

Identification of the Problems Faced by Secondary School Teachers in Kohat Division, Pakistan

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Accepted: July 24, 2012

Published: November 03, 2012

Doi:10.5296/ijld.v2i5.2627

URL: <http://dx.doi.org/10.5296/ijld.v2i5.2627>

Abstract

The purpose of this research work was to identify the problems faced by secondary school teachers. All the male and female secondary school teachers in Kohat Division, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. The sample for this study was made up of 120 female and 160 male secondary school teachers which were selected through simple random sampling technique. The study was descriptive type and a self-developed questionnaire was used for data collection. Data was collected through personal visits. Then it was organized, tabulated and analyzed. Statistical tools i.e., the percentage, means, standard deviation and differences of means were computed for each male and female SSTs. Significance of difference between the mean opinions of both the male and females SSTs were tested at 0.05 level by applying t-test. After statistical analysis of the data, it was concluded that there are various problems which negatively affect the performance of secondary school teachers. These problems are: unattractive pay package; lack of basic facilities; overcrowded classes; students' disruptive behaviours; financial crises of teachers;

overwork load; long distance to school; autocratic environment inside school etc. Based on findings, it was recommended that teachers should be given special pay package. Educational facilities should be provided to them. Heads of the institutions should be democratic minded and adopted the principles of equality.

Keywords: Identification, problems, secondary school teachers, secondary school level

Introduction

Education is a process through which a country develops its self-consciousness by developing the self-consciousness of the individuals who make it up. It is not only the public education but it is a social institution which provides mental, physical, ideological and moral training to the people of a nation so that they may become able to have full awareness of their mission, their aim of life and also equip them to attain that aim (Iqbal, 1996). Education is process of learning which is aimed and necessary for the enhancement of moral, cultural, social and intellectual characteristics of the student individually as well as member of social group. Learning process is considered as training in the field of morals for individuals through which their potentialities are developed, the qualities and traits of the creator are infused in them and the culture of the people is transmitted to the next generations (Khalid, 1998). Education plays a fundamental role in the advancement and development of a nation. It is a source of acquisition and acquirement of the knowledge and transmitting of values and culture to the group of young in the society. These educational goals and aims are attained through teaching and learning experiences being offered in schools and colleges. There has been an increasing demand for more robust academic experiences and effective learning at all levels of education, particularly at the secondary and higher education levels in Pakistan (Akrum et al, 2011).

The success of any educational system depends on good and well-resourced teachers. Teachers cannot be replaced with any other kind of instructional material. It is a reality that teachers are the best in the entire educational system. Therefore, teachers are considered the most important and fundamental factor for the success of any educational system. A teacher is more than what is commonly talked about as his duties of profession have many other dimensions (Deen, 2000). The effective and successful learning depends upon the quality of teaching which demands academically competent individuals who care about the well being of children and youth. Sarital and Tomer (2004) considered teaching is one of the most influential and powerful profession in society. Teachers are the lifeblood of any education system. School place, books, and classrooms are ineffective and meaningless without teachers.

Secondary school teachers are playing a vital and crucial role at secondary school level. If a secondary school teacher succeeded in shaping sound base in science subjects to the students than it is right to say that they will become able to make atomic bomb. Therefore, it is justified to say that secondary school teachers possess the most crucial position in the entire system of education. The future success of the students depends upon the effectiveness of the teaching performance of the teachers at secondary level (Suleman, et al. 2011).

The study in hand was specially designed to identify the problems that affect the performance of secondary school teachers in Kohat Division. The study is very beneficial for the government and for secondary schools teachers as it has explored the problems faced by secondary school teachers and proper solutions to these problems.

Review of Related Literature

The teacher performance is the most important and crucial input in the field of education. Whatever policies may be laid down, it comes to surface after ultimate analysis that policies have to be interpreted and implemented by the teachers through their personal examples as through teaching learning process. Performance is the action of a person or group during performing a job or task (Taneja, 1989). Performance is something that the person leaves behind and that exists apart from the purpose (Edis, 1995). Computable and measurable actions are regarded as to constitute performance and one has to distinguish between an action (behavioral) aspect and an outcome aspect of performance. Therefore, action (behavioral) aspect of performance means to what degree a person does in the work situation according to organizational goals and outcome is the consequence of the person's behaviour.

