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THE VOICE OF **TEACHERS**

LEARNING
FROM TEACHERS
ACROSS PAKISTAN

۱۰ ۹ ۸ ۷ ۶ ۵ ۴ ۳ ۲ ۱

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THE VOICE OF TEACHERS

Learning from teachers across Pakistan

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ACRONYMS AND ABBREVIATIONS

B.Ed	Bachelor of Education
CT	Certificate in Teaching
DMO	district monitoring officer
DSD	Directorate of Staff Development
DTE	district teacher educator
EFO	education field officer
FDG	focus group discussion
IMU	internal monitoring units
KP	Khyber Pakhtunkhwa
M.Ed	Master of Education
NACTE	National Accreditation Council for Teacher Education
NTS	National Testing Service
PTC	Primary Teaching Certificate
SAHE	Society for the Advancement of Education
SOLO	Structure of the Observed Learning Outcome

FOREWORD

Bismillahirrahman irrahim.

Pakistan's education crisis has many dimensions but perhaps the one that is most vexing is the question of Pakistan's teachers.

There are nearly 1.4 million teachers in the country, split evenly across the public and private sectors. But government schools cater to roughly two thirds of all enrolled children. Straight away, this tells us that government school teachers face a disproportionate burden of the country's pupils. But that is not even a fraction of the full story.

Government school teachers who show up to work have to contend not only with overcrowded classrooms but also with a host of other challenges that are not addressed by public policy in any way. Among these challenges are ghost teachers and teacher absenteeism, problems that demotivate and demonise the majority of dedicated teachers who make a living dispensing lessons to the nation's children. Pakistan's government schools are falling apart and the majority of private schools operate out of residential buildings, leaving the classroom teacher to manage in physically challenging environs. In a country where the literacy rate is below 60% and there is an epidemic of out-of-school children, it will surprise no one that teachers lack the skills and resources to learn on the job and become better teachers.

Much of these facts about teachers are known but the details of what we know are generally scant. Since the BRIDGES study in the 1980s there have been no comprehensive, large-scale surveys of teachers in Pakistan. Everyone is naturally interested in the state of the children of Pakistan and the state of the schools in which they study, but few seem to be interested in the source of learning: our teachers.

Since its inception, Alif Ailaan has tried to strike a balance between drawing attention to the legitimate issues of teachers, and the obvious abuse of the public trust that many teachers engage in through absenteeism and a lack of professionalism. We have worked with teachers unions to understand their viewpoint better and we convened the largest-ever national conference of teachers' union leaders in December 2013. Throughout we were keen to learn in greater depth exactly what issues the average teacher faces.

The Voice of Teachers study is our effort to learn more about the average Pakistani teacher. We learn, of course, that there is no such thing. Pakistani teachers are extraordinary and face extraordinary odds. Theirs is an incredible story of tragic lost opportunities but also of some incredible innovation.

One of the country's finest non-profit organisations, the Society for the Advancement of Education (SAHE), was a natural partner for Alif Ailaan in this regard. We are privileged that we were able to work together to produce this pioneering and ground-breaking exploration of the working life of a Pakistani teacher. We hope our study will inform the federal and provincial governments, and enlighten a nation that is increasingly learning to raise its voice for the quality education of every Pakistani child.

Mosharraf Zaidi
Campaign Director
Alif Ailaan

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Abbas Rashid
Executive Director
Society for the Advancement of Education (SAHE)

EXECUTIVE SUMMARY

The teacher is at the heart of the education system. In Pakistan, however, the discourse on education often attributes to teachers virtually everything that is wrong with the system.

There is little doubt that teacher performance in the classroom is below par, considering the consistently low learning outcomes recorded through examinations and assessments at all levels of schooling.¹ But is the teacher entirely to blame for this situation?

The Voice of Teachers aims to move beyond cliché and misrepresentation, bringing to the fore teachers' own perceptions regarding the education universe they inhabit. Talking to teachers across Pakistan, this study seeks to better understand the challenges they face, the support they require, and their own assessment of issues within the teaching profession.

The methodology for this study recognises the teacher as a professional embedded in an organisational structure. With performance as the central concern, our survey was designed to gain insight into key factors that contribute to teacher capacity and motivation, and to identify factors that help or hinder a teacher's work. A total of 1,264 teachers (823 teachers and 441 head teachers) from 634 schools participated in the survey. Our study covered government and private schools in 15 districts across all four of the country's provinces. Given that government schools are the means through which education is delivered to the majority of Pakistan's children, particularly those growing up in low-income households, roughly 75% of our sample was drawn from schools in the public sector.

The framework of analysis for this study considers poor learning outcomes to be the result of systemic failures. Teachers share responsibility but our findings show that the system has also failed to support and assist the majority of teachers who report to work daily and are dedicated to their jobs. Government policies appear to focus on the minority of teachers seeking to shirk work, rather than the thousands of diligent teachers who struggle to deliver.

Teacher capacity remains a real issue. Respondents were asked questions on key concepts any qualified teacher is expected to know. The results show that the majority of teachers have never seen a curriculum, have no idea about taxonomies and have received no training in basic areas such as assessment or textbook use. The majority of teachers report receiving their professional degrees and certificates from government institutions, with the Allama Iqbal Open University, a distance-learning institution, being a key provider. The remainder have graduated from private-sector institutions. In both cases, many of these institutions are said to offer low-quality degrees and certifications. Similarly, many teachers still hold a Certificate in Teaching (CT) or Primary Teaching Certificate (PTC), qualifications now considered arcane and being phased out.

One of the few issues related to teachers that has grabbed the public imagination is teacher absenteeism in government schools. Teachers are keenly aware of the problem, if for no other reason than the fact that it gives teachers a bad reputation and increases the workload of those who do report to work. Steps taken in some provinces to curb this destructive

¹ These include the National Education Assessment System (NEAS), the Annual Status of Education Report (ASER), and standardised testing in Punjab by the Punjab Examination Commission (PEC).

practice have started to show results but whether such measures are likely to have an impact on teaching quality or learning outcomes is another matter altogether.

The classroom where a teacher spends most of their professional life is not an ideal workplace. Overcrowded classes and multi-grade teaching are just the tip of the iceberg. Textbooks are age-inappropriate and not delivered on time, and the medium of instruction is often a language that the children do not speak at home and find hard to understand. Add to that the fact that many schools lack basic facilities such as running water and electricity, and the average teacher's work environment is not only far from ideal, it is in many cases extremely challenging.

An average teacher spends about 5 hours a day in the classroom but their work is not done when classes end. Teachers must spend several hours each week planning lessons, preparing and marking tests and checking student notebooks. Teachers also spend time in meetings with head teachers and catering to monitoring visits from education officials. For government teachers, particularly men, there is the additional burden of non-teaching duties assigned to them regularly which involves participating in election activities or vaccination campaigns, to name but a few.

But in many cases, the greatest challenge of all is the child herself. Even the most gifted teacher cannot counteract factors in a child's life outside of school that prevent her from taking an active interest in the classroom. Many of the teachers in our survey report that their students belong to the poorest households. Many such children are likely to be malnourished, which affects cognitive development and learning. Most teachers report that children receive no help at home with their school work because their parents are not educated. Parents also pull children out from school at crucial times, such as the harvesting season. Without the means to pay for private tuition, such children are likely to fall far behind in their studies, if not drop out of school altogether.

In terms of factors that help, teachers receive support from supervisors and peers. Our findings show the importance of the head teacher, and most teachers report detailed meetings where their performance is evaluated and guidance is offered. Teachers also actively network when given the opportunity, and follow up later with contacts they have made to exchange knowledge and share learning materials.

Outside of this small circle of meaningful feedback and professional support, government teachers are faced with a massive bureaucracy where most decisions related to their working life are taken. Across the country, education departments are highly centralised. This has created a situation where education managers are bogged down by routine decisions, while teachers are forced to use whatever means are available to seek the necessary approvals. It also means that education administration officials have very little time to focus on important matters. Our findings highlight the need for decentralisation, with more decision making at the school level.

If there is one clear message from our study, it is that responsibility for the failure to deliver high-quality education does not lie at the doorstep of teachers alone. In fact many of the challenges that teachers face daily have as much to do with their own capacities as with policies and procedures far removed from ground realities and in dire need of an overhaul. It is up to provincial governments to take on this challenge.

1. INTRODUCTION

Pakistan's system of education is in a state of crisis. Close to half of all children of school-going age are not in school—a staggering 25.02 million boys and girls between the ages of 5 and 16.² Those who are in school receive an education of such poor quality that almost three quarters drop out before completing their schooling. Across the board, learning outcomes are unsatisfactory, with many students in Class 5 unable to read at a level of competency expected of children in Class 2.³ Teacher absenteeism is a serious issue, corporal punishment continues to be used in the classroom, and schools lack basic facilities such as toilets, drinking water and electricity. In these circumstances, providing a quality education to every last child in the country is a daunting proposition.

While there are many factors that go into providing a child with a good education, perhaps the single most important one is the quality of teaching. Respect for teachers is embedded in our cultural traditions, with the *ustaad* (teacher) awarded a high status in society. Indeed, across the country, Pakistanis young and old will tell you about the exceptional teachers who inspired them, opened their minds and transformed their lives.

Yet today public perception about Pakistan's teachers—especially teachers working in government schools—is overwhelmingly negative. Government school teachers in particular are seen as incompetent, disinterested and corrupt. Teachers are thought to have questionable mastery over their subjects and no motivation to improve their own performance or help students learn. Reports of corporal punishment and teacher absenteeism are rife. As far as the government is concerned, teachers are seen as being interested solely in maximising their own pay and perks.

In fact, we know very little about the professional life of the average Pakistani teacher, the organisational structures in which they work, the challenges they face and the support they require. We know even less about what drives these men and women to become teachers in the first place, and to remain in the profession despite the many difficulties involved. We know least of all about what Pakistani teachers think, their opinion of the problems plaguing the profession, and the strategies they employ every day to do their jobs to the best of their abilities. Our study aims to change that.

The Voice of Teachers is based on an extensive nation-wide survey of over 1,250 teachers and head teachers in more than 600 primary, elementary and high schools across the country's four provinces, covering government and private schools in urban and rural areas. We employ survey instruments as well as in-depth interviews to develop a profile of Pakistani teachers and the environment in which they work, and to document their key concerns. But more than the numbers involved and the geographic spread of our survey, it is our focus on the teacher's own views and perceptions that is important and distinctive about this effort.

Attempts to reach out to Pakistan's teachers in large numbers have been rare. The last such survey, begun in 1987 under Project BRIDGES (Basic Research and Implementation in Developing Educational Systems), was led by the Harvard Institute of International Development and the Harvard

² See Alif Ailaan 2014a.

³ See Idara-e-Taleem-o-Aagahi 2014.

Graduate School of Education in the United States.⁴ Since then, the overall standard of education in the country's schools has declined, and facilities and infrastructure in government schools are crumbling. In the intervening years, the country has also seen the mushrooming of private-sector education providers, which today account for approximately one third of all enrolment at the primary level. The environment in which teachers work has changed, as have the challenges.

The teacher is at the heart of the education system and also, importantly, at the centre of efforts for education reform. *The Voice of Teachers* shows that the majority of Pakistan's teachers are keenly aware of their own shortcomings and eager to improve their performance. Our survey also highlights what teachers require to do their jobs better: they need training, textbooks of high quality, a curriculum that is based on the learning needs of children, and a language policy that facilitates teaching and learning. They need mentoring and guidance, evaluation and feedback, and a clean and safe environment in which to work. But perhaps most of all, Pakistan's teachers need to be heard.

Much has been said and written about the men and women who educate our children. It is now time to listen.

⁴ See Warwick and Reimers 1995.

2. METHODOLOGY

The purpose of this study is to better understand teachers' perceptions regarding matters that affect their professional practice. Our survey documents the challenges Pakistan's teachers face, the ways in which their work is affected by the organisational structure in which they are embedded and the support they require to do their jobs properly.

2.1 RESEARCH QUESTIONS

Our study seeks to elicit teachers' views and perceptions regarding the following questions:

- a. What challenges do teachers face in the classroom with respect to pedagogy, interaction with students, language policy, subject knowledge, and other factors that affect their ability to teach?
- b. What is the effect on a teacher's performance of factors such as parental engagement, community involvement, and the quality and motivation of students?
- c. What is the condition of schools in which they work, and how does the absence of facilities and learning materials affect the quality of teaching?
- d. What intrinsic and extrinsic factors motivate (or demotivate) teachers and head teachers?
- e. What monitoring mechanisms are in place and what mechanisms are required to improve education governance?

It should be kept in mind that the responses collated here represent teachers' perceptions, based on their own experience. As such, the responses documented in this study may differ from the facts on the ground as recorded in other surveys and government data sets.

2.2 METHODOLOGICAL APPROACH

We conducted a mixed-method study involving surveys of a carefully selected cross-section of teachers from all four provinces of Pakistan.⁵ A two-tiered approach was adopted, involving a quantitative survey and qualitative interviews. The quantitative survey was conducted in a cross-section of schools in both the government and private sectors. Survey data were complemented by in-depth semi-structured interviews with government and private school teachers and head teachers.

2.3 PREPARATORY PHASE

2.3.1 Desk review

Prior to conducting the survey, a comprehensive review was carried out of documents, policies and plans related to teachers and teaching, with

⁵ Pakistan's special areas and territories—Azad Jammu and Kashmir, the Federally Administered Tribal Areas, Gilgit-Baltistan, and the Islamabad Capital Territory—were not included in the survey.

a focus on Pakistan. The purpose of the desk review, was to aid in the development of research instruments.

