



The Analysis of Pakistani Teachers' Performance in the Light of Their Job Description

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Abstract: Teaching is a stimulating and fascinating career and occupation. Teachers are role models, flagships, cynosure, and standard bearers for students and learners. The knowledge and understanding of job descriptions for teachers are vital. This research article is based on the analysis of teacher job descriptions in Pakistan at the school/college level as teachers in Pakistan have not been doing justice with their job descriptions and the country has been moving towards more and more horrible conditions for a long. The researcher conducted survey research and collected data from students and teachers with the help of questionnaires in the urban District of Mardan of KP province in Pakistan. The sample of the population had 15 students and 15 teachers of higher secondary level and the respondents' response was hundred percent. The researcher himself visited the sample of the study. The higher secondary level includes both the school and college level teachers and students. The questionnaires were one for students (close-ended) and the other for teachers (open-ended). The data were organized and analyzed qualitatively as figures were not involved in the analysis of data and hence recommendations were put forward. This is a fact-finding document and is beneficial for all the stakeholders i.e., teachers, students, parents, high-ups of education, and prospective researchers in the field of education.

Keywords: Teaching, Job Description, Stakeholders, Fact-finding, Beneficial, Prospective Researchers.

1. Introduction

Teaching means to guide the students and their studies. It is a dynamic process and not a static one. It further means imparting knowledge to the students. Teaching guides and forces the students to think for themselves. Teaching means not only imparting knowledge but also the ability to do something new and result-oriented. Teaching also means coaching, tutoring, educating, instructing, and schooling. (Merriam-Webster). (1)

The teachers always try to teach his/her students out of the box and make them good communicators and critical analysts. Out-of-the-box teaching means that the students must be taught in the light of their needs and demands. Needs cover their future while demands are meant for their present. The duties of a teacher are to teach the students reading proficiency, mathematics, aesthetic pursuits, religion, social sciences, and other dexterities and skills useful for life. Teachers are also responsible for the co and extracurricular endeavors and growth of the students. Most of the life of students is spent in co and extracurricular activities, which are vital for the overall growth and development of students and learners (2).

Teachers' jobs and duties cannot be confined to the four walls of school/college or classrooms. Today's teacher's role is beyond the four walls of building and classroom as a teacher is now considered a full-time mentor and social scientist.

Teaching is a complicated activity. The teacher is a social scientist and he/she has to care about all the aspects during teaching. These aspects and factors include geography, economy, politics, society, and even demographical concerns. It means that the teaching of teachers cannot be confined to the classroom environment or the four walls of the institution. (3).

The teacher must have a vast knowledge about the society and its characters. All those characters which are to be contacted by the students in their prospective life ..should be taught to the students.

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Teaching is influenced by many factors which include historical, traditional, and societal concerns directly related to the practice and theories of education. (4).

The competence of a teacher includes the ability of instructional management, caring and friendly attitude/behavior, and social flair / natural talent . (5). The competencies which are required for a teacher are ;(i) he/she should have the quality of working freely in a team environment, (ii) he/she must be dexterous in the use of IT gadgets /tools,(iii) he/she must also be complaisant and social. (6)

As far as the knowledge of a teacher is concerned, the teachers must have knowledge that should be refined and updated. The teacher must know about teaching methods, assessing and evaluative methods, and the psychology (study of the mind) of students. Furthermore, he must involve the students in the process of gaining knowledge as knowledge involves the learners practically in the endeavor.

The teacher must be sound professional, too. These skills include classroom management, classroom learning, and teaching proceedings, and a conducive environment for learning. The teachers must be good learners themselves and must strive for their professional growth and excellence. For this purpose, they must attend training workshops and work for their professional growth regularly so that they may be aware of the ever-changing process of teaching and learning.