Teacher performance is very important in the development of a child. The identification and encouragement of talents is one of the main responsibilities of a teacher. Riley (1994) stated "as an interpreter, the teacher has to put latest knowledge and new experience with in the context of what is already known and understood by the students. In order to be good mediator, he has to understand a great deal about the way in which the people at different ages and stages of development perceive the world around them, As a guider, a teacher has to train the students 'how to learn' rather than enriched his mind with factual information".

All over the world teachers appear dissatisfied and discontented with their remuneration and salaries. They perceive themselves as poorly and inadequately paid in comparison with similarly qualified staff in other occupations and departments. If teachers are asked what might be done to encourage them in order to improve their performance and quality of work, their first option and suggestion is expectedly will be to raise their salaries. Education services differ from some other cadres of public service in that they are, or should be less hierarchical in nature (Thompson, 1995). Teachers are perhaps the most important and critical element of any system of education. Meager pay, low status and morale are the main causes of poor and unsatisfactory performance and corrupt behavior in the public sector. Across the world, millions of teachers, most of them women, are working tirelessly and diligently for unattractive and poor wages educating the next generation (Mohanty, 2000).

According to Cheng (1996), factors upsetting the performance of teachers are of two types i.e., the external factors and the internal factors. There are numerous external factors influencing how a teacher makes discussion in the classroom. While it is not easy to attach

any order of significance to these factors as every teacher is different from other, they will include, to some extent, the expectations of the society, the particular school system in which the teacher is employed, the school itself, the grade policies, the parents and the students. Most of the expectations from these external factors will come into view as conflicting and contradictory. It is the e-classroom teacher who must connect these factors into an effective and workable framework while incorporating and integrating a range of internal factors, such as the individual teacher belief about how students learn most effectively and efficiently, the method of teaching they select, their own chosen ways of thinking, acting and seeing the world, learners and learning, plus the availability of resources both human and physical.

Smith & Glenn, (1994) explains that internal factors have a significant effect on teacher's sensation and emotions of success and a number of external forces can either assist or hinder a teacher's success. There are numerous factors that affect teacher's performance. Over work load, poor and unattractive salaries and disruptive students have a remarkable effect on the attitudes of teachers toward their jobs. In addition, lack of support from workforce at all levels has a significant effect on teacher's performance. Poor salaries and student's behavioral problems in the classroom are just a combination of issues that teachers have to face. Low morale among teachers is another very important problem that must be dealt with if the problem of teacher shortages is going to change and eventually improve. In order to find the solution to these problems, the first step is to identify those factors that have the greatest impact on morale levels, both negative and positive. Ahmad et al., (2012) explained that there are many factors that affect the teacher job performance such as attitude, aptitude, subject mastery, teaching methodology, personal characteristics, the classroom setting, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting, subject matters, relations with other staff, self improvement, relations with parents and community, self-confidence, intelligence, teaching techniques, interaction with students, teaching competence demonstrated. Motivational skills, fairness in grading and teacher's attitude toward the students, these factors described were selected by MacDonald, Swartz, Ferris, Jahangir and Riaz respectively.

It is a reality that Pakistan is one of those very few countries where education system has constantly eroded since independence. The situation at present is so worst that the government has officially confirmed our system of education to be almost collapsing and is utilizing all possible ways and means on emergency basis for the immediate uplift of our educational system (Khan, 2008). According to Khan (2008), the following problems are experienced by the teachers.

1. Teachers are not given respect in society that is why teaching profession is constantly losing its respect and qualified people join other professions. Only people having low caliber and ability join teaching profession.
2. The salary of teachers is unattractive and quite meager and is not enough to lead a decent and prosperous life and support a healthy family. Due to this majority of

teacher adopt a number of ways and means to increase their income. In this way the name of this respectable profession becomes dishonorable.

