	6	40
Total	15	100

Table- 20: Opportunity for refreshment courses

	F	%
Yes	2	10
No	18	90
Total	20	100

Table- 21: If, have then what courses type

	F	%
Related to education field (teaching)	2	100
Related to Administration	---	---
Related to extra-activities (like sports)	---	---
Total	2	100

Table- 22: If have no opportunity from government side than what was the main reason

	F	%
You are most joiners than others	5	28
You have not ability to this	---	---
Political approach	13	72
Total	18	100

Table- 23: Performance is evaluated

	F	%
Yes	20	100
No	---	---
Total	20	100

Table- 24: If yes than evaluated authority is

	F	%
Non Government Organization sector	---	---
A Govt. representative person (Government authority)	20	100
By a common man	---	---
Total	20	100

Analysis of Study Finding:

1. The respondents were distributed into the two classes i.e. male (60%) and female (40%). (Table No.1)
2. The respondents were distributed according to the permanent residence. Exactly half of the respondents (50%) belong to Urban areas and remaining half (50%) belong to Rural areas. (Table No.2)
3. The respondents, who are out of station, gave comments regarding the attitude of the people with them. A little ratio (10%) said that people’ attitude is friendly with them, more than half (60%) found pleasant and (30%) said it stressful. (Table 3)
4. The respondents were distributed regarding the satisfaction about their government income, which they earn from this profession. A little ratio (30%) said they are satisfied and majority (70%) said they are no satisfied with this. From the total respondents, who are not satisfied with this income told about the secondary source of their income (43%) said they work as a tutor, (36%) has property’s rent and (21%) also get Profits from bank deposits. (Table 4 and 5)
5. According to the respondents, no-one had availed the accommodation facility from the government side. (Table 6)
6. According to the distribution of respondents regarding the transfer from one to other school within one year, (30%) said they have and majority (70%) they have no. From the total respondents, who are transferred from one other schools, (67%) said they had one time and remaining (33%) had twice time within one year, and among the total respondents also told the cause of the transferred, exactly (50%) declared that it depends on the high authority

- mode, while one-third (33%) said that it depends on the teachers' attraction (increasing scale / more benefits like principle) and remaining (17%) said it is depends on the Political approach. (Table. 7, 8 and 9)
7. According to the distribution of respondents regarding the availability of the medical facility from government side. Majority (85%) had the medical facility from the government side and a little ratio (15%) said they don't have any such facility from the government side. From the total respondents, who had availed medical facility from the government side, (59%) had that facility from the Basic Health Unit (Govt.), whereas more than one fourth (29%) had got that facility from Clinic. While a small ratio (12%) received it from Dispensary (Public, Private). (Table. 10 and 11)
 8. The respondents, who are out of station, gave opinion regarding the availability of the transportation facility from government side. Respondents respond that no-one has transportation facility from the government side. So for reaching the school, they use their private sources, majority of the respondents (60%) said that they use their personal transport (Motor bike) and more than one-third (40%) said, they use Public Transport (By Bus). (Table. 12 and 13)
 9. Majority (80%) said they don't have any helping staff in their schools, a little ratio (20%) said that helping staff is available in their school. From the total respondents, who had the availability of helping staff in their school said, they just have peons only not any others. (Table. 14 and 15)
 10. One fourth of the population has contact with the teachers regarding getting information to the teachers about their children. And majority exactly third fourth respondents did not have. Among the total of the respondents who have contact with teachers regarding getting information about their children, they meet with teachers once time in a month and among those, more than half (60%) said, their child cannot understand topic easily, and the remaining (20%) each emphasis is that their child want run away from school and their child just wants to play every time. (Table. 16,17.18 and 19)
 11. Whelming majority (90%) say that they have no-opportunity for refreshment courses and remaining (20%) says they have. Among those who have the opportunity of the refreshment course, (100%) says that they take training related to education field (teaching). And on the other hand, who have no any opportunity regarding this, more than one fourth were of the view that they are most joiners than others and approximately three fourth said that it depends on political approach. (Table. 20, 21 and 22)
 12. All the respondents (hundred percent) expressed that their performance is evaluated by a government representative official. (Table. 23 and 24)