2.3.2 Development of research instruments

The key research instruments for this study were three quantitative surveys, designed to develop profiles of schools, teachers and head teachers.⁶ The quantitative surveys were supplemented by in-depth interviews with teachers and head teachers.

Focus group discussions (FGDs) and key informant interviews were also used in the preparation of research instruments. The purpose of conducting FGDs was to help identify areas of focus for interview questions. Two FGDs were held with six to eight participants at two stages during the research process. Feedback from FGDs and key informant interviews were incorporated into the design of the quantitative and qualitative instruments.

- Quantitative tools

The survey consisted of a combination of closed and open-ended questions designed to gauge teachers' perceptions and opinions on a range of issues that affect their work on a daily basis. Three separate questionnaires were developed. The first was designed to gather information about schools, students and facilities.

The other two questionnaires were designed specifically for teachers and head teachers. Their purpose was to capture perceptions regarding school-related challenges, government policies, governance and the role of the community, to gauge teachers' motivation and job satisfaction, and to understand the factors that affect their ability to teach effectively.

- Qualitative tools

The second phase of the study involved in-depth qualitative interviews with 150 teachers. The instrument to collect this data was finalised after the quantitative surveys were completed, and their results informed its development. Teachers selected for these interviews included those who participated in the quantitative survey. The cohort selected for this exercise consisted of male and female teachers in primary, elementary and high schools in both the government and private sectors. The in-depth interview instrument was designed to better understand teachers' motivation and job satisfaction, their teaching and non-teaching workload, student quality and motivation, professional support mechanisms within the school and outside it, and a number of other matters that are of importance to teachers.

2.3.3 Pilot testing

The research instruments were tested in Lahore and Sheikhpura.⁷ Pilot testing provided an opportunity to refine the questionnaires. The results were tabulated and analysed in order to identify gaps and issues in the gathering of information. Issues that emerged included concerns with the framing of questions, the need for additional response options and the need to incorporate additional relevant comments.

⁶ See Appendix 1-5

⁷ The selection of pilot testing sites was based on logistical considerations, since the core research team for this study was located in Lahore, the provincial capital of Punjab.

2.3.4 Phase I: Quantitative survey

The quantitative survey was conducted in 634 schools in 15 districts covering all four provinces of Pakistan (see Table 2.1). Districts were selected based on their performance in a nation-wide ranking system that assesses the quality of education as well as the condition of facilities and infrastructure.⁸ In each province, a mix of high-, medium- and low-ranked districts were chosen.

The survey questioned 1,264 respondents, of whom 823 were teachers and 441 were head teachers. The government school was the key sample unit for our research. With this in mind, approximately 75% of respondents were from government schools and the remainder from the private sector. The mix of teachers and head teachers covered the range of school levels—Primary (Class 1-5), Elementary (Class 6-8) and High (Class 9-10)—since there are systemic operational differences between different levels of education.

- Sampling strategy

Our sample contained a higher number of primary schools, which constitute the overwhelming majority of schools in the country. After studying data obtained from provincial education departments, government schools with a minimum of 150 students were identified. From within this group, target schools were randomly chosen. Two thirds of the selected schools were located in urban areas and one third in rural areas.

The selection of private schools was random. One criterion for selection was that they should be low-cost private schools, charging a monthly fee of up to PKR 1,000. Another was their proximity to a government school that was part of the sample.

Approximately 75% of schools in our sample were government schools and the remainder were low-cost private schools. The purpose of this sampling strategy was to ensure comprehensive coverage of the teacher population across provinces, school types and levels of education

Basic information about schools and teachers required to develop our research plan was provided by a number of government departments and agencies including the Directorate of Secondary Education (Balochistan), the Elementary and Secondary Education Department (Khyber Pakhtunkhwa), the Directorate of Staff Development (Punjab), district education departments (Sindh), and programme management implementation units (PMIUs).

2.3.5 Phase II: Qualitative interviews

The research team completed a preliminary analysis of results from Phase I to develop profiles of participating teachers. Lists of teachers were prepared,

Table 2.1: Teachers interviewed for quantitative survey (phase-I)

Province	District	Schools			Teachers and head teachers		
		Government	Private	Total	Government	Private	Total
Balochistan	3	47 (72%)	18 (28%)	65	64 (67%)	31 (33%)	95
Khyber Pakhtunkhwa	3	104 (76%)	33 (24%)	137	214 (75%)	73 (25%)	287
Punjab	5	197 (75%)	65 (25%)	262	361 (72%)	139 (28%)	500
Sindh	4	134 (79%)	36 (21%)	170	282 (74%)	100 (26%)	382
Pakistan	15	482 (76%)	152 (24%)	634	921 (73%)	343 (27%)	1264

⁸ See Alif Ailaan 2013.

sorted by district and province, and filtered on the basis of indicators such as response ratio and willingness to participate in in-depth interviews.

A total of 150 teachers and head teachers were selected (see Table 2.2) to participate in Phase II of the research. Each participant was interviewed individually for approximately one hour.

2.4 IMPLEMENTATION OF RESEARCH

The research design for this study was developed by the Society for the Advancement of Education (SAHE). This section describes measures for oversight of the research, the strategy adopted to manage large-scale data collection, arrangements for data management and analysis, and ethical considerations.

2.4.1 Research advisory group

To provide input into the design and implementation of this study, an advisory group was formed, consisting of academics, representatives of civil society organisations, and members of government- and private-sector educational and research institutions.⁹

2.4.2 Implementation with partners

In view of the operational complexities involved in hiring field teams, managing logistics and ensuring quality in data collection, the research for this study was carried out in collaboration with SAHE's provincial partners, the Indus Resource Centre (IRC) in Sindh, the Public Policy Review Centre (PPRC) in Khyber Pakhtunkhwa, and the Society for Community Strengthening and Promotion of Education, Balochistan (SCSPEB).

2.4.3 Conducting the survey

Field teams were selected and provincial coordinators for each province were recruited. A recruitment committee was formed, in consultation with provincial partners, consisting of a team leader, a human resources manager and provincial coordinators.

- Formation of field teams

SAHE drew on its professional network as well as its own database of CVs to shortlist candidates to serve as enumerators. More than 100 individuals were interviewed to select 45 enumerators for the quantitative and qualitative surveys. Provincial coordinators were recruited based on demonstrated experience in managing data collection processes, and monitoring and evaluation.

Table 2.2: Teachers participating in qualitative interviews (phase-II)

Province	Districts	Schools (government and private)	Teachers	Head teachers
Balochistan	3	30 (10 per district)	24	6
Khyber Pakhtunkhwa	3	30 (10 per district)	24	6
Punjab	5	50 (10 per district)	40	10
Sindh	4	40 (10 per district)	32	8
Total	15	150	120	30

⁹ See Annex 1.

- Training of field teams

The training of field teams for the quantitative survey was carried out in two sessions. Separate sessions were held in Karachi and Lahore between January 10-13, 2014. The Lahore session was for enumerators from Khyber Pakhtunkhwa (KP) and Punjab, and the Karachi session for field teams from Balochistan and Sindh.

Enumerators were briefed on the nature and purpose of the study, the survey sample and questionnaire, tasks involved in the survey, the role and responsibilities of field staff, and details of fieldwork procedures. Practice interviews were conducted with teachers in a school setting and each survey instrument was discussed in detail. Field teams also participated in practice sessions held at eight government and private schools in Lahore, and eight government and private schools in Karachi.

The training of field teams for the qualitative interviews was conducted in Lahore on March 3-4, 2014. Teams were briefed on the purpose of the interviews and preliminary findings of the quantitative survey. Every question in the survey was discussed in detail and practice interviews were conducted with teachers. This exercise helped to ensure that the information collected through the qualitative interviews was of high quality.

2.4.4 Ethical considerations

The research team, particularly the data collectors, ensured that participants of the study were familiar with the nature and purpose of the study, and that their participation was not the result of coercion or influence.

- Communication with participants

Head teachers of the schools selected for the quantitative survey were informed about the study by government agencies at the provincial and district levels. In addition, the research team sent formal letters of invitation to head teachers of the selected schools, highlighting the objectives of the study. Where tape recorders were used, participants were informed and their permission obtained before recording.

- Confidentiality

Respondents were assured of confidentiality. To allay any misgivings and to make sure that teachers could speak freely, interviews were conducted individually, in separate rooms or spaces. The location for each interview was agreed with individual participants and not pre-selected. The quotes that appear throughout this study are taken from these interviews. The names of all respondents have been changed to protect their identity.

2.4.5 Data management

For the quantitative survey, a data analyst coordinated provincial and district-wise data, and reviewed data analysis reports. Data entry for the school and teacher surveys was outsourced to a data management firm. Data obtained from the quantitative survey were analysed using database and statistical analysis (SPSS) software.

Interviews for the qualitative part of the study were recorded and transcribed. Province-based transcribers were engaged to develop error-free, fluent transcripts that matched the audio recordings.

To analyse the data collected, information was organised into tables and classified into themes.

2.4.6 Framework for analysis

The purpose of this study is to better understand the perceptions of Pakistan's teachers regarding the day-to-day realities of their jobs and the systematic factors that affect their professional lives. The research framework for this study views the teacher as a professional, embedded in an organisational structure. It takes teacher performance to be a measure not only of an individual's effectiveness but also the effectiveness of the system as a whole.

A major challenge for this study was to identify the factors, both within and outside the classroom, that affect the ability of teachers to teach effectively. The study uses the opinions and perceptions of teachers to gain insight into issues that have a critical bearing on the quality of education and the level of student learning.

To gauge performance, the study uses a simple equation borrowed from the literature on organisational development: performance = ability + motivation + resources.¹⁰

- Ability

Ability is seen as a function of recruitment policies, a teacher's level of education prior to recruitment, and professional development policies and practices. Professional development includes factors such as in-service training, evaluation and mentoring. Ability is also affected by the expectations of the system and the inputs provided: the curriculum, textbooks, medium of instruction, examinations and assessments. The quality of these inputs and their alignment to ground realities have a significant impact on teacher performance. Importantly, a teacher's ability also depends on the calibre and motivation of their students, which are in turn affected by poverty, malnutrition and parental attitudes.

- Motivation

A complex set of variables affect a teacher's motivation, with ability itself a driver of motivation. Other factors include job security, salary, family requirements, career advancement structures, peer support, workload, and official recognition for work well done. The role of the community is also relevant.

- Resources

Resources include some of the inputs mentioned above, plus the state of school facilities and equipment, and the availability of teaching and learning materials. Inputs such as teaching aids and special resources for children from low-income families and children with special needs are not included in this survey.

¹⁰ See Lussier and Poulos 1998.

2.5 LIMITATIONS OF THE STUDY

The framework used for this study and the questionnaires administered target both public- and private-sector teachers. Some questions apply only to government teachers.

The organisational context of the government schools system is explored in detail. An in-depth analysis of the organisational context of private schools was not within the scope of this study.

The findings discussed in this report reflect the opinions and experience of teachers. In some cases, teachers' perceptions are at variance with government policy or facts on the ground. It is not within the scope of this study to test the accuracy of teachers' perceptions in the light of statistical data collected by government agencies or the findings of other reports and studies. Where required, findings from the survey are contextualised using academic studies or additional research.

The purpose of our study is to gain insight into the reasons and dynamics underlying teachers' views and opinions on matters of professional concern.

Since our survey explores teachers' perceptions about key issues that affect their professional lives, the element of social desirability bias that is inherent in a self-reporting exercise needs to be factored into the interpretation of results.

3. THE AVERAGE PAKISTANI TEACHER

One of the purposes of this study was to develop a profile of the average Pakistani teacher. To this end, the research team ensured that teachers selected to participate in the survey were indicatively representative, and that the gender balance in each province was maintained. As noted in Chapter 2, the government school is the key sample unit for this study. With this in mind, 74% of respondents were from government schools and the remainder from the private sector (Figure 3.1). A total of 441 head teachers were interviewed across government and private schools (Table 3.1).

3.1 GENDER

In the case of government teachers, the study covers an almost equal number of men and women teaching in primary, elementary and high schools (Table 3.2). Although an attempt was made to interview an equal number of male and female teachers in the private sector, the private school teaching force is dominated by women (78% of private school teachers in the survey are women).

Figure 3.1: Teachers surveyed by school type (national)

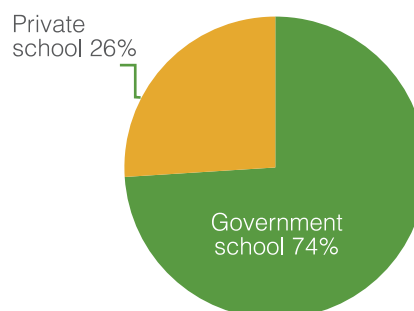


Table 3.1: Number of head teachers surveyed by school type, gender and province

School type	Gender	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Male	9	38	52	63	162
	Female	9	32	71	38	150
Private	Male	1	19	34	21	75
	Female	7	10	20	17	54
Total		26	99	177	139	441

Table 3.2: Number of teachers surveyed by school type, gender and province

School type	Gender	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Male	23	73	105	120	321
	Female	23	71	133	61	288
Private	Male	5	11	19	12	47
	Female	18	33	66	50	167
Total		69	188	323	243	823

3.2 URBAN / RURAL

In terms of urban/rural coverage across provinces, there are a significantly greater number of government schools in urban locations, as reflected in the sample (Table 3.3). In the case of private schools, their numbers are more or less equally distributed with a slightly larger number of private schools in urban areas.