3. Accommodation is a major irritant in the sound family life of teachers. Due to absence of official accommodation, majority of the time of a teacher is spent in finding an accommodation. It has been observed that when finally a teacher finds an accommodation his next transfer is almost due. Due to which teacher greatly disturbed and upset and normally they spent their most of time in far-flung areas away from their homes.
4. Transportation is one of the major problems that disturb teachers. It is commonly observed that teachers reside away from their schools. Due the problem of transportation, they come late and leave school as early as possible.
5. It is a reality that teachers are not provided any training and due to lack of training they are unaware of the challenges of the future and therefore they are unable to train their students to play their due performance.
6. Political interference is one the main problems in our education system. Teachers are inducted through political approaches which are not liable to merit. Then these teachers take wrong steps and commit all kinds of blunders to favor them. Political interference is so in full swing that if any officer ever wants to support and uphold merit is punished severely.
7. Our system of education lacks communication between teaching staff, parents, headmasters, and the concerned higher authorities. Due to this they are unable to coordinate and make consolidated efforts for the strengthening of the educational system and end-up blaming each other.
8. Due the existence of multi-medium of instruction as well as ever changing medium of instruction confuses both the teachers and students. The absence of proper course puzzles the teachers so much that they become uninterested in their profession. What can be expected from a teacher who has lost his interest?
9. As majority of the teachers are inducted on political basis and are not able to teach. In addition, they are not provided any training which is required to be a good teacher. These coupled with the fact that they are made to face an overcrowded classroom, which even a qualified teacher cannot face, makes a nightmare of the whole situation. For example, at primary level, a single teacher not only teaches several classes under a tree or in a shabby room but also administers and manages the school too. If a teacher goes on casual leave then the school is closed up to the return of the teacher or another teacher is appointed.
10. To promote quality and proper education, instructional materials are required for teachers to attain this goal. These instructional materials consist of a large number of audio visual aids etc. Due to unavailability of instructional materials a teacher fails to explain all the concepts theoretically and mostly ends-up confusing the students.
11. Our teachers never maintain cumulative record cards due to lack of facilities, training and burden of work. Due to the absence of these things, on one side it is difficult for school staff to assess a student and on the other hand every teacher makes assessment of a student himself which at times is misleading too.

12. Lack of coordination inside the school is one of the main problems which affect teacher performance. Due to lack of coordination, it is not possible to discuss mutual problems. Therefore collective and remedial measures can not be taken towards the solution of these problems.

Statement of the Problem

The study under investigation was specially designed to identify the problems faced by secondary school teachers therefore the statement of the problem was designed as *“Identification of the Problems Faced by Secondary School Teachers in Kohat Division, Pakistan”*.

Objectives of the Study

The objectives of the research study were:

- (a) to identify the problems faced by male and female secondary school teachers; and
- (b) to make workable recommendations to enhance the performance of male and female secondary school teachers.

Hypothesis of the Study

To achieve the above objectives, the following null hypotheses were developed:

1. There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that lack of basic facilities affects teacher’s performance negatively.
2. There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that overcrowded classes negatively affects teacher’s performance.
3. There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that unattractive salaries package and financial crises become the cause of mental dissatisfaction for teachers.
4. There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that long distance to school affects teacher’s performance negatively.
5. There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that autocratic behaviour of the heads negatively affects teacher’s performance.
6. There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that good classroom discipline ensures effective teaching learning process.

Research Methodology

Population of the Study

All the male and female secondary school teachers serving at secondary school level in Kohat Division, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. There were total 394 male and 168 female secondary schools teachers in Kohat Division.

Sample and Sampling Technique

In order to ensure adequate representation of the population, only 160 male and 120 female secondary school teachers were selected as sample through simple random sampling technique. The total number of the sample was 280.

Research Instrumentation

The study was descriptive in nature therefore a self-developed questionnaire was used for data collection containing 06 closed ended items and 04 open ended items. The closed ended items were designed on five point likert's scale.

Pilot Testing

Validation and authentication of the research instrument is imperative to obtain exact and precise results. Therefore it was very important to remove the ambiguities, misconceptions and weaknesses of the research instrument. For this purpose, pilot testing was conducted in five secondary schools which were not included in sample. So after pilot testing, questionnaire was revised and then its final version was developed in the light of suggestions given by the experts.

