

Grievances of Teachers Regarding District Education Offices' Efficiency in Khyber Pakhtunkhwa, Pakistan.

Dr. Naseer Ahmad¹, Dr. Muhammad Rauf², and Ms. Palwasha Naseer³

Abstract

The aim of this study was to explore the grievances of teachers regarding district education offices' efficiency in Khyber Pakhtunkhwa. This was a single-method research design and qualitative in nature. Interview guide was used as tool for data collection regarding efficiency of district education offices. Population was all the school teachers in Khyber Pakhtunkhwa. A sample of fifty school teachers of different cadres were randomly selected. The validity of the instruments was checked with the help of expert committee. Data were analyzed through thematic analysis. It was found that most of teachers have grievances regarding efficiency of district education offices in Khyber Pakhtunkhwa. These offices were found as creating problems for teachers regarding leave, GP fund, MPhil/PhD allowance sanction etc. and were found as reluctant to do even legal works in a lenient manner. It was recommended that teaching and management cadres may be merged and only honest, efficient and problem-solving nature officers may be appointed in these district education offices.

Keywords: District education offices, Grievances, Teachers, Efficiency.

1. INTRODUCTION

Teaching and management are always considered as an important and vital part of learning process in all over the world and especially in Pakistan. The government of Khyber Pakhtunkhwa has taken the decision under the Institutional Reform Programme (2003), Department for International Development (2005) and National Education Policy (2009) to separate the teaching cadre from management cadre for its better functioning. Has this decision implemented in its true spirit? How far this decision was result oriented? Separation of management and teaching cadre

¹ Post-Doctoral Fellow, Islamic Research Institute, International Islamic University, Islamabad, drnaseerahmad1979@gmail.com. 00923459203654

² Elementary and Secondary Education Khyber Pakhtunkhwa, muhammadrauf0111@gmail.com

³ M.Phil Scholar, Department of Humanities & Social Sciences, International Institute of Science, Arts and Technology, Gujranwala, palwasha9595@gmail.com

in education department is a historical step of the Awami National Party (ANP) led provincial government.

To improve standard of education in province, efforts were made. For this purpose of separation, new education officers were recruited namely Executive District Officers, District Officers and Assistant District Officers(Male & Female).This cadre was named as management cadre.This recruitment of officers was made through a constitutional body called Public Service Commission. The main purpose of this separation was to provide a full-time and well-trained education managers to the system who could focus their attention on education management. This initiative brought a positive change in the education sector but now this management cadre became a headache and is creating problems for teachers of all cadres(Ashfaq & Mustafa, 2012). To run the functions of Khyber Pakhtunkhwa Elementary & Secondary Education department smoothly, district education offices have been established in every district. Most of the teachers' issues are related to these offices e.g. transfer, leave sanction etc. Due to their delegation power of district education offices, they have become the hub for all teachers and political leaders. To run these offices effectively, the government has separated the management cadre from teaching cadre. In the early years, these management cadre officers showed efficiency but now became inefficient. Even the management cadre staff have been reported as involved in corruption. Teachers have showed grievances regarding district education offices' efficiency because these offices always use delaying tactics even in legal works of teachers. What are the recent views of teachers of different cadres in this regard? This study explored the grievances of teachers regarding their efficiency.

1.1. Statement of the Problem

The main goal of this study is to explore the grievances of teachers regarding district education offices' efficiency in Khyber Pakhtunkhwa. Since the primary goal of these education offices is to help teachers to develop students' personality so that these students may contribute to society in some way. Instead, these offices torcher the teachers and thus disturb their teaching job.

1.2. Objectives of the Study

To explore the grievances of teachers regarding district education offices' efficiency in Khyber Pakhtunkhwa.

1.3. Research Question

What are the grievances of teachers regarding district education offices' efficiency in Khyber Pakhtunkhwa.?

1.4. Hypothesis

Ho: There are no grievances of teachers regarding district education offices' efficiency in Khyber Pakhtunkhwa.

1.5. Significance of the Study

This study will advance the field of educational research and give curriculum designers an up-to-date guideline for district offices. The findings of this study may serve as a benchmark for assessing teachers' grievances. This study evaluates performance levels of district education offices as there is no one to ask about this matter. The main job of these offices is to encourage the teachers for combating the situational factors.

1.6. Delimitations

This study is delimited to:

- i. District Mohmand & District Mardan.
- ii. Male District Education Offices.