3.3 AGE

Overall, teachers in private schools tend to be younger than their counterparts in government schools (Figure 3.2). In government schools, a nominal percentage of teachers are under the age of 20, while the largest proportion are between the ages of 41 and 50 years (Table 3.4). Conversely, in private schools the proportion of teachers under the age of 30 years is greater. Only 2% of private school teachers in Khyber Pakhtunkhwa are over 60 years old.

Figure 3.2: Age of teachers surveyed by school type (national)

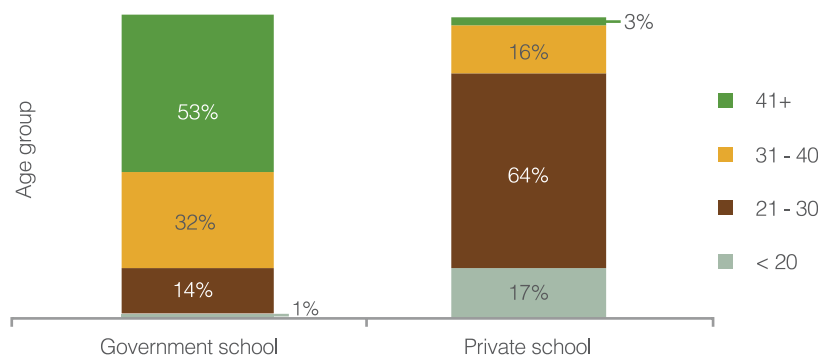


Table 3.3: Number of teachers surveyed by location, school type and province

Location	School type	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Urban	Government	29	104	181	102	416
	Private	8	26	54	13	101
	Total	37	130	235	115	517
Rural	Government	17	43	54	67	181
	Private	15	18	31	45	109
	Total	32	61	85	112	290

Table 3.4: Age of teachers surveyed by school type and province

School type	Age (years)	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	< 20	0%	0%	1%	1%	1%
	21 - 30	30%	10%	19%	8%	14%
	31 - 40	33%	41%	28%	29%	32%
	41 - 50	30%	40%	37%	47%	40%
	51 - 60	7%	8%	15%	13%	12%
	61 +	0%	1%	0%	2%	1%
Private	< 20	25%	5%	24%	13%	17%
	21 - 30	71%	66%	61%	64%	64%
	31 - 40	4%	25%	13%	20%	16%
	41 - 50	0%	2%	2%	3%	2%
	51 - 60	0%	0%	0%	0%	0%
	61 +	0%	2%	0%	0%	1%

3.4 MARITAL STATUS

Teachers were asked about their marital status. Their responses mirror cultural norms regarding marriage and work in various regions across Pakistan. In Khyber Pakhtunkhwa, for example, a higher percentage of female teachers report they are married compared to the other provinces (Table 3.5).

Among government school teachers, the overwhelming majority (84%) report being married, while among private school teachers the majority (70%) are unmarried (Figure 3.3). This holds true for every province (Table 3.6). These results may show that private schools prefer hiring younger teachers with relatively few domestic responsibilities.

“At the primary level, parents prefer private schools because they have facilities for different types of activities. At the high school level it is the opposite, and parents choose a government high school for two reasons. First, private schools charge very high fees at that level, and secondly private schools lack qualified teachers.”

Malik Qasim, age 55, government high school teacher, Multan, Punjab

3.5 EDUCATION OF TEACHERS' OWN CHILDREN

A teacher's preference for the education of their own children sheds light on their perceptions regarding the quality of schooling as well as their ability to pay. More private school teachers report sending their children to private schools compared to government school teachers (Table 3.7). A small percentage of teachers in both government and private schools report sending their children to madrassas, with Balochistan recording the highest number of respondents in this category (3%).

Teachers who reported sending their children to private school were asked about their reasons for doing so. The majority mention the 'better environment' of private schools, including better facilities, the punctuality of staff members, and the responsiveness of the school administration to the queries of students and parents (Table 3.8). It is interesting to note that a roughly equal percentage of government and private school teachers mention better teaching in private schools. But the highest percentage of respondents across the board cite the better environment of private schools rather than better teaching. The only exception are private school teachers in Balochistan, none of whom mention a better environment in private schools in that province.

3.6 PARENTS' EDUCATION

To gauge the family and educational background of teachers, they were asked about the education of their parents. In every province, a significant percentage of teachers in both government and private schools report that their parents are illiterate (Tables 3.9 and 3.10).

To ascertain whether teachers had a role model or source of inspiration for selecting the profession, they were asked whether there was a teacher in their family. Nearly half of all government teachers respond in the affirmative (Figure 3.4).

Figure 3.3: Marital status of teachers surveyed (national)

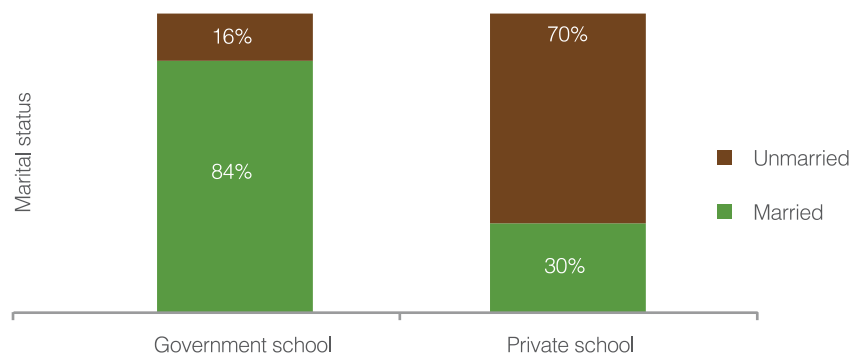


Figure 3.4: Teachers with a family member in the teaching profession

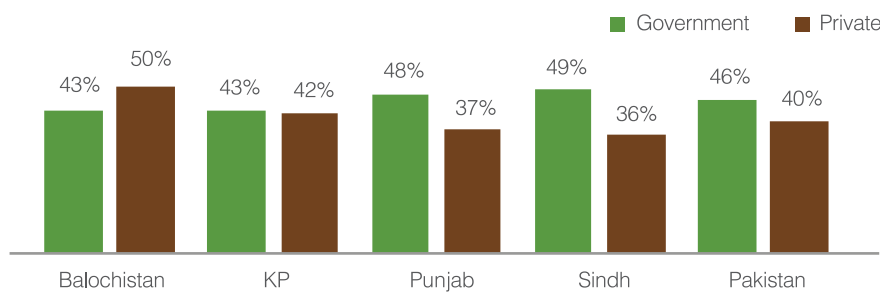


Table 3.5: Marital status of teachers surveyed (by gender)

Gender	Status	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Married	79%	90%	83%	84%	85%
	Unmarried	21%	10%	17%	16%	15%
Female	Married	49%	71%	59%	51%	59%
	Unmarried	51%	29%	41%	49%	41%

Table 3.6: Marital status of teachers surveyed (by school type)

School type	Status	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Married	78%	91%	82%	83%	84%
	Unmarried	22%	9%	18%	17%	16%
Private	Married	25%	43%	26%	29%	30%
	Unmarried	75%	57%	74%	71%	70%

Table 3.7: Teachers' choice of school for their own children

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Government	48%	57%	52%	78%	61%
	Private	39%	34%	40%	20%	32%
	Madrassa	3%	1%	1%	0%	1%
	No response	10%	8%	7%	2%	6%
Private	Government	20%	10%	6%	6%	8%
	Private	60%	57%	72%	69%	65%
	Madrassa	0%	5%	0%	0%	2%
	No response	20%	28%	22%	25%	25%

Table 3.8: Reasons for preferring private schools

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Better teachers	23%	16%	22%	25%	21%
	Better school environment	46%	59%	43%	39%	47%
	Children from better off families go to private schools	0%	8%	7%	25%	10%
	Other	31%	17%	28%	11%	22%
Private	Better teachers	67%	21%	27%	27%	28%
	Better school environment	0%	64%	64%	64%	59%
	Children from better off families go to private schools	0%	0%	0%	9%	3%
	Other	33%	15%	9%	0%	10%

3.7 TEACHING EXPERIENCE

Overall, the majority of private school teachers (67%) report having less than 5 years of teaching experience while the majority of government teachers (62%) have 15 or more years of teaching behind them (Figure 3.5). The trend is borne out across provinces (Table 3.11). This shows that private schools tend to recruit fresh graduates and younger teachers. Intuitively, teachers with more experience should have greater ability but this study cannot make any conclusions about the correlation.

Table 3.9: Education level of father

School	Education level	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Illiterate	48%	30%	29%	34%	33%
	Primary	17%	14%	14%	29%	19%
	Elementary	11%	14%	14%	13%	13%
	Secondary	9%	18%	23%	8%	16%
	College and above	15%	24%	20%	16%	19%
Private	Illiterate	34%	37%	27%	28%	29%
	Primary	25%	9%	20%	15%	17%
	Elementary	4%	18%	22%	7%	15%
	Secondary	8%	9%	14%	18%	14%
	College and above	29%	27%	17%	32%	25%

Table 3.10: Education level of mother

School	Education level	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Illiterate	82%	72%	60%	68%	67%
	Primary	2%	20%	18%	21%	18%
	Elementary	5%	3%	8%	5%	6%
	Secondary	9%	3%	11%	1%	6%
	College and above	2%	2%	3%	5%	3%
Private	Illiterate	88%	70%	63%	61%	67%
	Primary	0%	14%	15%	16%	14%
	Elementary	4%	9%	12%	3%	8%
	Secondary	4%	2%	7%	12%	7%
	College and above	4%	5%	3%	8%	4%

Table 3.11: Current teaching experience

School type	Experience (years)	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	<5	11%	10%	20%	12%	15%
	6 - 10	11%	14%	14%	9%	12%
	11 - 15	22%	16%	8%	8%	11%
	16 - 20	16%	21%	17%	17%	18%
	21 - 25	24%	18%	16%	37%	23%
	26 +	16%	21%	25%	17%	21%
Private	<5	75%	46%	77%	67%	67%
	6-10	21%	34%	17%	16%	21%
	11-15	0%	9%	4%	12%	7%
	16 - 20	4%	9%	1%	3%	4%
	21 - 25	0%	0%	0%	2%	0%
	26 +	0%	2%	1%	0%	1%

3.8 PRIOR TEACHING EXPERIENCE

The majority of teachers were already teaching before taking up their current position (Figure 3.6). The only exception are private school teachers in Balochistan and Punjab, where more than half report that they are teaching for the first time in their current position. In the qualitative interviews, a majority of female teachers report joining the teaching profession by choice and not because of a lack of options. But this choice is likely to be influenced by factors such as social norms and family constraints.

3.9 WORKING IN THEIR HOME DISTRICT

To assess whether teachers, particularly in government schools, experience difficulties relocating for the purposes of work, they were asked whether they were currently working in their home district. An overwhelming majority of teachers in both government and private schools report that they are working in their home districts (Figure 3.7). The largest percentage of teachers working outside their home district are in Balochistan, where 20% of government teachers and 25% of private school teachers report that they do not work in their home district.

Figure 3.5: Teaching experience (national)

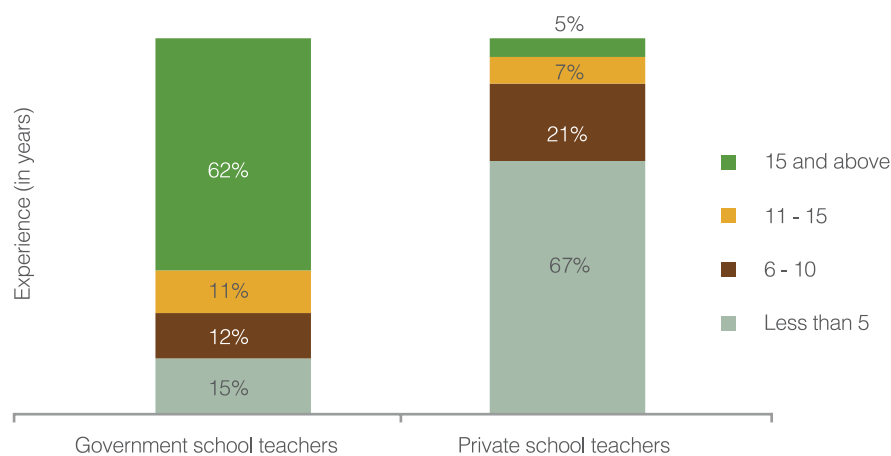


Figure 3.6: Prior teaching experience

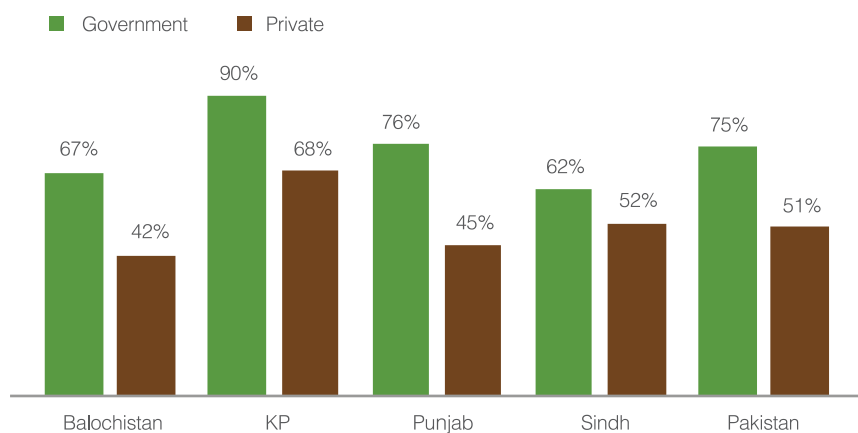


Figure 3.7: Teachers serving in their home district

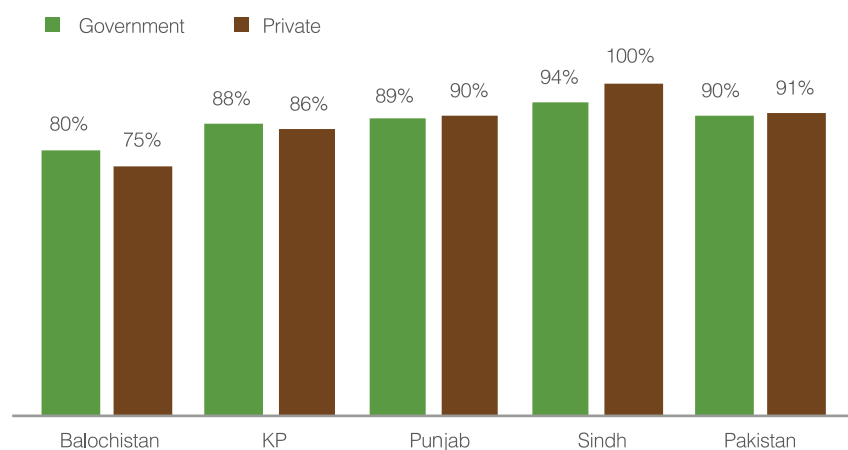


Table 3.12: Distance between home and school (by school type)