Results and Discussion: It has been seen that the teachers are deprive from the basic facilities of the education. In countryside not only teachers' ration is very low but also sporting staff is not available in schools for office work and all office work is done by the teachers. In this condition no one can gave proper attention to education and at least this attitude loses one's interest in education. Our government did not pay full attention to this sector which's concern is with the development of the nation. Here is no proper check and balance system in this department, this thing take to him in bad situation.

Conclusion: Education provides the base for nation development. In the study area, the education system is found in doldrums. All the schools are deprived of basic facilities; especially teachers are facing a number of problems like the low wages, non-availability of accommodation, frequent

The Problems Faced by the School Teachers in Catchment Area of the Basic Health Unit:... Faisal Hashami transfers, merger medical facility, poor transportation, minimum teachers' strength in schools, lack of sense of co-ordination among parents and teachers and non-provision of supporting staff. In this discouraging situation their attention remains diverted and ultimately they lose their commitment and confidence.

Recommendation: For making a country progressive and prosperous the improvement of the education system is a must. Only it can bring a positive popular change in the living standard of life of a common man.

The teachers are, no doubt, the nation builders. However in the study area, most of teachers fall prey of many problems. The following are some recommendations to address the discussed and identified problem.

1. Teachers are to paid folk in the prevailing expensive livelihood and they can't meet the ends of daily life. There fore government should increase their monthly salaries. The government must facilitate teachers with respect to every aspects of life, like, accommodation, medical facility, transportation facility, etc.
2. Government must appoint more than five teachers in the each primary school, so that they could pay full attention to their classes.
3. Government should appoint supporting staff like a clerk in every school for office work and teachers must be spared only for teaching and guidance.
4. For the improvement of ability of teachers, government should arrange refresher courses for all teachers so that they could teach the students in the best way.

Reference:

1. A Paradigm and Shift, P. (2007) "Educational Approach to Character Building: A Paradigm Shift", Journal of Management and Social Sciences. Vol. 3, No. 2, (Fall 2007) 105-119, Karachi--Pakistan.
2. Rashid, T. (2010) "Development of Social Skills among Children at Elementary Level", Bulletin of Education and Research June 2010, Vol. 32, No. 1 pp 69-78, University of Education, Lahore-Pakistan.
3. Memon, G. R. (2007) "Education in Pakistan: The Key Issues, Problems and The New Challenges", Journal of Management and Social Sciences. Vol. 3, No. 1, (Spring 2007) pp. 47-55, Karachi-Pakistan.
4. UDHR (1948). "Universal Declaration of Human Rights" Retrieved on 11 January 2011 from <http://www.udhr.org/udhr/udhr.htm>
5. Usmani, S.F. (2009). "A Comparative Study of Students and Teachers Needs Assessments in Catholic Board and Private Schools of Lahore." Unpublished thesis, pp 1-153. University of The Punjab, Lahore. Pakistan.
6. Government of Pakistan (2009). "Technical Education and Vocational Training, National Education Policy, Ministry of Education".
7. Mahood, K. (2010) "Textbook Evaluation in Pakistan: Issue of Conformity to the National Curriculum Guidelines", Bulletin of Education and Research June 2010, Vol. 32, No. 1 pp 15-36, Pakistan.

8. Ahmad, M. (2009) "The Problematique of Education in Pakistan", Journal of Management and Social Sciences. Vol. 5, No. 1, (Spring 2009) 13-21, Institute of Business and Technology, Karachi--Pakistan..
9. Sheikh, M.A. and Abbassi, Z. (2007). "Educational Approach to Character Buildin: A Paradigm Shift." Journal of Management and Social Sciences. Vol. 3, No. 2, (Fall 2007) 105-119, Institute of Business and Technology, Karachi--Pakistan.