2.LITERATURE REVIEW

Education is an instrument for excellence and means for achieving human capital and national development. This underscores the value being placed on quality and standards. Education is a set of quality learning resources inputs, instructional process, teachers' capacities development, effective management, monitoring, evaluation and quality learning outcomes in schools(Joshua,2012).In Khyber Pakhtunkhwa Elementary & Secondary Education department, there are two types of human resources. One is called managers and the other is called teachers. These two are called management and teaching cadres. These two cadres were separated from each other for the 1st time in 2009 and then revised it on April, 2011.According to this rule, twenty one Executive District Offices(EDO's) were appointed in 2011.This selection was made by Khyber

Pakhtunkhwa Public Service Commission. The main purpose of this separation was to make the department efficient so that fulltime and well-trained education managers will focus their attention on education management. This initiative will be a base towards effective governance in education department (Mustafa, 2012). Before this segregation of two cadres, managerial positions in education department, were filled from teaching cadre on the basis of experience. Was this segregation useful or not? This is the study, the researcher made here. Management is “to manage is to forecast is plan, to organize, to command, to coordinate and to control”. Management is an art of knowing what is to be done and seeing that it is done in the best possible manner. Donal J. Clough (1963) explained management as “Management is the art and science of decision making and leadership”.

Teaching is an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. Teacher management is a critical governance issue in weak state contexts, and especially those in which the education system has been destroyed by years of conflict and unsteadiness. Ensuring there are sufficient teachers in the classroom represents a major challenge for governments and education allies. Sustaining these teachers, ensuring their ongoing professional development and continuing to increase the teaching force to meet the growing demand for education, at the same time as being attentive to impartial issues in the deployment of teachers to different regions, rural and urban locations, are continuing governance challenges (Kirk, 2007). Separation of Teaching and Management Cadres Act (NWFP Civil Servants Appointment, Promotion & Transfer) Rules, 1989/revised 2011). Notification regarding method of recruitment of School Management Cadre: “In pursuance of the provisions contained in sub-rule (2) of rule 3 of the NWFP Civil Servants (Appointment, Promotion & Transfer) Rules, 1989, the E & SE Department have laid down the rules applicable to the posts of Schools Management Cadre”. The officers at the Directorate of Elementary and Secondary Education and at District level were posted from amongst the general teaching cadre. It was observed that due to multiple reasons these officers could not perform to the best of their abilities. Therefore, it was felt imperative to separate the teaching and management cadre so that managers could whole heartedly focus on administration, supervision and monitoring and the teachers on teaching activities only (Mustafa, 2012). Separation of Teaching and Management rule was introduced by Awami National Party led provincial government in 2009 and then revised it on April 7, 2011. Under this rule, the first appointments of Executive District

Officer (EDO's) was made in 2011. This Selection of 21 EDO's was done by the Khyber Pakhtunkhwa Public Service Commission. Its main purpose was to separate management from teaching cadre so that fulltime and well-trained education managers could focus their attention on education management. This initiative will go a long way towards effective governance in the Education Sector (Mustafa, 2012). But what is the present situation? What are the grievances of teachers belonging to different cadres? This study has identified the grievances of teachers regarding the efficiency of district education offices in Khyber Pakhtunkhwa.

3. RESEARCH DESIGN & MATERIALS

3.1. Research Method

This was a single-method design and qualitative in nature (Creswell, 2012). In this study, data were collected by answering questions about efficiency of district education offices in Khyber Pakhtunkhwa. The purpose of this study was to explore the grievances of teachers (Gay & Mills, 2000).

3.2. Population Of the Study

The population of the study were as under:

1. All the teachers in public sector schools in Khyber Pakhtunkhwa Elementary & Secondary Education Department.
2. The details were as under (ASR, 2021-2022).

S. No.	Secondary Schools	Teachers
1.	2690	460331

3.3. Sample

Gay and Mills (2000) stated that if the population is beyond certain point ($N=5000$), then 400 sample size is enough. But for qualitative study, 60 or 70 sample size is enough (Gay & Mills, 2000). For smaller population ($N=100$), the entire population is taken as sample. However, the more is the sample, the accurate will be the result. Out of 2690 secondary schools, only 50 schools were randomly selected. Among these selected schools, only one teacher was selected from each school.

Thus the entire teachers' sample was 50 teachers. The sampling technique was random for selection of schools and teachers and the sample size was as under.

1. 50 secondary school teachers---one teacher from each school.

3.4. Research Instrument

Interview guide was developed by researcher through which the researcher collected the data.

Validity of instrument was checked with the help of expert committee.

4. DATA ANALYSIS

4.1. Interviews of Teachers in district Mohmand

Teacher1

“These offices torcher us and make us ready for giving bribe. Sometimes, DEO, Dy DEO may be involved but sometimes they are not involved but they ignore which show the officers' inefficiency”.