School type	Distance (km)	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	< 5	78%	67%	45%	69%	59%
	6 - 10	5%	12%	21%	13%	15%
	11 - 15	4%	5%	7%	5%	6%
	16 - 20	2%	5%	12%	5%	8%
	21 - 25	2%	4%	4%	4%	4%
	26 - 30	0%	3%	3%	1%	2%
	31 +	9%	4%	8%	3%	6%
Private	< 5	96%	88%	96%	85%	92%
	6 - 10	0%	6%	4%	6%	4%
	11 - 15	0%	6%	0%	3%	2%
	16 - 20	4%	0%	0%	3%	1%
	21 - 25	0%	0%	0%	0%	0%
	26 - 30	0%	0%	0%	3%	1%
	31 +	0%	0%	0%	0%	0%

Table 3.13: Distance between home and school (by gender)

Gender	Distance (km)	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	< 5	71%	76%	53%	67%	64%
	6 - 10	4%	7%	18%	15%	13%
	11 - 15	7%	8%	7%	5%	7%
	16 - 20	4%	4%	13%	6%	8%
	21 - 25	0%	1%	2%	4%	3%
	26 - 30	0%	0%	2%	1%	1%
	31 +	14%	4%	5%	2%	4%
Female	< 5	91%	67%	60%	81%	69%
	6 - 10	3%	15%	17%	6%	13%
	11 - 15	0%	2%	4%	4%	4%
	16 - 20	3%	5%	6%	2%	4%
	21 - 25	3%	5%	4%	2%	4%
	26 - 30	0%	4%	3%	2%	2%
	31 +	0%	2%	6%	3%	4%

3.10 DISTANCE TO SCHOOL

Teachers often complain about mobility issues.¹¹ In Pakistan, the distance a teacher must travel from home to school, especially in the case of women, is a key concern. Whether and what distance a teacher is willing to travel depends on gender, the local security situation, the availability of transportation and the cost of travel. In general, women encounter greater difficulties commuting long distances to work, and a male member of the family is often required to accompany them.

The survey attempted to assess the magnitude of such concerns. Teachers were asked to state the distance between their home and their place of work. The majority of teachers report working either in their hometown or within a distance of 5 kilometres from their homes (Table 3.12). Overall, private school teachers have a shorter distance to cover (Figure 3.8). This may indicate that low-cost private schools tend to hire teachers from within the same neighbourhood.

Across the board, the majority of female teachers report that they are required to travel less than 5 kilometres to get to work (Table 3.13). Punjab has the lowest percentage of female teachers in this category (60%). Another 15% of female teachers in Khyber Pakhtunkhwa and 17% in Punjab report travelling 6-10 kilometres to work. Only between 2% and 6% of female teachers report covering a distance greater than 10 kilometres.

3.11 MODE OF TRANSPORT

The majority of teachers travel to work either on a motorcycle or on foot. More government school teachers report riding to work on a motorcycle (35%) compared to private school teachers (12%) while the vast majority (69%) of private school teachers get to work on foot (Table 3.14). More than half of all female teachers walk to work (55%), while a little under half of all male teachers (46%) drive a motorcycle (Table 3.15). It should be noted that female teachers who report travelling to work on a motorcycle are accompanied by a male member of the family. Hardly any teachers in our survey report travelling by bicycle, with just 13% of male teachers from Punjab reporting the use of a bicycle.

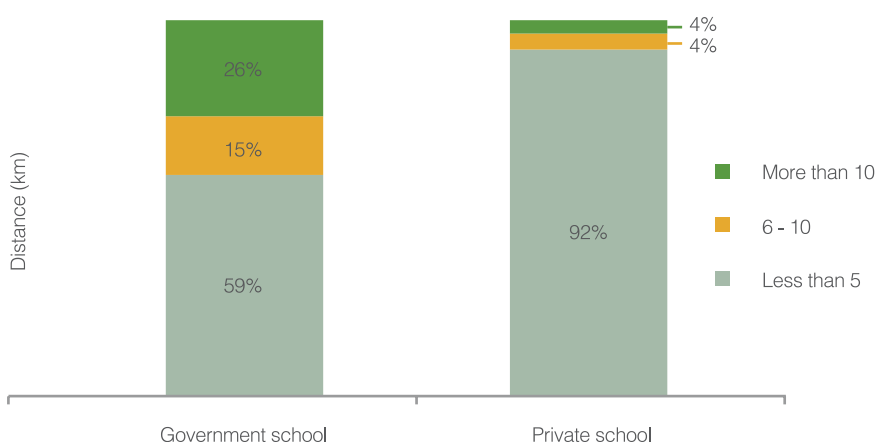
“I have to travel 10 kms daily to get to the school. After travelling such a long distance, it is highly disheartening to see only a few students present.”

Fatima Hasan, age 30, government primary school teacher, Thatta, Sindh

“There should be some proper solution to teachers’ conveyance problems because travelling takes up lot of time.”

Sameena Batool, age 37, government high school teacher, Sheikhpura, Punjab

Figure 3.8: Distance between home and school (national)



¹¹ See Vazir and Retallick 2007.

3.12 INITIAL APPOINTMENT

Terms of employment (hired on a contract versus being a 'regular' or permanent employee) are important aspects of a teacher's professional life outside the classroom. Government school teachers become part of the public services cadre once they are 'regularised' and are thus able to avail of the same benefits and allowances as other government employees. The terms on which they are inducted not only have financial implications but also affect their prospects for promotion in line with the standard scales (or 'grades') assigned to government servants.

“Initial appointment of all teachers should be on contract, and they should be regularised only if they produce good results for three years in a row. A good teacher should get accelerated promotion and financial rewards.”

Amir Zaman, age 43, government high school teacher, Abbottabad, Khyber Pakhtunkhwa

The overwhelming majority of government teachers report being inducted as permanent or 'regular' employees, except in Punjab where only half of the teachers surveyed report being hired as a permanent employee (Table 3.16).

For private school teachers, permanent as opposed to contractual employment would perhaps indicate a degree of job security. An overwhelming majority of private school teachers report being hired on a contractual basis as opposed to permanent employment.

Among government teachers who were hired initially on a contract, the majority report that their status changed to permanent employment (they were 'regularised') after a few years. The majority of government teachers report being regularised after serving for 2-5 years (Table 3.17). Only a small percentage of teachers in Punjab report waiting more than 10 years before being made regular employees. Nevertheless, close to one third of all government teachers are still working on a contract, with the largest proportion of such teachers in Sindh (33%) and Punjab (32%) (Figure 3.9).

The government teacher's scale (or 'grade') at the time of recruitment is a fair indicator of their prospects for promotion. The majority of government teachers in our survey who were hired as regular employees report being inducted at Grade 6 or Grade 7 (Table 3.18), roughly equivalent to the grade assigned to clerical staff in public-sector enterprises. Overall, just 1% of teachers report being inducted at Grade 9 or above. Only 1% of government teachers, all of them in Khyber Pakhtunkhwa, report being recruited at Grade 16.

Only a few government teachers manage to rise through the ranks to attain senior grades. The largest proportion of teachers in our survey (26%) are currently in Grade 14 (Table 3.19). The next two largest response categories are Grade 9 (24%) and Grade 12 (21%). Only a 11% of teachers are in Grade 15 and only 9% are in Grade 16-19.

Table 3.14: Mode of transport used (by school type)

School	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Public transport (bus/van)	16%	24%	18%	9%	17%
	Motorcycle	18%	20%	48%	35%	35%
	Bicycle	0%	1%	4%	0%	2%
	Walking	55%	52%	23%	54%	41%
	Others	11%	3%	7%	2%	5%
Private	Public transport (bus/van)	9%	17%	5%	6%	8%
	Motorcycle	4%	12%	16%	11%	12%
	Bicycle	0%	2%	7%	0%	4%
	Walking	79%	59%	72%	68%	69%
	Others	8%	10%	0%	15%	7%

Table 3.15: Mode of transport used (by gender)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Public transport (bus/van)	21%	10%	4%	7%	8%
	Motorcycle	18%	34%	66%	41%	46%
	Bicycle	0%	2%	13%	0%	5%
	Walking	61%	53%	16%	51%	40%
	Others	0%	1%	1%	1%	1%
Female	Public transport (bus/van)	8%	31%	24%	9%	20%
	Motorcycle	8%	6%	22%	13%	15%
	Bicycle	0%	0%	0%	0%	0%
	Walking	66%	55%	46%	66%	55%
	Others	18%	8%	8%	12%	10%

Table 3.16: Type of initial appointment (government teachers)

Appointment type	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
Contract	27%	12%	50%	22%	31%
Regular/permanent	73%	88%	50%	78%	69%

Table 3.17: Duration of service before being regularised (government teachers)

Duration	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
Up to 1 year	20%	18%	14%	18%	15%
2-5 years	80%	76%	60%	82%	66%
6-10 years	0%	6%	25%	0%	18%
More than 10 years	0%	0%	1%	0%	1%

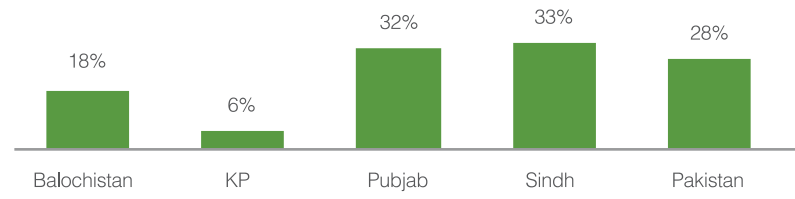
Table 3.18: Grade/scale at time of recruitment (government teachers)

Grade	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
Grade 5	0%	1%	2%	1%	1%
Grade 6	88%	71%	47%	74%	64%
Grade 7	7%	24%	46%	24%	31%
Grade 9	0%	0%	2%	0%	1%
Grade 12	0%	0%	1%	0%	1%
Grade 14	5%	3%	2%	1%	2%
Grade 15	0%	0%	0%	0%	0%
Grade 16	0%	1%	0%	0%	0%

Table 3.19: Current grade/scale (government teachers)

Grade/scale	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
Grade 7	0%	0%	2%	4%	2%
Grade 9	11%	0%	50%	15%	24%
Grade 10	0%	0%	1%	3%	1%
Grade 11	2%	0%	0%	18%	6%
Grade 12	11%	47%	22%	0%	21%
Grade 14	37%	33%	15%	32%	26%
Grade 15	9%	15%	4%	17%	11%
Grade 16	26%	5%	5%	6%	7%
Grade 17	4%	0%	1%	2%	1%
Grade 18	0%	0%	0%	2%	1%
Grade 19	0%	0%	0%	1%	0%

Figure 3.9: Government school teachers currently on contract



4. THE TEACHER'S CAPACITY

A teacher's performance depends on their capabilities at the time of recruitment, with the level and quality of their academic background an important factor. Also important is the recruitment process itself, particularly its ability to attract and hire the best candidates. Once hired, a teacher's ability to deliver depends on the quality and frequency of professional support as well as avenues for professional development such as in-service training, mentoring, evaluation and peer learning.

4.1 ACADEMIC QUALIFICATIONS

Over the years there has been an improvement in the formal qualifications of teachers.¹² In the case of government teachers, this trend has been driven in part by policy changes requiring higher qualifications prior to recruitment. This is reflected in our survey findings, where 69% of government teachers and 75% of private school teachers report completing either a bachelor's or master's degree (Table 4.1). In our survey, Sindh has the largest proportion of government teachers in this category (83%) and Khyber Pakhtunkhwa the largest proportion of private school teachers (87%). Private school teachers in Khyber Pakhtunkhwa also top the list for having completed a master's degree (48%), followed by government teachers in Punjab (40%). Only 1% of government teachers in each of these provinces report holding a Master of Philosophy (M.Phil) degree.

