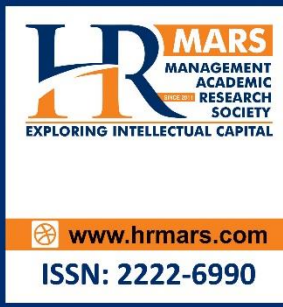




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## Facilities of Government & Private Secondary School Teachers of Karachi, Pakistan: A Comparative Analysis

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### Abstract

Education is necessary for the personality grooming of individual, so society had established separate formal institutes for that purpose. These institutes are having the triangle of three main pillars; consisted on Teachers, Students and Curriculum. Without teachers, educational process is impossible as flow of knowledge for the development of students is from teachers to student side. They have assigned by the divine duty of transmitting knowledge to the unknowns (students). Their work is too much curious and purposeful. Teachers are like the role models for students and that is why they can easily mold the new generation towards the better life. But for dedicatedly working its necessary to provide facilitated and relaxed environment to our teachers, tens or strict disciplinary environment results in the worse out put and bad heartedness by their profession. The research study is going to elaborate the difference between the facilities availed by government teachers and private school teachers and recommendation are related to unanimously application of good facilities of both sectors.

### Introduction

Teachers are the most essential part of educational system. They are considered as responsible for the development of students and promote skills in them. Pollac (1997) (1) quoted the words of Einstein that it is the supreme art of the teacher to awaken joy in creative expression and knowledge. They have the duty to train the new generation and guide them for future. Mishra (2005) (2) It is the teacher who requires instincts makes them socially acceptable, inculcates values, provokes and develops capabilities of man to their fullest and best. Hemchand (2009) (3) A teacher in relation to peoples has to act essentially as a friend, philosopher and guide. For the better development of students it's necessary to be professionally satisfied and relaxed, while this satisfaction is possible when the teacher enjoys a facilitated environment. Here in Pakistan we are having two types in school education namely public sector schools and private sector schools. Teachers of both sectors need

different facilities for the competency in their teaching. The research study is exploring the facilities availed by the teachers of public and private schools, which shows slight difference in provided facilities due to which performance difference is also observed.

### **Review of The Related Literature**

Teachers are the back bone of educational system and one end of educational triangle consisted on teacher student and curriculum. So we can not ignore their need in schools. For the best out comes of their services facilitation by management of schools is considerable essential. This concept of relaxation and facilities during services is not new.

In Pakistan teachers of both public and private sectors are availing certain facilities which are evenly apply in all govt. schools while vary in private sectors according to their caliber. These facilities are discussed as follows.

### **Salary and Pay Scale**

There is a fixed salary package and pay scale for the government school teachers. Pay scale usually starts from 9th grade up to 15 in government sector. But this pay scale is not too much sound full. Mostly their salaries lie between Rs.4000-9000. The suggestions for advance pay scale is obtained from the website of revised educational policy 1959 titled as white paper (4), "Present B.A/B.Sc/B.Ed teachers be placed in Pay Scale BS--16. Starting July 2010, all School teachers having B.A/B.Sc/ B.Ed qualification be placed in BS--16.. Present metric and inter qualified teacher be given 4—6 years to enhance their qualification to qualify for higher pay. After 2010, every teacher in the country should be placed in a minimum of BS—16 irrespective of his/her level of teaching." In Daily Jung (2003) (5) news was related to up gradation of teachers that many teachers are waiting even though after the success full completion of B. Ed in 1978-79 but not promoted to next grade (IST-HST). In every educational policy it is suggested to renew the pay scale of teachers.

In case of private school teachers it is not confirmed to get such fixed package or place in any grade of pay scale. They get very little amount on the name of salary, depending on student's strength, fees and their performance about class out put. But in high private schools which are providing facilities of O levels or A levels, situation is different.

### **Job Surety**

Once a person appoints as government school teacher he gets the surety about his job future. They don't have any fear about their job lose in case of taking classes regularly or not or even on worse performance of students, while private school teachers do not have permanent jobs. They always involve in the fear of in secure job future. Mostly fresh and young pass outs of intermediate appoint as secondary school teachers in private schools. There is no concept of training for them. Usually private school administration terminates them and appoints new teachers after summer vacation for salary saving. If they are not showing best results and obedience towards management they can easily be terminated. Shafi (2002) (6) in news paper article is indicating the un favorable situation of job surety for private school teachers that private school owners do not give assurance of ob to the teacher and rustication can be possible any time at any minor reason. Like the renowned school on jamshed road has rusticated its teachers after eid vacations on the name of financial crises.