The inclination and tendency of teachers towards his job description is of vital importance. It shows the dedication and intrinsic motivation of teachers to meet their job requirements and demands. It means that the teacher must be fully aware of basic values, social norms, and related commitments .7

The qualities of a teacher are;

Enthusiasm

The teacher must be enthusiastic and energetic as enthusiasm is vital for pleasant positive and useful learning (8). Enthusiastic teachers motivate and energize their students to learn new things. (9). Enthusiastic teachers are highly liked and respected by their students. (10). A Teacher's enthusiastic behavior motivates the students intrinsically and they develop love and an urge to learn the classroom and beyond the classroom. (11). Teachers' gestures and facial expressions are also catalysts in the intrinsic motivation of students. (12). Teachers' enthusiasm and afflatus create interest and inspiration in students for learning. (13). If a teacher responds to his job positively and honestly, it will work like a spark for the students.

Interaction with learners

The student-teacher relationship is essential for students' motivation and their prospective achievements (14). The students who have friendly relations with their teachers achieve greater individual and academic success(18). Students also like those teachers who are friendly by nature (21). Teachers who spend more time with students are considered friendly and supportive by students (22).

The teachers are no longer considered authoritative but rather friendly as the world has undergone many changes and modifications. What was considered good and beneficial in the past is considered different in these present and prevailing days.

The role of a teacher

The role of a teacher is to persuade, stimulate, uplift, and teach the learners. The best teachers not only teach their students the concerned course contents but also guide them in their prospective life endeavors. The teacher's role is very vast and not confined and limited. It embodies not only teaching but also the welfare of children. Teacher motivates students for analytically thinking and adoption of qualified values in society.

The duties of a teacher

The duties of teachers are teaching, making lesson plans, inspiring students to participate in the learning process, supporting team efforts, assessing students' performance, guiding and counseling students, using and learning about modern teaching methods, and working for his/her continuous professional growth and development. Teachers must attend all the staff meetings and work with the parents, guardians, other supportive workers, and other experts to care about those learners who have some shortcomings. Teachers are role models for their students and they are being copied and mimicked by their students constantly in their lives. They remember the style and body language of their teachers.



2. Research Methodology

This article was aimed at finding the cause of the deteriorating condition of Pakistani education. The population of the study was District Mardan (the second biggest district of Khyber Pakhtunkhwa province of Pakistan). The sample of the study had 15 teachers and 15 students of higher secondary level from the urban district of Mardan. For the collection of data from the target, sample questionnaires were designed: one for students (close-ended) and the other for teachers (open-ended). The data was collected by the researcher himself and he visited the target sample personally. As the study is purely qualitative, therefore, no numbers, digits, or tables were needed so tables and numbers were not inserted. The data was analyzed qualitatively in the light and responses of the respondents i.e., teachers and students.

3. Data Analysis

3.1 Teachers' Responses

Most of the teachers did not know about the meaning and comprehension of their job description. They were not aware of the duties and demands of their job. Their students were not happy and satisfied with their teachers. They did not know about the meaning and comprehension of the terms like inspiring, motivating, and encouraging students. Their main concern traditionally was bookish teaching and were not aware of the related roles and responsibilities of teachers outside the four walls of educational institutes. They were not aware of the teachers' role as caregivers, advisors, and mentors. They were not familiar with lesson planning, and proper prior preparation for teaching the class. The teachers seemed to be unfit or totally misfit in the frame of their job because they were not aware of those duties for which they were handsomely paid.

3.2 Students' Response

The students were not satisfied with the work done by their teachers. They were of the view that their teachers did not motivate them. They were facing difficulties in understanding their teachers because of their teachers' poor communication skills and faulty language and speech delivery. They were of the view that their teachers did not listen to them properly and thus questions remained unanswered. They considered their teachers' knowledge outdated because they were not something new and novel in the real sense and thus the dead and lifeless teaching of their teachers was fruitless and useless for them. The teachers did not use any teaching aids or technology in their teachings and thus the motivational level of their teachers' teaching was very low and even equal to zero. Their teachers were not doing the job and duty of counselors and guides for them, so they were blank and knew nothing about their prospective careers and choices of jobs. According to the students, their teachers did not provide them the opportunities of role-play, etc. to kill their stage fright. Furthermore, their teachers did not work for the improvement of their emotional and affective domains. In a nutshell, it is said that the teachers were unable to meet the criteria of effective and result-oriented teachers. The teachers did not live up to the definition of teachers.