Validity and Reliability

It is necessary to ensure the reliability and accuracy of the research instruments. Reliability is the degree of consistency that an instrument or data collection procedure demonstrates, whereas validity is the quality of the collection procedure of the data that enables it to measure what it intends to measure. Validity of the questionnaire was checked by five experts in the field of education having doctorate degrees. Cronbach's alpha was used to estimate the reliability of questionnaire. The reliability coefficient was found to be 0.84. The Cronbach's alpha formula is given as under:

$$\alpha = \frac{N \cdot \bar{C}}{\bar{V} + (N - 1) \cdot \bar{C}}$$

Where

N = Total number of respondents

\bar{C} = Average inter-item covariance

\bar{V} = Average variance

Data Collection

The researchers personally visited the respective sample secondary schools and distributed the questionnaires among participants. First of all difficult terms were explained and they were asked to give appropriate responses free of bias. In this way data was collected.

Data Analysis

After the collection of data, it was organized, tabulated, analyzed and interpreted. The percentage, mean, standard deviation and differences of means were computed for each variable. Significance of difference between the mean opinions of both male and females SSTs were tested at 0.05 levels by applying t-test. The following formulae were used for the statistical analysis of data in this research study:

Mean Formula

Mean of the data was calculated by the following formula:

$$\text{Mean} = \bar{X} = \frac{\sum fx}{\sum f}$$

Where \bar{X} = Mean X = data f = Frequencies

Standard Deviation Formula

Standard Deviation of the data was computed by the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where N stands for total number of frequencies/respondents

T-Test Formula

For t-test the following formula was used to calculate the value of t:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where $SS = \sum X^2 - \frac{(\sum X)^2}{N}$

Analysis and Interpretation of Data

The study under investigation was carried out to explore the problems faced by secondary school teachers. The study was descriptive in nature and a self-developed questionnaire was used for the collection of data. Data was collected through personal visits and then it was organized, tabulated, analyzed and interpreted. Statistical tools like percentage, mean, standard deviation and t-test were applied to draw the results. The whole

process is explained as below:

Ho 1: There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that lack of basic facilities affects teacher's performance negatively:

Table 01: Lack of basic facilities affects teacher's performance negatively.

Respondents	N	Mean	SD	SE _{D.}	t-value	p-value
Male SSTs	160	4.14	1.12	0.13	0.075	0.94
Female SSTs	120	4.13	1.10			
Key: N= No. of Respondents SE=Standard Error				SD= Standard Deviation p = probability		
Non-Significant		df = 278		table value of t at 0.05 level = 1.976		

Table 1 indicates that the calculated value of t was found to be 0.075 which is statistically non-significant ($p > 0.05$) because it is less than the table value of t at 0.05 level. Hence the null hypothesis is accepted. The mean score values of the responses show that both male and female secondary school teachers strongly agree with the statement "lack of basic facilities affects teacher's performance negatively".

Ho 2: There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that overcrowded classes negatively affects teacher's performance:

Table 02: Overcrowded classes negatively affect teacher's performance.

Respondents	N	Mean	SD	SE _{D.}	t-value	p-value
Male SSTs	160	4.09	1.14	0.16	5.87*	0.000
Female SSTs	120	3.11	1.54			
Key: N= No. of Respondents SE=Standard Error				SD= Standard Deviation p = probability		
*Significant		df = 278		table value of t at 0.05 level = 1.976		

Table 2 illustrates that the calculated value of t was found to be 5.87 which is statistically significant ($p < 0.05$) because it is greater than the table value of t at 0.05 level. Hence the null hypothesis is rejected. The mean score values of the responses indicate that responses of the male secondary school teachers are more positive as compared to the responses of the female secondary school teachers. Male SSTs strongly agree while female SSTs agree to the statement "over crowded classes negatively affects teacher's performance".

Ho 3: There is no significant difference between mean opinions of Male SSTs and

Female SSTs on the statement that unattractive salaries package and financial crises becomes the cause of mental dissatisfaction for teachers:

Table 03: Unattractive salaries package and financial crises become the cause of mental dissatisfaction for teachers.

Respondents	N	Mean	SD	SE _D .	t-value	p-value
Male SSTs	160	4.31	0.98	0.11	1.02	0.31
Female SSTs	120	4.42	0.82			
Key: N= No. of Respondents SE=Standard Error				SD= Standard Deviation p = probability		
Non-Significant		df = 278		table value of t at 0.05 level = 1.976		

Table 3 depicts that the calculated value of t was found to be 1.02 which is statistically non-significant ($p > 0.05$) because it is less than the table value of t at 0.05 level. Hence the null hypothesis is accepted. The mean score values of the responses show that both male and female secondary school teachers strongly agree with the statement “unattractive salaries package and financial crises become the cause of mental dissatisfaction for teachers”.