Teacher 2

“These offices discourage us. We try our best to teach to students but on one day leave or few minutes delay, they insult us, torcher us and make us ready for giving bribe to them. Some of these officers even take hus, vegetables and even grass”.

Teacher 3

“These offices do not cooperate us as they do not grant us leave which is our legal right. Even they do not grant us medical leave”.

Teacher4

“These offices create hurdles for us and do not transfer us to nearest vacant stations. These offices compel us to approach to political figures for transfer or other legal tasks”.

Teacher 5

“These offices have destroyed our education system. They give respect to rich people and ignore poor people”.

Teacher6

“There is no computerized system for collection and saving employees’ and students’ data. They want different data time by time and never try to save it for future. Now-a-days the proforma culture has created a lot of tension for teachers especially on primary level. Most of our time is wasted in filling proformas. Due to these unimportant activities of education offices, I am trying to leave the PSHT post and get promoted to CT post”.

“Besides these, many teachers leave services by retiring before their exact time. Our education department also has failed in establishing permanent laws for the students. Every year they introduce new course and next year they change it. The course is not suitable according to the level of students”.

Teacher 7

“In these district education offices, teachers are treated as teachers. They are treated inferior to even class-iv. It is the teachers’ compulsion that he salutes to even a clerk of that office. He remains obedient to clerk and considers him as SDEO of circle. If there creates misunderstanding, that clerk even stops the necessary entry in his service book. In these offices, there is no proper mechanism for saving the staff and students’ data. That is why on daily basis, one teacher remains busy in data sending”.

Teacher 8

“These offices discourage teachers. These offices insult us, torcher us and make us ready for giving bribe to them on account of one day leave or few minutes delay. Some of these officers even demand for ghee, eggs etc.”.

Teacher 9

“These officers are not cooperative as they do not grant us leave which is our legal right. Even they do not grant us medical leave when we are in hospitals”. Other sixteen teachers were interviewed.

4.2. Interviews of Teachers in district Mardan

Teacher1

“District education office creates difficulties rather than ease in administrative matter. Often they know that if a matter is sent to directorate, can not be solved. Even then they send it. They create difficulties in leave sanction. To get MPhil degree is a difficult job. These offices should appraise us but the case is opposite. These offices create difficulties in transfer but do these works easily for money transaction. Similarly, the pension process is long and tough. In these offices, teachers are treated in bad way. Similarly delaying tactics are adopted each work”.

Teacher2

“MPhil/PhD allowance sanction is tough process. These offices treat teachers in a bad way”.

Teacher3

“Leave sanction takes too much time. Mostly officers are absent and clerical staff do not guide us properly. These offices create difficulties in MPhil/PhD allowance sanction. Transfer is impossible without money. Pension process is very tough. These offices treat teachers like donkeys. GP fund sanction needed to give bribe”.

Teacher4

“In these offices, teachers are treated in bad way. GP fund sanction can not be done without bribe. These offices have proper record of all teachers but when they need, they demand all teachers documents again and again”.

Teacher5

“Leave sanction is a long and tough process. MPhil/PhD allowance requires a lot of documentation. Pension process is complex. These offices lack positive response regarding teachers’ treatment. GP fund sanction is very difficult”.

Teacher6

“In these offices, the leave sanction is very slow. MPhil/PhD allowance sanction is complex and time consuming. Transfer process requires informal payment through various ways. Teachers are treated in these offices in a bureaucratic way. Promotion policy is not suitable”.

Teacher7

“In these offices, leave sanction is long and time consuming. It lacks transparency. MPhil/PhD allowance requires a lot of documents. Transfer process is long and slow and often misplaces required documents. Pension process is very tough and lengthy. Teachers are treated in a bad way. Promotion process is not transparent and slow one. GP fund sanction is very long. Promotion process is slow. In these offices, competent human resources are not available”.

Teacher8

“In these offices, teachers are treated in a bad way. Promotion process is slow. GP fund sanction process is difficult. Seniority lists have ambiguity”.

Teacher9

“In these offices, leave sanction process is long and time wasting. For MPhil/PhD sanction process, excessive documentation is required. Pension sanction process is long. In these offices, teachers are treated in such a way that can make them unable to build a nation. Promotion is slow. GP fund sanction is slow and not online. Seniority lists are not uploaded and show ambiguity”.

Teacher10

“In offices, leave sanction process is long and time wasting. Teachers are not treated in a good way. GP fund sanction process is long and difficult. Seniority lists are not updated”.

Teacher11

“Leave sanction is a tough process. MPhil/PhD allowance sanction is a slow process. In these offices, money is required for transfer. In these offices, there is no respect for teachers. For GP fund sanction, money is required. In seniority lists, there are mistakes and not updated”.