3.3 Finding of the study

The researcher after a thorough investigation of the qualitative data has reached the findings: the study has revealed that most of the sample teachers of the study were not aware of the details of their job description and thus their performance was not encouraging and substantial. The study further added and found out that the teachers were not fully committed and dedicated to the overall growth and development of their students because they were not aware of their roles as teachers in the light of their job description. The teachers were not that dexterous and skilled because they were not motivated due to their shallow wit and knowledge regarding the pressing demands of their job description. Teaching for them was a job and not a responsibility. Their students fell prey to utter despondency because of the lifeless teaching of their teachers. The students were despondent because of the faulty teaching of their teachers. The students were passive entities and learners at the receiving end without their proper interaction and participation in the proceedings of the class. The teachers were not interested in the inclusion of technology or other interesting teaching tools and aids and thus their teaching lacked the luster for their students and naturally, the students came under the cover of disappointment. Similarly, the heads of the educational institutes of the sample teachers were not active in the evaluation of the teachers' performance and class participation.

4. Discussion

The teacher is the backbone of the entire process of educating the students and their proper learning. Our teachers are not competent as competency is the blend of knowledge, skill, and attitude. They may have skill and knowledge but not attitude and that's the reason that their behavior is not in proper correspondence with their attitude. Most of our teachers are by -chance and not by choice. Furthermore, the teacher must come fully prepared for teaching. He/she must involve students in the learning process. The presentation quality of teachers must be superb. The teachers must also go for the evaluation of their students. Our teachers are still in the circle of outdated teaching methods, and they do not want to get themselves polished and refined in the field of teaching. Teacher makes and mars the future of students as students are totally at the mercy of their teachers. The slow learners in the classrooms are only because of the outdated teaching methods of the teachers. These teachers know nothing about the psychology of their students because they are not aware of the responsibilities given in their job descriptions.

5. Conclusion

The graduate of the present century must have full command and mastery over proper presentation and communication. He/she must be a critical thinker. He/she must know (in case of a leadership role) how to lead a team and how to be led(in case as a member of the team). Furthermore, he /she must be able to go for creativity and idealization. For this purpose, we need virtual, motivated, and by-choice teachers. The data analysis of this research article indicates that we do not have by-choice teachers. The teachers are not highly motivated. Therefore, they do not have the spark to motivate and force their students to become good entities in society. Our education has not been the priority of the ruling elite (elected or non-elected). Their young ones are in the grand private institutes where their children enjoy not only their education but also their career-building. The teachers of those grand private schools are highly motivated and committed because they are paid and trained according to the demands of the changing world. In such institutes, the needs and demands of the students are properly addressed and accommodated. The demands of the students are related to their present while their needs are related to their tomorrow (future). Teachers are those people in our community who are still loved and adored, and they always command respect. People have lost their hope in all departments but only teachers can realize their dreams. Therefore, our teachers must be friendly to their students. Our teachers must be facilitators for their students. Our teachers must be firm in their approach and above all our teachers must be fair and honest not only with their job's description but also with themselves. Our teachers need a little bit of push otherwise they can bring laurels not only for the students but also for the nation within a very short time ..they only need to train and polish a generation ..the rest will move following their footprints.

6. Recommendations

After a thorough analysis of the data, the researcher put forward these recommendations. There should be a country-wide hunt for by-choice teachers on an emergency basis because teachers are by birth, they cannot be made and trained. The selection criteria of teachers must be changed and modified. If they are selected and appointed either by the Public Service Commission or the concerned directorate. The selectors may use scientific and psychoanalysis techniques for their selection and appointment. The communicative quality and excellence of teachers may be given the top priority in the selection criteria. Communicative quality is the main weapon and device for bringing pleasant and positive change in individuals. The teacher may be friendly and facilitator for students so those who have good disposition may be honored with the posts of teaching. The valuation of the teacher's personality may also be facilitated by surveying the community. The community's participation in the teachers' selection may also be given weightage. The relevant degree in the subject of education (B.ED) may be made mandatory for all cadres of teachers. The government may have a result-oriented and proper evaluative mechanism for the assessment of teachers' performance. The heads of the institute may take this responsibility with religious zest and zeal. Those individuals may be hired for the posts of teachers by choice and with missionary zeal. The government may arrange training seminars for the continuous professional growth and inspiration of teachers.



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