Ho 4: There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that long distance to school affects teacher’s performance negatively:

Table 04: Long distance to school affects teacher’s performance negatively.

Respondents	N	Mean	SD	SE _D .	t-value	p-value
Male SSTs	160	3.84	1.18	0.14	0.34	0.73
Female SSTs	120	3.79	1.22			
Key: N= No. of Respondents SE=Standard Error				SD= Standard Deviation p = probability		
Non-Significant		df = 278		table value of t at 0.05 level = 1.976		

Table 4 indicates that the calculated value of t was found to be 0.34 which is statistically non-significant ($p > 0.05$) because it is less than the table value of t at 0.05 level. Hence the null hypothesis is accepted. The mean score values of the responses show that both male and female secondary school teachers agree with the statement “long distance to school affects teacher’s performance negatively”.

Ho 5: There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that autocratic behaviour of the heads negatively affects teacher’s performance:

Table 05: Autocratic behaviour of the heads negatively affects teacher's performance.

Respondents	N	Mean	SD	SE _{D.}	t-value	p-value
Male SSTs	160	4.23	1.09	0.13	0.08	0.94
Female SSTs	120	4.22	1.05			
Key: N= No. of Respondents		SD= Standard Deviation				
SE=Standard Error		p = probability				
Non-Significant		df = 278	table value of t at 0.05 level = 1.976			

Table 5 illustrates that the calculated value of t was found to be 0.08 which is statistically non-significant ($p > 0.05$) because it is less than the table value of t at 0.05 level. Hence the null hypothesis is accepted. The mean score values of the responses indicate that both male and female secondary school teachers strongly agree with the statement "autocratic behaviour of the heads negatively affects teacher's performance".

Ho 6: There is no significant difference between mean opinions of Male SSTs and Female SSTs on the statement that good classroom discipline ensures effective teaching learning process:

Table 06: Good classroom discipline ensures effective teaching learning process.

Respondents	N	Mean	SD	SE _{D.}	t-value	p-value
Male SSTs	160	4.09	1.24	0.15	0.20	0.85
Female SSTs	120	4.06	1.30			
Key: N= No. of Respondents		SD= Standard Deviation				
SE=Standard Error		p = probability				
Non-Significant		df = 278	table value of t at 0.05 level = 1.976			

Table 6 depicts that the calculated value of t was found to be 0.20 which is statistically non-significant ($p > 0.05$) because it is less than the table value of t at 0.05 level. Hence the null hypothesis is accepted. The mean score values of the responses indicate that both male and female secondary school teachers strongly agree with the statement "good classroom discipline ensures effective teaching learning process".

Analysis of Open Ended Questions

Table 07: Problems explained by male secondary school teachers

Problems Faced by Male SSTs	Freq:	% age	N
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Lack of basic facilities	129	81.3%	160
Autocratic and harsh attitude of the headmaster	125	78.8%	160
Poor financial status of the teachers	121	76.2%	160
Inadequate teaching materials	119	69.9%	160
Injustice of the Heads	112	70.6%	160
Unattractive pay scale and pay package	109	68.1%	160
Lack of co-operation among the staff	096	60.5%	160
Lack of in-service training	096	60.5%	160
Lack of teaching skills	094	59.2%	160
Social Responsibilities	094	59.2%	160
Lack of standard and well equipped libraries	093	58.6%	160
Long distance to school	093	58.6%	160
Lack of teaching staff	089	56.1%	160
Excess of work load	088	55.4%	160
Administrative duties	087	54.8%	160
Poor morale of teachers	087	54.8%	160
Low status in society	078	49.1%	160

Table 7 shows the views of male secondary school teachers about the factors which affect their performance. They responded that lack of basic facilities; autocratic and harsh attitude of the headmaster; poor financial status of the teachers; inadequate teaching materials; injustice of the heads; unattractive pay scale and pay package; lack of co-operation among the staff; lack of in-service training; Lack of interest of the Headmaster in solving official problems of the Secondary school teachers lack of teaching skills; lack of standard and well equipped libraries; long distance to school; lack of teaching staff; excess of work load; poor morale of teachers; low status in society; administrative duties; and social responsibilities are the problems which affect the performance of secondary school teachers negatively.