### **Funds and Beneficiaries**

There are different allowances included in the salaries of government school teachers like; House allowance, medical allowance, conveyance allowance, compensatory allowance, adhoc and special allowance. These allowances are in very little quantity, the sum up of which converts in to just 4000-9000 Pak rupees. Deductions from their pays are on the name of G.P. fund and benevolent fund. There is no practical implementation of transportation, ticket concession or job surety for children by government of Pakistan. In private sector there is no concept of any fund and no security after retirement.

### **Eligibility for Jobs**

They have job surety but the attainment of job is not so easy. They have to clear the competition exams and must be fulfill the criteria of education for job like graduation or master's degree along with training (B. Ed). Shami (2005) (7) indicated the recommendations of every educational policy in Pakistan to increase the number of trained teachers and fix the eligibility criteria. In the white paper review of 1959's policy (8) is indicating the appointment eligibility in Pakistan A significantly large number of teachers, presently in active service, were selected without merit on the basis of quotas, given to political persons. Some of them took advantage of communal links while others owe their jobs to bribes paid to the quota holders or their intermediaries. These teachers are, in most cases, of poor quality. Teacher absenteeism has become a very common phenomenon in recent years. Some of them are permanently absent. These can be located as managers of the local landlords, guards of the ministers or abroad – the term used is 'on visa'. Those with connections can be transferred to the place of their choice. Others are victimized. Without meritocratic recruitments, transfers and postings, the failure of the system is inevitable. The system functions mostly for the politically connected, the bulk of teachers remain a voiceless lot that survives in a structure that frequently disregard merit.

There is no eligibility criteria fixed for private sector teachers. Most of them are under graduates and untrained. They used to get job very easily after metric or inter at low salaries as most of them are just having job as fun and entertaining purpose and better use of their time for the next admission. Siddique (2011)(9) added his survey related to the eligibility of job in private schools on the page 'Teacher woes' that private schools appoint metric or intermediate passed students as teachers having low pay scale.

### **Leaves**

Government school teachers get the smart package of leaves also. They have 15 days casual leaves, 12 days medical leaves which are consider as earned leaves and 3 months maternity leaves. Due to these leaves there is no deduction in salaries seen.

Private school teacher do not enjoy such facility of leaves. In most of the general schools, teachers get only 03 days casual leaves only and if they are availing more leaves due to any reason like health issue or any personal problem, they have to consider their jobs on stake. There is no guarantee about the sustenance of their jobs after vacations.

### **Audio Visual Aids**

Audio visual aids or instructional aids are essential for effective learning, Kochhar (2009)(10) an instructional aid is any device that assist instruction to transmit to a learner facts, skills, attitudes, knowledge, understanding and appreciation. Quddus (1990) (11) Use of audio visual aids can develop great confidence in teachers assuming leadership responsibility. It is of great importance to have the facility of audio visual aids illustrated by above but it is not considered in government sector especially.

Although government school teachers are trained but management does not provide them the facility of audio visual aids to teach students in better way. Some of the government schools even do not have the facility of fixed hanging black boards. They just use any board stuck by the help of cupboard or any thing else.

In private sector this facility is better than government schools. Thus the teachers of private schools have the facility to utilize different models, charts, pictures, or computers as audio visual aids.

### **Refresher Courses**

In every educational policy there is a suggestion for refresher courses of teacher but in real it does not exit. For more professional attitude it is necessary to keep aware the teachers from new amendments of teaching field, but it is lacking in both govt. and private sector. In educational policy 1992-2010 (12) it was recommended that teachers must be trained time to time for better teaching and computer literacy.

### **Performance & Monitoring**

Teacher's performance is judged by students out put in private sector. If class is not giving better out put than teachers can be terminated or their increment can be paused. Government teachers do not have such hectic situation.