Teacher12

“In these offices, for leave sanction, two things are required. Firstly, strong political background, secondly, money. Transfer is not possible without adopting unfair means. i.e. bribe. For pension

and GP fund sanctions, these offices are fed. The main duty of these offices to create tensions for teachers so that they may not be able to build nation”.

Teacher13

“For transfer, personal approach is required. Teachers are treated in a bad way for achieving their legal rights. Promotion process is slow. There is ambiguity in process of GP fund sanction”.

Other twelve teachers were interviewed.

4.3. Braun & Clarke Thematic Analysis

Coding of Teachers’ Interviews Transcripts

Table: 4.11

Teacher1	Themes	Codes
Teachers’ Grievances	Torcher us, taking bribe	Inefficiency
Teacher2 Teachers’ Grievances	Discourage teacher, insult us and demand items as bribe.	Inefficiency
Teacher3 Grievances	No cooperation with us, do not grant leave.	Inefficiency
Teacher4 Grievances	Creates hurdles for us, do not transfer us to nearest vacant position.	Inefficiency
Teacher5 Grievances	Respect for rich & ignorance for poor.	Inefficiency
Teacher6 Grievances	Excessive demand for sending data and not saving it.	Inefficiency
Teacher7 Grievances	Bad treatment of teachers.	Inefficiency
Teacher8 Grievances	Creating hurdles in leave sanction.	Inefficiency
Teacher9 Grievances	Bad treatment of teachers.	Inefficiency
Teacher10 Grievances	Demanding money for transfer.	Inefficiency
Teacher11 Grievances	Bad treatment of teachers.	Inefficiency
Teacher12 Grievances	MPhil/PhD allowance sanction is tough.	Inefficiency

Teacher13 Grievances.	Informal payment for transfer.	Inefficiency
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4.4. Summary of Teachers' Interviews

From these interviews, certain themes have been identified which showed that majority of the teachers had grievances regarding efficiency of male district education offices in district Mohmand and district Mardan.

4.5. Summary of Findings

1. Out of fifty teachers, forty-two teachers showed grievances regarding leave sanction in district education offices. The remaining eight teachers had no personal experience regarding leave sanction.
2. Out of fifty teachers, thirty-two teachers showed grievances regarding MPhil/PhD allowance sanction in district education offices. The remaining eighteen teachers had no personal experience regarding this allowance sanction.
3. Out of fifty teachers, forty teachers showed grievances regarding transfer in district education offices. The remaining ten teachers had no personal experience regarding transfer.
4. Out of fifty teachers, twenty-five teachers showed grievances regarding pension sanction in district education offices. The remaining fifteen teachers had no personal experience regarding pension sanction.
5. Out of fifty teachers, forty-eight teachers showed grievances regarding teacher treatment in district education offices. The remaining two teachers had no personal experience regarding treatment.
6. Out of fifty teachers, thirty-five teachers showed grievances regarding promotion in district education offices. The remaining fifteen teachers had no personal experience regarding promotion process and were junior.
7. Out of fifty teachers, forty-seven teachers showed grievances regarding GP fund sanction in district education offices. The remaining three teachers had no personal experience regarding GP fund sanction.
8. Out of fifty teachers, forty teachers showed grievances regarding seniority lists preparation in district education offices. The remaining ten teachers had no personal experience regarding seniority list preparation.

4.6. Discussion

It is clear from the findings that the teachers of all cadres in Elementary & Secondary Education in Khyber Pakhtunkhwa had a large number of grievances regarding efficiency of district education offices. So the null hypothesis “There are no grievances of teachers regarding district education offices’ efficiency in Khyber Pakhtunkhwa” is rejected.

In the light of the views of teachers about the efficiency of district education offices, following recommendations were drawn.

- i) All types of leave sanction may be made easy.
- ii) MPhil/PhD allowance may be sanctioned in an easier way.
- iii) Pension sanction may be made easy and may be made online.
- iv) Transfer of teachers may be made impartial and merit-based.
- v) Teachers may be treated as nation builder and be facilitated.
- vi) Promotion may be made rapid and seniority lists may be made transparent, updated and uploaded on website.
- vii) GP fund sanction may be made easier and clear-cut policy may be formulated for its sanction.
- viii) Teaching and management cadres may be merged with each other and only honest, efficient and problem-solving nature offices may be appointed in these district education offices.
- ix) Research may be conducted with longitudinal survey design in which data are collected at two or more times. This design is very useful for understanding dynamics of a problem over time.
- x) Research may be carried out in whole of district education officers of Khyber Pakhtunkhwa in order to remove the grievances of teachers and message may be conveyed to high authorities.

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