Table 08: Opinions of the Male Secondary School Teachers to Improve Secondary School Teacher's Performance

Suggestions	Freq:	% age	N
Pay scales should be upgraded for SSTs	126	79.4%	160
Attractive salaries should be given to teachers	134	84.4%	160
Basic educational facilities should be provided	131	82.5%	160
In-service training should be given at least once in year	106	66.8%	160
Attitude of the heads should be democratic and polite	129	81.3%	160
Headmaster should be interested to solve teacher's problems on priority basis.	124	77.5%	160

Table 8 shows that opinions of male secondary school teachers to improve the performance of secondary school teachers. They responded that pay scales should be upgraded for SSTs; attractive salaries should be given to teachers; basic educational facilities should be provided; headmaster should be interested in solving teacher's problems on priority basis; in-service training should be given at least once in year; and attitude of the heads should be democratic and polite.

Table 09: Problems Explained By Female Secondary School Teachers

Problems Faced by Female SSTs	Freq:	% age	N
Autocratic and harsh attitude of headmistress	102	84.7%	120
Household responsibilities	096	80.0%	120
Poor classroom discipline	095	78.9%	120
Unattractive salaries and pay scales	092	76.4%	120
Over work load	089	73.9%	120
Lack of transport facility	087	72.2%	120
Lack of interest of the Headmistress in solving official problems of the Secondary school teachers	086	71.7%	120
Posting in the remote areas	086	71.4%	120
Poor morale and socio-economic status	084	84.8%	120
Maternity cases	084	84.8%	120
Administrative duties	077	63.9%	120
Lack of teaching experience	075	62.5%	120
Lack of refresher courses	074	61.4%	120
Lack of In-service training	072	59.8%	120
Domestic problems	071	58.9%	120

Table 09 shows that opinions of female secondary school teachers about the factors which affect the performance of secondary school teachers. They responded that autocratic and harsh attitude of headmaster; household responsibilities; poor classroom discipline; unattractive salaries and pay scales; over work load; lack of transport facility; posting in the remote areas; poor morale and socio-economic status; maternity cases; lack of teaching

experience; administrative duties; lack of refresher courses; domestic problems; and lack of in-service training are the problems that affect the performance of secondary school teachers negatively.

Table 10: Opinions of the Female Secondary School Teachers to Improve the Performance of Secondary School Teacher

Suggestions	Freq:	% age	N
Pay scales should be upgraded for SSTs	106	88.0%	120
Basic educational facilities should be provided	103	85.5%	120
In-service professional training should be given at least once in year	086	71.4%	120
Heads should be democratic minded.	094	78.0%	120
Sufficient teaching staff should be appointed	099	82.5%	120

Table 10 shows that opinions of female secondary school teachers to enhance the performance of secondary school teachers. They responded that pay scales should be upgraded for SSTs; basic educational facilities should be provided; in-service training should be given at least once in year; heads should be democratic minded; and sufficient staff should be appointed.

Conclusions

In the light of statistical analysis and findings of the study, the following conclusions were drawn:

1. The study revealed that there is no significance difference between the views of male and female secondary school teachers on the problems that affect the performance of secondary school teachers negatively. There are various problems that affect the performance of both male and female secondary school teachers. These are; overcrowded classes; lack of basic facilities; over workload; provocative and aggressive students; poor and unattractive salaries; poor morale and socio-economic status of teachers; household responsibilities; long distance to school; lack of cooperation among the staff; injustice of heads; autocratic and harsh attitude of the heads; administrative duties of the SSTs; and lack of in-service training negatively affect the performance of secondary school teachers.
2. Majority of the male secondary school teachers explained various problems that affect their performance. They responded that lack of basic facilities; autocratic and harsh attitude of the headmaster; poor financial status of the teachers; inadequate teaching materials; injustice of the heads; unattractive pay scale and pay package; lack of co-operation among the staff; lack of in-service training; lack of teaching skills; lack of standard and well equipped libraries; long distance to school; lack of teaching staff; excess of work load; part time job; low status in society; administrative duties; and social responsibilities are the problems which affect the performance of secondary school teachers negatively.