### **Transporting Facility**

Government school teachers do not get the facility of transportation but they get allowance for transport. Private school teachers do not get facility or allowance both, in some private schools teachers avail this facility on their own expenses.

### **Laboratories & Libraries**

In government sector libraries are not present for teachers and students. Laboratories are essential at secondary school level especially for science students, but in government schools facilities and equipments related to experiments do not exist. They have to teach students with limited and improper damaged instruments. In educational policy 1992-2010 (13) it was recommended to facilitate schools with libraries and laboratories so that teachers can get benefit of it.

Private school teachers have better facilities of libraries and laboratories. They can demonstrate or conduct practical in better way as compare to govt. school teachers.

### **Student's Strength**

In government schools there is a large number of students in a class room mostly around or more than 50 while private schools just give the strength of 25 students to the teachers in class room. In this way they can easily control and give attention to all students.

### **Parent Teacher Association**

In government schools there is a concept of parent teacher associations but it is not active. They don't have the record of students in cumulative form. In private schools teachers have the facility of actively working PTA and they have to maintain record of students for the meetings of PTA.

### **Relationship with Administration**

If management and administration is providing democratic and understanding environment to the students, then teachers will be able to show better performance. In government schools teachers have good relationships with administration, may be due to permanent job factor but in private schools teachers face strict and tough attitude from management side.

### **Co-curricular Activities**

In government schools co curricular activities do not held commonly. Thus teachers do not get the chance to entertain or prove their abilities. Although in govt. schools mostly they have large grounds in their schools but the management does not arrange sports and games in schools.

Private school teachers have the chance to show their capabilities in different spheres by means of co curricular activities because in private schools frequently these activities are arranged by management.

### **Appreciation for Teachers**

It was suggested in every educational policy to award with appreciation shields or awards by government or school management for their best performance but truly it lacks in schools. Private schools to some extent appreciate their teachers verbally. In almost every educational policy it was recommended to give rewards or other incentives to the teachers for better performance. News of Daily Jung 2002(15) highlighted the motivational attitude by provincial educational minister by the announcement of incentives like on dedicated work cash prizes of more than 1 caror along with awards. Another incentive is also evident by the news of Jang (2001) (16) that secondary and higher secondary school board Sukkar has declared the rule to grant scholar ships to the children of government teachers.

### **Hypotheses of the Study**

The hypotheses of study are following.

The difference between the facilities of govt. and private school teachers will be due to the in equilibrium of salaries.

Due to the facility of funds to the govt. teachers.

Due to the facility of teaching aids in private schools

Due to the well equipped laboratories in private schools.

Due to the job surety for govt. teachers.

Due to the strength of students in class room in govt. schools

Due to the less burden and more facilities to the govt. teachers

### Strategy

The methodology which has been adopted by the researcher is Descriptive research. Descriptive research is helpful to get in depth knowledge related to problem in the light of current circumstances. According to Gay (1999) (17) Descriptive research involves collection data in order to test hypothesis or answer questions concerning the current status of subject of the study.

Researcher has used the limited population of secondary school teachers of Karachi, Pakistan. From this population sample was collected from the different towns of Karachi. The tools, selected for collecting data were questionnaire, observation and interview. 100 questionnaires were filled by the govt. and 100 by private secondary school teachers each. The data was converted in to statistical expression and judged through the simple percentile method.

Questionnaires were filled by 100 teachers of public and private secondary school teachers each. Percentage is declared out of 100 responses.

Items	Govt. Sectors		Private Sectors	
	Satisfied	Unsatisfied	Satisfied	Unsatisfied
Salary Satisfaction	22%	78%	20%	80%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Funds and Allowances Availability	98%	2%	0%	100%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Job Surety	82%	18%	16%	86%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Pension Facility	100%	0%	0%	100%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Teaching Aid Facility	22%	78%	60%	40%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Monitoring by School Management	60%	40%	90%	10%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
	<b>50 - 60</b>	<b>60 - 100</b>	<b>30-50</b>	<b>50-60</b>

Number of Students	72%	28%	100%	0%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Leaves ( Casual, Medical & Maternity )	100%	0%	20%	80%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Refresher Courses	86%	14%	40%	60%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Co-curricular Activities	70%	30%	86%	14%