On the low end of academic qualifications, Khyber Pakhtunkhwa has the highest percentage of government teachers reporting that they hold an Intermediate certificate or have only completed their Matriculation (44%). Among private school teachers, those from Balochistan form the largest proportion of teachers reporting an Intermediate certificate or lower (46%), followed by Sindh (26%) and Punjab (24%). Khyber Pakhtunkhwa also had the highest percentage for Matriculates, followed by Punjab. Only 14% of private school teachers in Khyber Pakhtunkhwa fall into this category.

Intuitively, higher academic qualifications should translate into increased capacity and thereby improved learning outcomes. While the impact of a teachers' qualifications on student learning is not within the scope of this study, an interesting finding emerges: there appears to be very little correlation between the faculties in which these degrees were earned by teachers and the subjects they go on to teach.

“The class I'm teaching today used to be very different. Students were not enthusiastic. One day, I divided the students into groups and made the least engaged students group leaders. Then I started teaching students in groups, so every child started receiving individual attention. Slowly the performance of the disengaged students started to improve. My colleagues highly appreciated this idea and my effort.”

Khalida Hashmi, age 30, private primary school teacher, Rahim Yar Khan, Punjab

Table 4.1: Academic qualifications

School type	Qualifications	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Matriculation	9%	24%	17%	4%	14%
	Intermediate	15%	20%	16%	13%	16%
	Bachelors	54%	18%	26%	55%	35%
	Masters	22%	37%	40%	28%	34%
	M.Phil	0%	1%	1%	0%	1%
Private	Matriculation	4%	5%	7%	6%	6%
	Intermediate	42%	9%	17%	20%	19%
	Bachelors	50%	38%	57%	39%	47%
	Masters	4%	48%	19%	35%	28%
	M.Phil	0%	0%	0%	0%	0%

¹² See, for example, the situation in the late 1980s as reported in the BRIDGES study (Warwick and Reimers 1995).

4.2 PROFESSIONAL QUALIFICATIONS

Contrary to popular belief, teachers in private schools appear to be equally if not more qualified than their peers in government schools (Figure 4.1). In fact, in Khyber Pakhtunkhwa, Punjab and Sindh, more private school teachers in our survey report holding graduate and post-graduate degrees in education, compared to government teachers (Table 4.2).

The National Education Policy of 2009 calls for a gradual phasing out of the Certificate in Teaching (CT) and Primary Teaching Certificate (PTC).¹³ In our survey, however, a significant proportion of teachers (51% in government schools and 24% in private schools) report only these minimum professional qualifications.

In Punjab 58% of private school teachers hold a Bachelor of Education (B.Ed) degree and 18% have acquired a Master of Education (M.Ed) degree, compared to 36% and 14%, respectively, in government schools in that province.¹⁴ Similarly, in Sindh 52% of private school teachers report holding a B.Ed and 26% an M.Ed, compared to 39% and 11%, respectively, for government teachers in the province. In Khyber Pakhtunkhwa, the figures are 45% and 23%, respectively, for private teachers and 34% and 11%, respectively, among government teachers. Our survey found no significant gap in qualifications across urban and rural areas. It is worth noting that higher qualifications do not appear to have a major impact on the quality of teaching and learning.

The majority of teachers report receiving their professional degrees and certificates from government institutions, with the Allama Iqbal Open University, a distance-learning institution, being the key provider (Figure 4.2).¹⁵ In 2009 a National Accreditation Council for Teacher Education (NACTE) was set up in the Higher Education Commission (HEC) but the accreditation system is currently optional.¹⁶

4.3 PROFESSIONAL KNOWLEDGE

Professional qualifications do not necessarily translate into knowledge of the fundamentals of teaching.

4.3.1 National Curriculum

Among government school teachers, only 54% in Khyber Pakhtunkhwa report that they 'know of' the National Curriculum 2006, followed by 45% in Punjab, 37% in Sindh and just 9% in Balochistan (Table 4.3). Among private school teachers, 48% in Khyber Pakhtunkhwa and 37% in Sindh report knowing of the National Curriculum, but this figure is 13% in Punjab and as low as 4% in Balochistan.

It appears that most teachers rely on textbooks and 'teaching to the test' is common practice. As such, knowledge of the National Curriculum is not particularly valued by teachers. It is also worth pointing out that this survey question simply asked teachers if they knew of the national curriculum and did not probe their level of knowledge.

“To me, using interactive methods of teaching, encouraging questions from students during the lecture and answering them properly is what makes the ideal teacher.”

Kaleem Lassi, age 48, government primary school teacher, Lasbela, Balochistan

¹³ See Government of Pakistan 2009a.

¹⁴ The National Education Policy 2009 also calls for phasing out the one-year Bachelor of Education (B.Ed) degree (Government of Pakistan 2009a).

¹⁵ The Allama Iqbal Open University offers distance learning programmes for the PTC, CT, B.Ed. and M.Ed.

¹⁶ For details, see Annex 2.

Figure 4.1: Professional qualifications (national)

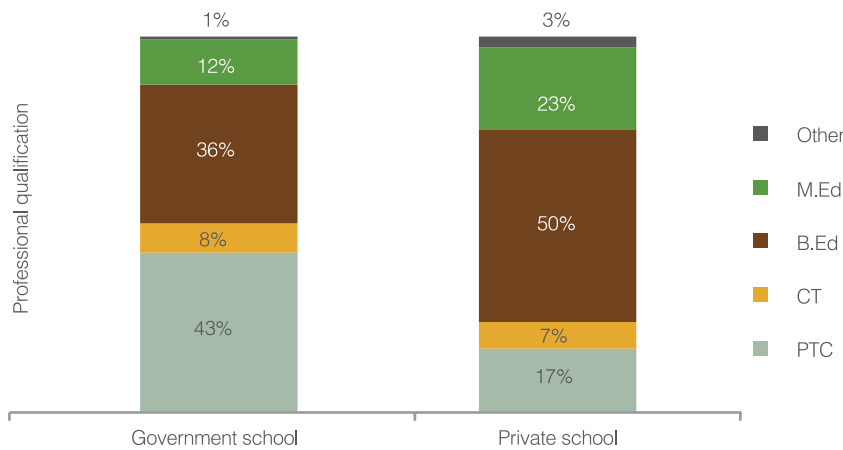


Figure 4.2: Institutes of professional development

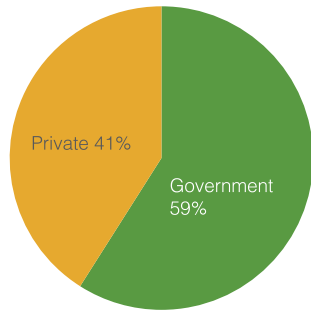


Table 4.2: Professional qualifications

School type	Qualifications	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	PTC	43%	46%	42%	41%	43%
	CT	11%	7%	7%	8%	8%
	B.Ed	37%	34%	36%	39%	36%
	M.Ed	9%	11%	14%	11%	12%
	Other	0%	2%	1%	1%	1%
Private	PTC	43%	16%	15%	15%	17%
	CT	0%	13%	6%	4%	7%
	B.Ed	29%	45%	58%	52%	50%
	M.Ed	28%	23%	18%	26%	23%
	Other	0%	3%	3%	3%	3%

Table 4.3: Knowledge of the National Curriculum

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	9%	54%	45%	37%	42%
	No	87%	34%	48%	52%	49%
	Don't know	4%	12%	7%	11%	9%
Private	Yes	4%	48%	13%	37%	26%
	No	71%	52%	79%	60%	67%
	Don't know	25%	0%	8%	3%	7%

“There is no flow in our system of education. What I mean is, we make students jump from one lesson to the next without making sure they understand what they have been taught.”

Aseel Khan, age 45, government elementary school teacher, Peshawar, Khyber Pakhtunkhwa

4.3.2 Taxonomies

Pakistan's National Curriculum of 2006 is based on Bloom's taxonomy.¹⁷ To get a better idea of teachers' knowledge, they were asked a question about taxonomies. A majority of teachers in both government and private schools report that they don't know about taxonomies (Table 4.4). Overall, only 33% of government teachers and 19% of private school teachers report that they are familiar with taxonomies.¹⁸ Once again the question did not probe their depth of knowledge. In the qualitative interviews, very few teachers referenced receiving training on taxonomies and their use.

Teachers' weak knowledge of taxonomies is not surprising, considering the prevalence of the rote learning approach in classrooms across the country. Our findings confirm that teachers have little or no understanding of concepts such as cognitive development or critical-analytical ability.

4.3.3 Assessment techniques

Our survey also reveals that teachers are not trained in fundamental skills such as assessment techniques. Across the board, the majority of teachers report that they have not been offered courses on assessment in their pre-service teacher training (Table 4.5). In Punjab, the percentage of government teachers with responses in the negative add up to 61%. This figure is higher than 80% among government and private school teachers in other provinces.

While questions concerning taxonomies and assessment attempt to develop a picture of teachers' knowledge of the fundamentals of teaching, in Pakistan a more serious concern has been content knowledge, or the lack thereof.¹⁹

Table 4.4: Knowledge of taxonomies

School type	Taxonomy	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Bloom	9%	9%	26%	4%	15%
	SOLO	0%	3%	39%	0%	18%
	No idea	91%	88%	35%	96%	67%
Private	Bloom	4%	7%	8%	35%	13%
	SOLO	0%	0%	11%	5%	6%
	No idea	96%	93%	81%	60%	81%

Table 4.5: Teachers offered courses on assessment during pre-service training

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	20%	20%	39%	18%	27%
	No	74%	75%	58%	74%	68%
	Don't know	6%	5%	3%	8%	5%
Private	Yes	5%	18%	15%	14%	14%
	No	81%	80%	82%	84%	82%
	Don't know	14%	2%	3%	2%	4%

¹⁷ For details, see Annex 3.

¹⁸ In Punjab, 65% of government teachers report that they know about either the Bloom or SOLO (Structure of the Observed Learning Outcome) taxonomies (Table 5.2). This is explained partly by the fact that in Punjab large-scale government school exams at the primary and elementary levels are based on the use of taxonomies. The Punjab Examination Commission (PEC) attempts to use the SOLO taxonomy and a few years ago a debate started on its use, given that the National Curriculum uses Bloom's. This debate may have been a factor in government school teachers in that province having more information about the subject. The survey did not attempt to assess depth of understanding.

¹⁹ See Warwick and Reimers 1995.

4.4 RECRUITMENT

The need to recruit quality teachers in large numbers poses a serious challenge. This section discusses three main issues in recruitment: the choice of teaching as a profession, the quality of applicants and the role of merit in recruitment. As the provinces move towards a merit-based system of recruitment, the poor quality of pre-service teacher education will continue to manifest as a serious problem.

4.4.1 Choice of profession

Many studies on teachers in Pakistan lament the quality of candidates attracted to the profession, suggesting that only those with no other options elect to become teachers.²⁰ Others call teaching “the employment of last resort”.²¹

The qualitative interviews reveal that for most men, teaching is not high on their list of preferred career options. In most cases, their initial aspirations lay elsewhere. For women, however, teaching is among the preferred options, although it must be noted that this is likely to be the result of cultural and social norms. Indeed, some female teachers state that their initial desire to pursue other professions were quelled. Similarly, some male teachers state that they wanted to become teachers. Irrespective of their initial choice, however, teachers’ motivation as well as the issues they face are similar.

Our survey findings reveal that teaching as a primary or secondary choice of profession does not necessarily indicate a teacher’s ability or motivation. Intuitively too this seems reasonable since ability is affected by factors such as the quality of and opportunities for professional development. Similarly, motivation is not static and is affected by the day-to-day realities of the job.

4.4.2 Job satisfaction

Whether or not teaching was their first choice of profession, the majority of teachers in our survey are either ‘satisfied’ or ‘very satisfied’ in their jobs (Table 4.6). In the qualitative interviews, teachers explain their satisfaction with reasons such as the desire to educate children. While the sentiment of altruism may be overstated in an interview setting, it needs to be seen in the context of a working teacher and not an absentee one, and signals the potential for improvement in performance with the right set of support initiatives. Importantly, job satisfaction also provides an insight into whether or not a teacher intends to remain in the teaching profession.

4.4.3 Merit in recruitment

In Pakistan, political interference has historically been a major obstacle in the selection of quality teachers. The process of politicisation began in the 1970s when quotas were given to elected members of the national and provincial assemblies. Today merit-based recruitment is increasingly being used but, to some extent, the practice of political appointments continues.²²

“People who join the teaching profession mostly have no other options. A few days ago I asked a new recruit in our school about his qualifications. He had done a Masters in English and been interviewed for several government jobs but was always rejected. When he had no options left, he opted to teach for a living. If this is the way things are, it is impossible to expect better results.”

Abasin Khan, age 45, government elementary school teacher, Peshawar, Khyber Pakhtunkhwa

“I wanted to become a doctor. I completed Inter and was preparing for my entrance exams. When my uncle came to hear of this he forbade me from sitting for the exams. So I changed my decision, and did a Bachelors and Masters in Education, and was appointed as a teacher. Now I teach science. But without a science laboratory I can’t teach children well.”

Hameeda Jamali, age 50, government elementary school teacher, Jaffarabad, Balochistan

²⁰ “Most primary-school teachers chose their profession because they could find nothing better, or because of connections with politicians, or both” (Warwick and Reimers 1995).

²¹ “Teaching has become the employment of last resort of most educated young persons, especially males” (Aly 2007, p 22).

²² For details, see Annex 4.

While a small percentage of teachers in our survey admit to using political connections to influence their recruitment, the majority report being selected either on the basis of their academic or professional qualifications (Table 4.7). This may or may not have anything to do with merit as such, and depends on recruitment practices prevalent at the time of selection.