3. Majority of the female secondary school teachers responded that there are various problems that negatively affect their performance. They responded that autocratic and harsh attitude of headmistress; household responsibilities; poor classroom discipline; unattractive salaries and pay scales; over workload; lack of transport facility; posting in the remote areas; poor morale and socio-economic status; maternity cases; lack of teaching experience; administrative duties; lack of refresher courses; domestic problems; and lack of in-service training are the problems which affect the performance of secondary school teachers negatively.

Concluding Remarks

In nutshell, it was concluded that there are various problems which negatively affect the performance of both male and female secondary school teachers. These problems were: overcrowded classes; lack of basic facilities; over work load; provocative and aggressive students; poor and unattractive salaries; poor morale and socio-economic status of teachers; household responsibilities; long distance to school; lack of cooperation among the staff; injustice of heads; autocratic and harsh attitude of the heads; administrative duties of the SSTs; lack of in-service training; social responsibilities; household problems and responsibilities; maternity cases; lack of teaching experience and skills; lack of standard libraries;; part time job; posting in the remote areas; lack of teaching materials; and poor classroom discipline.

Recommendations

Keeping in view the above conclusions, the researchers made some workable recommendations which are explained as under:

1. Provision of basic facilities play an important and crucial role in strengthening an organization or institutions but unfortunately our institutions have lack of basis facilities. Therefore it is strongly recommended that these basic educational facilities should be provided to each school on emergency basis. e.g., furniture, transport facility, toilet facility, teaching materials, etc.
2. As it was found that household factors also badly affect girl's education at secondary level. Their precious time is wasted in preparing and cooking food; cleaning, washing and sweeping activities; fetching firewood; hauling water; cutting firewood; herding and looking after animals; cultivating and harvesting; looking after of children, elder and sick; and involvement in social activities. Therefore it is strongly recommended that parents should not involve their daughter in performing such activities. For this purpose they should keep female servant provided they have strong financial status. In this way their daughter will find time for studies.
3. As it was found that lack of teaching staff negatively affects girl's education at secondary level. Therefore it is strongly recommended that sufficient and competent teaching staff should be appointed on emergency basis to fulfill the deficiencies in schools.

4. In order to remove mental dissatisfaction of the secondary school teachers, a proper service structure and time scale should be institutionalized so that they may perform their duties without any tension.
5. As it was found that over crowded classroom negatively affect the performance of secondary school teachers therefore it is strongly recommended that more rooms should be built in the school. In addition, it is also strongly recommended that adequate teaching staff should be appointed according to the strength of students.
6. The study revealed that unattractive and poor pay package negatively affect the performance of secondary school teachers therefore it is strongly recommended that teachers should be given special pay package so that they may feel satisfied and perform effectively.
7. Autocratic and harsh attitude of the heads with teacher badly affect the performance of teachers therefore it is strongly recommended that heads of the institutions should be democratic minded. They should adopt the principle of equality.
8. The study revealed that majority of the heads of the institutions is not interested in solving teacher's problems. Therefore it is strongly recommended that the heads of the institutions should solve the official problems of the teachers on priority basis so that teacher may perform their duties effectively.
9. Special in-service training should be given to secondary school teachers in classroom management and teaching methods to equip them with the modern teaching methods and techniques so that they may perform their duties effectively in classrooms or in wider community.
10. As the study revealed that teachers are paid poor and unattractive salaries which causes mental dissatisfaction of the teachers. Therefore it is recommended that the salaries of the teachers should be increased and fixed according to their qualifications. It is also recommended that teachers should be rewarded on showing good results so that they may motivate to continue their better performance.
11. Appointment and positing in far-flung areas negatively affect the performance of teachers especially of female teachers. Therefore, it is strongly recommended the teachers should be appointed and posted in their local areas so that they may perform their duties effectively and efficiently.
12. Over workload badly affect teacher's performance and therefore it is suggested that teachers should be handed over proper work according to their abilities so that they may perform their duties in an excellent way.
13. It is also recommended that this type of study should be conducted to know and identify the problems of teachers at elementary or tertiary levels.

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