Items	Govt. Sectors		Private Sectors	
	Fixed	Not Fixed	Fixed	Not Fixed
Job Eligibility	90%	10%	30%	70%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Incentives and Rewards	60%	40%	52%	48%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Library and Laboratories	70%	30%	38%	62%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Cumilative Racord	72%	28%	84%	60%
	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
Co Operation of Administration	80%	20%	80%	20%



### **Interpretations**

The data is showing the following results

Government school teachers are enjoying more facilities in case of leaves, relaxation and job surety; less burdened scheduling, less fear about monitoring and pension after retirement. They commonly do not get any type of appreciation from government or management on good performance. Refresher courses are conducted for their improvement but if head is co operative than they can avail this facility. Private school teachers are having very low salaries with out funds or rare increment. They have just 3-4 leaves annually, Govt. teachers have too many students in their class due to which they can not maintain discipline, while in private schools teachers have limited number of students in their class rooms. They have different modes of appreciation by management on good performance.

### **Discussion**

The whole research is clearly highlighting the difference between the facilities of both sector teachers. Government school teachers no doubt having the facility of fixed salary but it is also the fact that their salaries are not such groomed that they can easily accept the challenges of this tough life of today's world. They are earning very little for the fulfillment of their family's requirements. They are availing the facility of funds but it is also not in a big quantity, as house rent allowance of Rs.400-500 which is just simply in sufficient now days. It is the own feelings of govt. teachers that they have more facilitated job than private school teachers where they have to serve and tolerate more than their pays. Private school teachers have too much low pay scale and 100% teachers are refusing from the facility of any allowance or fund while 98% government teachers are accepting the availability of funds and allowances.

Government teachers are still after the passing 63 years of independence having black boards in shaking condition on walls or with the support of cupboards, so further and advanced audio visual aids are dream for them. They get increment but again a very little amount on the name of increment. It is also stating by the government teachers that it is announced in every educational policy to give priority to the teacher's children for the attainment of job, transportation fares or achievement of job, but in fact it is not truly accepted. Research proved the fact of un facilitated environment of schools which do not fulfill the basic needs of teachers. Co curricular activities are the part of government schools according to majority (70%) but not having the concept of variations in it. Private school teachers are also enjoying the facility of co curricular activities and opportunities to expose their abilities in different dimensions (86%). 82% government teachers are confirmed about their job surety while 86% private school teachers are not sure about their jobs. Government sector teachers also enjoying the facility of leaves (casual, medical and 3 months maternity leaves) shown by the collected data (100% yes) while in private secondary schools mostly they do not have any concept of leave, mostly teachers said that they can avail just 3-4 leaves in case of serious emergency only. Their absence can result in the form of job rustication or salary deduction. (80% data). In government schools teachers have to face problems due to the extensive number of students which consisted on 50 to 100 students according to obtained data, while in private schools there is limited number students concept in class rooms (from 30-35). Private schools have the proper monitoring system of teachers to assure 100% best results which generates suffocated environment for teachers without freedom of work (90% results) which is also recommended by Quddus (1999) while in government sector teachers are usually misusing the loose pattern of monitoring, . Refresher courses are provided

to public school teachers (86% obtained data) while according to 60% private school teachers they are having the facility of refresher courses. 100% government teachers are saying that they have the facility of pension after retirement which is not too much but the facility is there to avail which is lacked in private schools.

Conclusion:

The research study is illustrating the difference between the facilities availed by government and private school teachers, in the whole the government sector is more facilitated but performance and job passion wise facilities are present in private sector.

### Recommendations

Teachers of private sector should be facilitated by the leaves approval.

- Job security with handsome pay and after retirement beneficiaries should be provided to private school teachers.
- Refresher courses and training courses (in case of untrained teachers) should be provided to private secondary school teachers.
- Freedom based disciplined environment should be there for teachers in private sector schools.
- Teachers in government schools should be facilitated by furnished well equipped labs and well managed libraries with large number of books.
- Different co curricular activities should be held in government school to explore the teacher's abilities as well.
- Appreciation should be there for both sector teachers.
- Instructional aids should be provided to public sector school teachers.

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