The idea of merit is not simply to recruit teachers based on their qualifications. Merit also means following recruitment rules and applying them fairly. One such rule is that vacancies must be advertised.²³ In this connection, a significant proportion of teachers in our survey report being recruited without the position being advertised (Table 4.8), with teachers in Sindh heading the list for such recruitments. In the case of government schools, more than 20% of teachers were hired without applying through an advertisement. Since this is not in keeping with government procedures, it is probable that connections played a part in these recruitments.

Table 4.6: Job satisfaction

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Very satisfied	62%	62%	52%	50%	55%
	Satisfied	36%	36%	42%	47%	40%
	No opinion	0%	1%	0%	1%	1%
	Unsatisfied	2%	1%	4%	2%	3%
	Very unsatisfied	0%	0%	2%	0%	1%
Private	Very satisfied	40%	65%	38%	61%	50%
	Satisfied	36%	23%	50%	35%	39%
	No opinion	5%	5%	3%	4%	4%
	Unsatisfied	14%	5%	9%	0%	6%
	Very unsatisfied	5%	2%	0%	0%	1%

Table 4.7: Criteria for recruitment

School	Recruitment criteria	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Academic qualifications	33%	34%	39%	25%	34%
	Professional qualifications	8%	22%	24%	8%	18%
	Entry test	22%	11%	4%	16%	10%
	Interview	35%	33%	31%	48%	36%
	Good connections	2%	0%	2%	3%	2%
Private	Academic qualifications	33%	41%	45%	18%	36%
	Professional qualifications	0%	10%	7%	5%	6%
	Entry test	23%	4%	5%	23%	12%
	Interview	38%	42%	27%	52%	38%
	Good connections	6%	3%	16%	2%	8%

Table 4.8: Vacancy advertised

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	77%	78%	86%	67%	78%
	No	23%	22%	14%	33%	22%
Private	Yes	27%	33%	9%	46%	27%
	No	73%	67%	91%	54%	73%

²³ This applies to government teachers and civil service recruitment rules.

4.5 IN-SERVICE TRAINING

Ideally, teachers should receive in-service training throughout their careers. In Pakistan, this appears not to be the case. Teachers participating in our survey demonstrate a strong desire for training and complain that opportunities for training are scarce. While this is encouraging, it should be kept in mind that for some teachers at least, training may be attractive because of the travel and allowances that are usually part of the exercise.

4.5.1 Training opportunities

A significant proportion of teachers in our survey report that they have not received any training in the last 5 years. In Balochistan and Punjab, more male teachers report receiving training compared to women (Table 4.9). In Sindh, twice as many female teachers report receiving training compared to their male counterparts, whereas in Khyber Pakhtunkhwa more or less equal numbers of male and female teachers report participating in a training session in the last 5 years. Overall, teachers in Sindh appear to have had the fewest training opportunities while those in Punjab report the most.

Government school teachers appear to receive training more frequently than their counterparts in private schools. Overall, 57% of government teachers and just 21% of private teachers report receiving training in the last 5 years (Table 4.10).

Opportunities for training seem to decrease at higher levels of education. Teachers in Punjab appear to benefit the most from training at all three levels of schooling. Even so, 41% of elementary teachers and 48% of high school teachers in Punjab report not receiving any training in the last five years (Table 4.11). In the other provinces this figure is higher than 50%. In Khyber Pakhtunkhwa, 57% of elementary teachers and 64% of high school teachers have not had an opportunity for training in the last 5 years. In Balochistan, 71% of elementary teachers and 62% of secondary teachers have received no training, while in Sindh 78% of elementary teachers and 75% of secondary school teachers report not having received any training in the last 5 years.

The results of our survey are in keeping with the general trend in Pakistan where the focus is on primary schooling, in part because this is an area of greater donor focus.²⁴ The contrast is more stark than the percentages alone are able to show, given the proportionate number of teachers at each level: the number of primary teachers outnumber other levels by a multiple of 3 to 5, depending on the province.

“Every time, the same teacher is nominated by the school to attend refresher training courses. I have personally seen many teachers who have never attended any training course. All teachers must have equal opportunities to attend refresher training courses.”³

Azhar Miankhel, age 42, government elementary school teacher, Dera Ismail Khan, Khyber Pakhtunkhwa.

Table 4.9: Training received during the last 5 years (by gender)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Yes	48%	57%	69%	18%	47%
	No	52%	43%	31%	82%	53%
Female	Yes	32%	55%	56%	36%	49%
	No	68%	45%	44%	64%	51%

²⁴ For details, see Annex 5.

4.5.2 Duration of training

Teachers in our survey were asked about the duration of training they had received. Their responses present an intriguing picture (Table 4.12). Among male teachers, outliers can be seen in every province, with 55% of respondents in Punjab reporting that they have received 11 to 15 days of training, while 35% claim to have received more than 26 days of training. In Sindh, 58% report receiving more than 26 days of training. In Balochistan, 75% report receiving between 11 to 15 days of training. Among female teachers as well, responses to this question reveal high concentrations at some points although the overall results are less skewed than those for male teachers.

In the case of Sindh, the disparity between male and female teachers is also evident. The largest proportion of female teachers report less than 5 days (32%) while among male teachers the largest proportion report more than 26 days of training (58%). This may be explained by the fact that in many such cases, the same set of teachers are nominated for training. This may well be the case in Balochistan as well, where 75% of male teachers report 11-15 days of training.

Overall, the number of training days appears high, particularly given the fact that the academic year in Pakistan is less than 200 days long. The benefits may not outweigh the losses unless training takes place during school vacations. While most training sessions are conducted during the vacations, some do encroach on school days.

Among primary school teachers, the largest proportion (35%) report receiving 11-15 days of training a year (Table 4.13). This is also the case at the elementary level, where 27% report 11-15 days of training, although at this level an almost equal number (23%) report 6-10 days' training per year. The majority of high school teachers (34%) also state that they receive 11-15 days' training but in their case a significant proportion (31%) report more than 26 days of training in a year.

4.5.3 Benefits of training

The majority of teachers who receive training appreciate its benefits. Teachers were asked if training helped to improve their teaching. Among both male and female teachers, the largest percentage respond with 'agree' and 'strongly agree' (Table 4.14). Overall, female teachers appear to be more enthusiastic about the benefits of training. All male teachers from Khyber Pakhtunkhwa also have positive views about its benefits.

4.5.4 Follow-up

In both government and private schools, the majority of teachers in all provinces state that there is no systematic follow-up after training (Table 4.15). A majority of teachers in Punjab also have this view despite a more robust system on the ground in that province.

Table 4.10: Training received during the last 5 years (by school type)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	47%	66%	78%	25%	57%
	No	53%	34%	22%	75%	43%
Private	Yes	24%	23%	14%	31%	21%
	No	76%	77%	86%	69%	79%

Table 4.11: Training received during the last 5 years (by school level)

School level	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Primary	Yes	40%	62%	62%	32%	54%
	No	60%	38%	38%	68%	46%
Elementary	Yes	29%	43%	59%	22%	35%
	No	71%	57%	41%	78%	65%
High	Yes	38%	36%	52%	25%	40%
	No	62%	64%	48%	75%	60%

Table 4.12: Number of training days per year (by gender)

Gender	Days	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	<5	25%	20%	5%	12%	11%
	6 - 10	0%	64%	2%	18%	20%
	11 - 15	75%	8%	55%	0%	38%
	16 - 20	0%	0%	1%	6%	1%
	21 - 25	0%	0%	2%	6%	2%
	26+	0%	8%	35%	58%	28%
Female	< 5	44%	19%	9%	32%	17%
	6 - 10	0%	66%	9%	18%	23%
	11 - 15	44%	15%	40%	14%	31%
	16 - 20	6%	0%	6%	14%	5%
	21 - 25	0%	0%	3%	4%	2%
	26+	6%	0%	33%	18%	22%

Table 4.13: Number of training days per year (by school level)

School level	Days	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Primary	<5	35%	16%	7%	14%	12%
	6 - 10	0%	69%	5%	18%	24%
	11 - 15	61%	12%	46%	9%	35%
	16 - 20	4%	0%	2%	18%	3%
	21 - 25	0%	0%	3%	5%	2%
	26+	0%	3%	37%	36%	24%
Elementary	< 5	50%	20%	7%	41%	21%
	6 - 10	0%	53%	7%	23%	23%
	11 - 15	50%	20%	39%	12%	27%
	16 - 20	0%	0%	18%	0%	8%
	21 - 25	0%	0%	0%	0%	0%
	26+	0%	7%	29%	24%	21%
High	< 5	33%	75%	1%	17%	17%
	6 - 10	1%	25%	6%	0%	7%
	11 - 15	33%	0%	56%	0%	34%
	16 - 20	0%	0%	0%	16%	4%
	21 - 25	0%	0%	6%	17%	7%
	26+	33%	0%	31%	50%	31%

4.5.5 Quality of training

It is interesting to note that while an overwhelming majority of teachers are enthusiastic about the benefits of training, a high percentage do not think the training they received was relevant or satisfactory.

Teachers were asked if their training captured the realities of the classroom. In Khyber Pakhtunkhwa and Punjab, a majority of teachers report that training either failed to capture the realities of the classroom or captured very little (Table 4.16). In Sindh, views appear more favourable, while the responses of teachers in Balochistan are mixed.

Similarly, not all teachers are satisfied with the training they received. In fact the majority of government and private school teachers in Balochistan and Sindh report their level of satisfaction as 'very little' or 'not at all' (Table 4.17). A significant minority of teachers in Khyber Pakhtunkhwa and Punjab hold similar views.

4.6 CONCLUSIONS

To a great extent, the poor quality of teaching in Pakistan is a result of the poor quality of education in general. Today's teachers have studied in the same system that continues to produce poor learning outcomes. In their case, however, once they have decided to become teachers, their pre-service education is also of such low quality that most are unaware of fundamental concepts and techniques required to be effective in the classroom. Many also lack subject knowledge, and this is in large part due to the low quality of the many institutions that offer teacher certification courses.

Teacher capacity has begun to receive increased attention in recent years, at least as far as recruitment is concerned. Punjab has improved its in-service training system and other provinces are adapting this model to their own needs. To varying degrees, recruitment in all the provinces has begun moving towards merit, particularly with the recent introduction of third-party tests. The quality of the tests themselves needs to be reviewed but the fact that testing is used shows that provincial governments are attempting to reduce or nullify the effect of politicisation. But this is a recent policy. The majority of Pakistan's teachers have been selected through the flawed practices of the past.

Provincial governments face two major challenges: to improve the effectiveness of the current set of teachers and to ensure that the recruitment process identifies and selects candidates of high calibre. Even standardised testing can only select the best from the overall set of candidates, and as such holds limited potential to radically transform the quality of teachers being brought into the system. The same applies to licensing and certification. Unless the standard of pre-service teacher education is raised, substantive improvements in teacher quality cannot be expected.

Teachers themselves are willing to learn and improve their performance, and report that they do not have enough opportunities for in-service training. This in itself indicates that motivation and interest are not lacking; what is lacking is a support structure that helps build on teachers' strengths and helps them overcome weaknesses.

We have also seen that while many may not have opted for teaching as their first choice, most teachers are nevertheless satisfied with their work. If teachers perform poorly, the problem also lies in systemic issues that require the attention of policy makers and implementers.

Table 4.14: Benefits of training

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Strongly disagree	8%	0%	15%	0%	6%
	Disagree	8%	0%	9%	0%	4%
	Neutral	0%	0%	0%	0%	0%
	Agree	46%	22%	35%	56%	40%
Female	Strongly agree	38%	78%	41%	44%	50%
	Strongly disagree	14%	0%	9%	2%	6%
	Disagree	0%	0%	3%	0%	1%
	Neutral	0%	2%	2%	0%	1%
	Agree	13%	16%	35%	22%	22%
	Strongly agree	73%	82%	51%	76%	70%

Table 4.15: Frequency of follow-up training

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	To a great extent	7%	3%	15%	13%	11%
	Somewhat	52%	27%	20%	53%	29%
	Very little	30%	20%	22%	11%	20%
	Not at all	11%	50%	43%	23%	40%
Private	To a great extent	17%	20%	7%	0%	9%
	Somewhat	16%	40%	20%	19%	23%
	Very little	17%	10%	40%	31%	28%
	Not at all	50%	30%	33%	50%	40%

Table 4.16: Relevance of training to realities of the classroom

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	To a great extent	11%	15%	22%	19%	19%
	Somewhat	48%	25%	23%	53%	30%
	Very little	15%	15%	23%	12%	18%
	Not at all	26%	45%	32%	16%	33%
Private	To a great extent	0%	10%	20%	6%	10%
	Somewhat	50%	60%	20%	24%	34%
	Very little	17%	20%	27%	18%	21%
	Not at all	33%	10%	33%	52%	35%

Table 4.17: Satisfaction with training

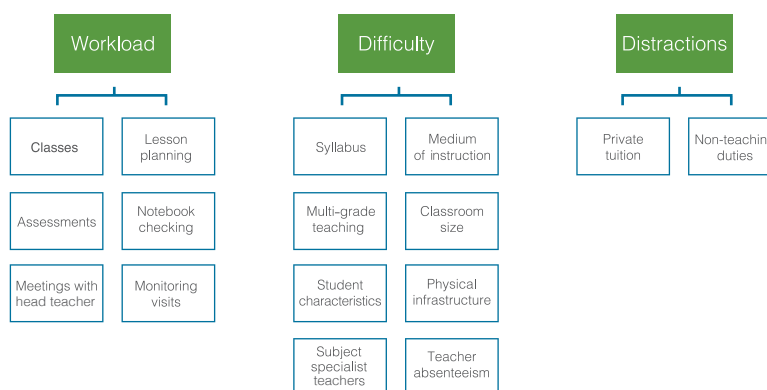
School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	To a great extent	19%	15%	20%	26%	20%
	Somewhat	38%	23%	24%	28%	25%
	Very little	8%	18%	15%	21%	16%
	Not at all	35%	44%	41%	25%	39%
Private	To a great extent	0%	20%	21%	25%	20%
	Somewhat	0%	30%	29%	13%	20%
	Very little	40%	0%	14%	0%	9%
	Not at all	60%	50%	36%	62%	51%

5. THE TEACHER AT WORK

Teachers spend the bulk of their working life in the classroom. The support provided at this level drives their motivation and affects the quality of teaching. Aside from the limitations of capacity and training discussed in the previous chapter, how well the teacher performs depends on a number of factors that make it easier or more difficult for them to do their jobs properly. These include the classroom situation in which the teacher works, the school environment and factors that add to the difficulty level or workload of the teacher.

For the purpose of our analysis, we see the overall performance of a teacher to be affected by three variables: workload (the time required to complete a task), the level of difficulty, and activities that distract them from their main task (Figure 5.1).

Figure 5.1: Factors affecting teacher performance



5.1 WORKLOAD

Most outside observers think of a teacher's work as a sum of the number of classes taken on any given day. The academic year in Pakistan is less than 200 days long, adding to the impression that the teacher's workload is not as heavy as that of other professionals.

This assessment fails to take into account the challenge of teaching a set syllabus to a satisfactory standard within the time available. To do so, a teacher must successfully complete a number of tasks, each of which consumes time beyond the hours spent in the classroom. These include lesson planning, notebook checking, assessment, meetings with head teachers and being available during school monitoring visits.

Our quantitative survey uses three measures to assess workload: the number of classes (or grades) assigned, the number of periods taken per week and time spent in lesson planning. Additional tasks such as checking notebooks and administering tests are also taken into account.

5.1.1 Classes or sections assigned

Across the board, the majority of teachers are required to look after more than one class or section (Table 5.1). Government teachers in Punjab have the heaviest workload, with 91% reporting that they look after two or more

classes, and 23% responsible for 6 or more. Punjab is the exception in this regard. Overall, private school teachers are assigned more classes or sections compared to their counterparts in government schools. Among private school teachers in Balochistan, for example, 91% report that they are assigned two or more classes or sections, and 24% of private school teachers in Sindh have been assigned 6 or more classes or sections.

5.1.2 Periods taught per week

Across the country, nearly one third of teachers state that they teach more than 36 periods a week (Table 5.2). As many as 43% of teachers in Punjab claim to teach more than 36 periods a week, compared to 29% in Khyber Pakhtunkhwa, 24% in Balochistan and 9% in Sindh. A small but not insignificant proportion of government teachers have an even greater workload, with 22% of Punjab teachers taking more than 46 periods a week, compared to 10% in Khyber Pakhtunkhwa and 1% in Sindh.

The workload of private school teachers is similar, with nearly one third reporting that they teach more than 36 periods a week. Khyber Pakhtunkhwa has the largest number of private school teachers reporting a workload of 47 or more periods taught per week.

5.1.3 Lesson planning

Hours in the classroom are not the only time a teacher spends working. There are a number of other tasks a teacher is required to complete, such as preparing lessons, checking homework, and administering and marking tests.

Table 5.1: Classes or sections assigned

School type	Number of classes	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	6 or more	0%	9%	23%	10%	15%
	5 or more	14%	19%	35%	18%	25%
	4 or more	25%	22%	41%	22%	30%
	3 or more	55%	40%	71%	39%	55%
	2 or more	82%	77%	91%	72%	82%
Private	6 or more	9%	11%	16%	24%	16%
	5 or more	26%	11%	24%	32%	24%
	4 or more	43%	36%	31%	42%	37%
	3 or more	70%	61%	47%	58%	56%
	2 or more	91%	86%	76%	74%	80%

Table 5.2: Periods taught per week

School type	Periods per week	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	47 and above	0%	10%	22%	1%	13%
	More than 36	24%	29%	43%	9%	31%
	More than 26	67%	74%	86%	50%	74%
	More than 16	85%	95%	96%	66%	89%
	More than 6	96%	99%	98%	86%	96%
	Less than 6	4%	1%	2%	14%	4%
Private	47 and above	8%	14%	8%	4%	8%
	More than 36	25%	46%	41%	10%	32%
	More than 26	67%	66%	86%	56%	72%
	More than 16	92%	86%	96%	85%	91%
	More than 6	92%	97%	98%	96%	96%
	Less than 6	8%	3%	2%	4%	4%

Both government and private school teachers spend more or less the same amount of time in lesson planning, with the majority reporting that they spend less than 6 hours per week on this task (Table 5.3). Among government school teachers, Balochistan has the maximum number in this category (87%), followed by Khyber Pakhtunkhwa (73%) and Sindh (72%). Overall, more government teachers in Punjab report spending more time on lesson planning than their colleagues in other provinces.

The majority of private school teachers also spend less than 6 hours per week on lesson planning. Punjab has the lowest proportion of teachers in this category (72%) followed by Khyber Pakhtunkhwa (74%).

Teachers in government and private schools appear to spend more or less the same amount of time on lesson planning. But in the qualitative interviews a difference in approach became clear. Most senior teachers consider lesson planning to be a waste of time, whereas younger teachers, especially women, take lesson planning more seriously.

5.1.4 Other tasks and activities

In addition to planning and delivering lessons, teachers must also check student assignments and spend time on assessments.

- Notebook checking

Most teachers report spending 1 to 5 hours a week checking notebooks (Figure 5.2). In Punjab, a large number of teachers in both government and private schools (more than 40%) state that they spend 6 to 10 hours a week on this task. In Khyber Pakhtunkhwa, around 20% of teachers spend 11 to 15 hours per week checking notebooks (Table 5.4).

- Tests and assessments

More than 80% of government teachers and 95% of private school teachers administer monthly tests (Table 5.5). The numbers for bi-annual and annual examinations are similar, and almost 100% of schools conduct annual examinations regularly. Apart from the demands placed on a teacher's time, excessive testing is not always beneficial as it encourages the practice of 'teaching to the test'.

Table 5.3: Time spent on lesson planning

School type	Hours per week	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Less than 6	87%	73%	67%	72%	71%
	7 - 10	3%	14%	16%	18%	15%
	11 - 14	10%	10%	9%	4%	8%
	15 - 18	0%	0%	3%	2%	2%
	19 - 22	0%	1%	1%	1%	1%
	23 - 26	0%	0%	1%	0%	0%
Private	27 or more	0%	2%	3%	3%	3%
	Less than 6	86%	74%	72%	80%	76%
	7 - 10	9%	14%	20%	8%	14%
	11 - 14	0%	7%	5%	10%	6%
	15 - 18	0%	2%	1%	0%	1%
	19 - 22	0%	2%	0%	2%	1%
	27 or more	5%	1%	2%	0%	2%

5.2 DIFFICULTY

The teacher's workload also needs to be viewed in the context of factors that make their job more difficult. A number of such factors, which cannot always be quantified in terms of time, have a significant impact on the teacher's ability to perform their duties.

5.2.1 Class size and multi-grade teaching

Most teachers complain of multi-grade environments and overcrowded classrooms. In the qualitative interviews, the majority of teachers report that they are not trained to deal with these situations. They note that education policies have failed to recognise the challenges of multi-grade teaching, and that learning materials and teacher training fail to prepare teachers to handle this situation.

Teaching effectively in overcrowded classrooms is another major challenge but teachers appear to have found ways to deal with this situation. Some report using brighter students to assist in teaching, a technique criticised by some teachers.

5.2.2 Teacher availability

Teacher availability—or the lack thereof—for key subjects such as science, mathematics and English, is a serious issue. It adds to the difficulty of a teacher's work when they are required to teach subjects of which they have little knowledge, let alone mastery.

An overwhelming majority of head teachers in government schools (73%) report that there is a shortage of teachers (Table 5.6). Conversely, the majority of head teachers in private schools (62%) state that there is no shortage of teachers. Sindh is the exception, with 55% of private school head teachers reporting that teachers are not available.

With respect to the subjects for which specialised teachers are reported to be in short supply, both government and private schools appear to face similar problems. In both cases, computer sciences, English and mathematics are subjects for which the majority of teachers in our survey report a 'high shortage' (Table 5.7). In government schools, 71% of teachers report a shortage of computer science teachers, compared to 51% of private school teachers. For other subjects, responses of government and private school teachers are more or less similar.

“Our classes are overcrowded. A hundred children are crammed into a room where there is space for just 40. They sit with their school bags on their laps, and these bags weigh 4 or 5 kilos. There are 6 children sitting on a bench... How are they supposed to learn?”

Sadia Batool, age 55, government high school teacher, Hyderabad, Sindh

“In our school, enrolment is almost 500 and we have only 10 teachers. In some sections there are more than 90 children. It is very difficult to manage a class with so many children.”

Akram Jadoon, age 57, government high school teacher, Abbottabad, Khyber Pakhtunkhwa

Table 5.4: Time spent checking student notebooks

School type	Hours per week	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	1 - 5	69%	45%	27%	66%	44%
	6 - 10	22%	30%	43%	29%	34%
	11 - 15	7%	21%	20%	3%	15%
	16 - 20	0%	2%	5%	1%	3%
	21 - 25	0%	2%	1%	0%	1%
	26 - 30	2%	0%	0%	1%	1%
	31+	0%	0%	4%	0%	2%
Private	1 - 5	75%	63%	33%	78%	57%
	6 - 10	13%	25%	45%	12%	28%
	11 - 15	4%	12%	21%	5%	13%
	16 - 20	0%	0%	0%	3%	1%
	21 - 25	0%	0%	0%	0%	0%
	26 - 30	0%	0%	0%	2%	0%
	31+	8%	0%	1%	0%	1%

Figure 5.2: Time spent checking student notebooks (national)

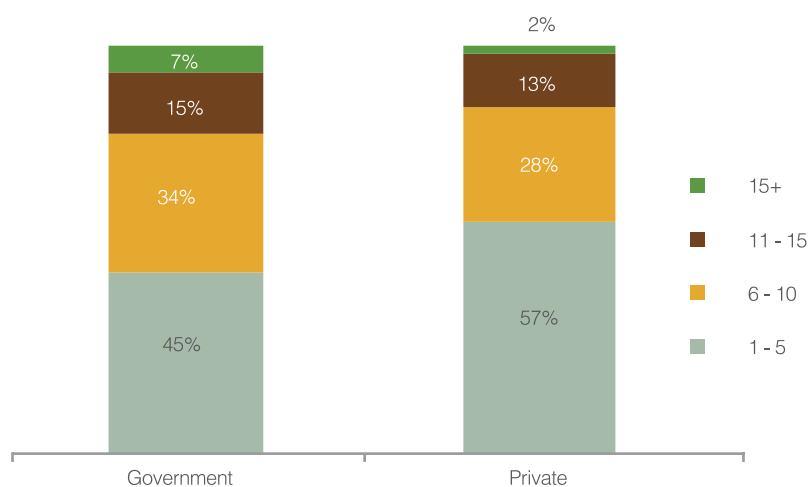


Table 5.5: Frequency of student assessment

School type	Response	Monthly	Bi-annually	Annually
Government	Regularly	81%	88%	99%
	Not regularly	12%	8%	1%
	Never	7%	4%	0%
Private	Regularly	95%	95%	99%
	Not regularly	3%	4%	1%
	Never	2%	1%	0%

Table 5.6: Shortage of teachers

School type	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
Government	77%	77%	72%	69%	73%
Private	39%	27%	30%	55%	38%

Table 5.7: Shortage of subject-specialist teachers

Subject	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Computer sciences	Government	60%	74%	51%	92%	71%
	Private	67%	20%	50%	63%	51%
English	Government	50%	59%	51%	72%	59%
	Private	44%	33%	74%	43%	58%
Mathematics	Government	63%	38%	47%	65%	50%
	Private	56%	50%	50%	33%	49%
Science	Government	57%	43%	53%	40%	47%
	Private	33%	20%	60%	38%	45%
Social Studies	Government	0%	13%	4%	23%	11%
	Private	0%	40%	12%	33%	18%
Urdu	Government	0%	5%	6%	23%	9%
	Private	0%	0%	12%	29%	11%

5.2.3 Absenteeism

Political connections, links with teachers associations and even outright corruption allow some teachers to remain absent without official leave. While the issue of absenteeism has received prominence in the media, the majority of teachers show up to work regularly and are not involved in this practice. The actions of the minority affect the reputation—and the morale—of the majority.

What is often overlooked is the fact that teachers themselves are affected by absenteeism, since it increases their workload. Not surprisingly, most teachers view absenteeism as a problem (Figure 5.3).

In the case of government teachers, the variation between responses from teachers in Punjab and those in other provinces may indicate that the incidence of absenteeism in that province has been curbed. If so, it would suggest that strict monitoring through independent district monitoring officers and their teams in Punjab has had a positive effect.

The finding that private school teachers in our survey also believe absenteeism is a problem is difficult to interpret. Low-cost private schools are known to have a high turnover rate for teaching staff, implying that any violations of the terms of service, including unauthorised leave, can be addressed by immediate dismissal. Rather than suggesting that absenteeism is a problem in private schools, responses in our survey may simply reflect the fact that private school teachers are aware of the seriousness of the issue.

In the qualitative interviews, teachers explain that absenteeism is a problem because it adds to the burden of those who do report to work. This includes legitimate leaves of absence as well as unauthorised leave (absenteeism).

5.2.4 Student characteristics

In both government and private schools, teachers report that the poor motivation of students makes their job more difficult and less rewarding. But teachers are quick to point out that the motivation of students is affected by factors such as poverty and low parental interest. In many cases children are required to support their families in activities such as harvesting, during which time they are absent from school. Teachers in government schools identify poor nutrition as an endemic problem and note that it affects children's ability to concentrate and participate in the classroom.

Over the last few years, provincial governments have abolished fees in government schools and provide free textbooks. Most teachers believe these measures do not adequately address the host of poverty-related issues that affect a child's motivation and ability to learn. In the qualitative survey, nearly one third of teachers say that encouraging parents to focus on their children's education is critically important to increase retention and improve student learning. They suggest that providing scholarships or monthly stipends would be useful.

- Corporal punishment

It goes without saying that teachers have an important role to play in motivating students. The teaching practices employed in the classroom have a direct impact on a student's interest and motivation. The widespread use of corporal punishment, for example, affects a child's willingness to go to school and their behaviour in the classroom.

“Teachers will remain absent if they have no intention to teach. Why does the government allocate extra resources to ensure their attendance instead of focusing on those teachers who are in school?”

Zameera Baloch, age 52, government elementary school teacher, Hyderabad, Sindh

“Political interference is the main reason for absenteeism. Often teachers fight with the head teacher about why one teacher is allowed to go on leave and not others.”

Rabia Ali, age 55, government high school teacher, Hyderabad, Sindh

“We used to have a *bari* system. We would take turns. One teacher would mark their attendance and leave, and the others would fill in for them. Now no one takes responsibility for anyone else because they know that both can get into trouble.”

Sideeqa Akhtar, age 45, government primary school teacher, Multan, Punjab

Worryingly, teachers across the board seem to view corporal punishment as useful (Table 5.8). An overwhelming majority of teachers either agree or strongly agree with the statement. Overall, the proportion of private school teachers (78%) who agree exceeds that of government teachers (73%).

The reason why teachers view corporal punishment as useful is partly, the result of their own experience. The majority of teachers in our survey report that they were subjected to corporal punishment as students (Figure 5.4). If teachers see this as having failed to prevent them from completing their studies, it is likely that they would repeat this behaviour with their own students or at least not think of it as detrimental.

Table 5.8: Utility of corporal punishment

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Strongly disagree	11%	9%	12%	3%	9%
	Disagree	16%	7%	15%	14%	13%
	Neutral	8%	4%	2%	12%	5%
	Agree	51%	26%	36%	39%	35%
	Strongly agree	14%	54%	35%	32%	38%
Private	Strongly disagree	0%	6%	6%	0%	4%
	Disagree	5%	10%	17%	25%	16%
	Neutral	0%	3%	2%	4%	2%
	Agree	37%	39%	24%	36%	31%
	Strongly agree	58%	42%	51%	35%	47%

Figure 5.3: Teachers who believe absenteeism is a problem

“Children in government schools do not study without a stick. You have to use a stick if the student is to learn something because classes are too big in government schools.”
 Dilawar Hussain, age 47, government primary school teacher Peshawar, Khyber Pakhtunkhwa

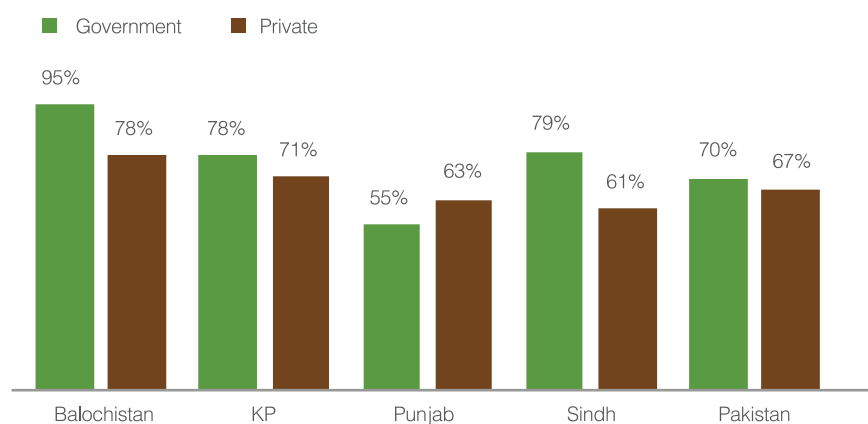
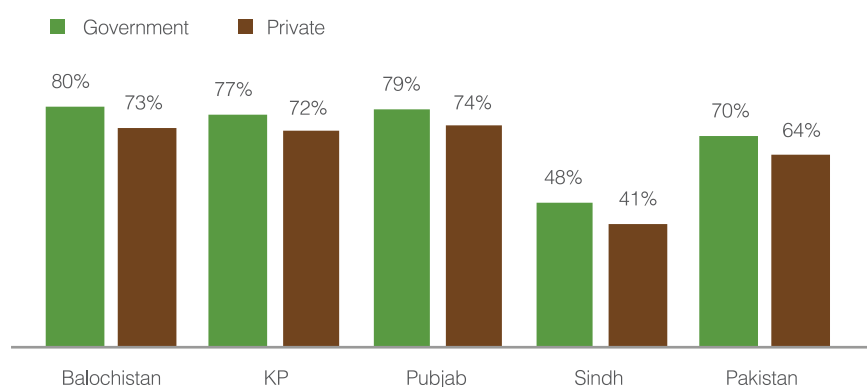


Figure 5.4: Teachers subjected to corporal punishment



5.2.5 Syllabus and textbooks

Teachers can only work with the materials they are given. The length of the syllabus, and the quality and availability of textbooks are factors that make a teacher's work more difficult.

- Textbook quality

Most teachers in our survey consider the syllabus to be too long and difficult. In the qualitative interviews, teachers complain of the difficulty of the language used in textbooks. They point out that concepts in textbooks are often not appropriate for the age group for which the material is intended, with some teachers noting that concepts that should be taught in Class 7 or 8 are introduced in Class 4 and 5.²⁵

- Textbook delivery

Over the last several years, all provinces have introduced the system of providing free textbooks to government schools. The policy, though well-intentioned, fails to take into account the logistical difficulties involved in reaching hundreds of thousands of students in every corner of the country. As a result, the delivery of textbooks to students is often delayed, adding to the difficulty of teachers and students in completing coursework on time. Surprisingly, the majority of government teachers in our survey report that textbooks are delivered on time (Table 5.9). But there are dramatic differences between provinces. In Khyber Pakhtunkhwa, for example, only 12% of government teachers report delays whereas in Balochistan this figure is as high as 82%. In Sindh, delays are reported by 22% of government teachers while in Punjab, which had a head start in planning and implementation, 35% of teachers still report that textbooks are not delivered on time.

Teachers reporting delays were asked how long their students were required to wait before textbooks were delivered. As many as 79% of government teachers in Balochistan and 70% in Punjab report that textbook delivery is delayed by 2 months or more (Table 5.10). Some teachers report even longer delays, with 20% in Punjab and 16% in Balochistan stating that delivery is delayed by more than three months.

It is worth noting that these responses do not capture other factors related to textbook delivery such as the provision of sufficient copies for all students or delivery of the complete set of textbooks for a particular subject or class.

- Compensating for delays

While the delivery of textbooks may be delayed for three months or more, teachers are nevertheless required to complete the course within the allocated time. Many have found ways to compensate for delays. All teachers claim to use some method of compensation (Table 5.11). The option used most frequently is to borrow textbooks from older students. Book sharing is also reported, along with the creation of 'book banks'.

5.3 DISTRACTIONS

There are many activities and duties that distract teachers from their main obligation, which is to deliver effectively in the classroom. These include training (unless scheduled during school vacations) and, in the case of

“The syllabus is so long that children find it difficult to complete. Textbooks are changed frequently without any research or taking into account teachers' own qualifications. The decision to use English as a medium of instruction at the primary level has made the PTC-qualified teacher's life more difficult. Teaching and learning have both suffered.”

Ch. Ahsan, age 55,
government high school
teacher, Multan, Punjab

²⁵ For details, see Annex 6.

government school teachers, non-teaching duties and assignments such as election duties, invigilation of government examinations and participating in vaccination drives. Many teachers also offer private tuition. Although this does not eat into class time, offering tuition is likely to affect the teacher's energy levels and performance in the classroom.

5.3.1 Non-teaching duties (government teachers)

There are currently approximately 650,000 government school teachers across the country. They constitute the largest single group of civilian government employees in Pakistan.²⁶

Government teachers are frequently called upon to perform duties that require the deployment of personnel in large numbers. As a result, many teachers are assigned tasks that take them away from the classroom or eat into the time they would otherwise use to plan lessons or mark papers. The policy reinforces the perception that government teachers do not have a heavy workload and can thus be pulled out for additional duties. Teachers in private schools hold similar views about their counterparts in government schools.²⁷

The range of non-teaching duties varies from province to province. In general, such assignments include election duties, compiling electoral rolls, assisting in collecting census information and participating in vaccination drives. The controversy surrounding the use of school resources and teachers during the 2013 general elections brought this problematic policy to the public's attention. Teachers' associations across the country are taking a strong stance against the practice. In some cases, this is not simply an issue of time. In Khyber Pakhtunkhwa, for example, a teacher in our survey pointed out a worrying trend of targeting schoolteachers during polio vaccination campaigns.

Across the board, an overwhelming majority of government school teachers complain about being assigned non-teaching duties. On average, government teachers in our survey report that they are required to spend around 50 days a year performing tasks that have nothing to do with teaching (Table 5.12). Overall, teachers in Punjab and Sindh are required to spend more days on non-teaching activities compared to their counterparts in Balochistan and Khyber Pakhtunkhwa.

5.3.2 Private tuition

Among teachers, the issue of private tuition appears to be contentious. The majority of private school teachers believe the practice should be allowed, with just 29% objecting (Table 5.13). The majority of government teachers, however, believe private tuition should not be allowed although those in favour are by no means a small minority at 43%.

There is a difference of opinion between male and female teachers as well, with 60% of male teachers stating that private tuition should not be permitted but only 46% of female teachers responding in the negative (Table 5.14). This may be a reflection of the fact that private school teachers are more

“At the primary level, where sometimes you have just one or two teachers, if one has to go for non-teaching duties the burden of the whole school falls on the other teacher.”

Farzana Nasir, age 35, government primary school teacher, Lasbela, Balochistan

“Women teachers are seldom given non-teaching duties. Duties related to elections, vaccination drives and enrolment campaigns are often given to male teachers. Such duties should be given to clerical staff. The district authorities demand 100% student attendance and at the same time they send us door to door to enrol children. They should perform these duties themselves. In my view, the teacher's job is to be in school and they should be responsible only for teaching.”

Shahbana Adeel, age 45, government primary school teacher, Multan, Punjab

²⁶ See Government of Pakistan 2012.

²⁷ In the qualitative interviews, a female private school teacher from Punjab stated: “In government schools, since the number of teachers is greater, they also have some free periods for themselves to relax [...] but in private schools we have to work like machines the entire day.”

poorly paid and the majority of them are women. Across provinces, too, there is an observable trend: all teachers in Balochistan are overwhelmingly in favour of private tuition whereas in other provinces opinions are mixed.

Given the nature of the subject, in the quantitative survey the research team did not directly ask teachers whether or not they offered private tuition. Instead, the questions were worded in general terms concerning the involvement of other teachers in secondary employment or private tuition, and responses were taken as a proxy for teachers' own engagement in tutoring.

An overwhelming majority of government teachers (80%) report that none of their colleagues offer private tuition, while 10% say 'very few' of their colleagues are engaged in tutoring (Table 5.15). Responses from private school teachers are mixed, with 27% reporting most of their colleagues and another 27% reporting none of their colleagues offer private tuition. In the qualitative interviews, teachers were asked a direct question and just 16% reported that they offered private tuition.

- Demand for tuition by school level

Overall, 54% of government teachers report that the demand for private tuition is greatest at the high school level, and this is also the case for government teachers in Khyber Pakhtunkhwa and Punjab (Figure 5.16). In Balochistan and Sindh, however, government teachers report the greatest demand at the primary level.

Private school teachers report that the demand for private tuition is highest at the primary level. These results are open to interpretation. It is possible that parents see government teachers as more competent and experienced. It is equally possible that female teachers, who are younger and make up the bulk of the teaching force in private schools, are less likely to be sought out for tutoring older students.

- Demand for tuition by subject

The subjects for which students seek private tuition correspond to the subjects for which a shortage of teachers is reported. Overall, teachers report the greatest demand is for tuition in mathematics, followed by English and science. In the case of Punjab, the demand for science exceeds that for English in the case of male teachers, whereas female teachers report a greater demand for mathematics (41%) (Table 5.17). In Balochistan and Khyber Pakhtunkhwa, male teachers do not consider the demand for science tuition to exist while a small percentage of female teachers highlight the demand for science. Both government and private school teachers also report the highest level of demand for mathematics, followed by English and science (Table 5.18).

- Reasons for offering private tuition

As noted earlier, in the quantitative survey teachers were not questioned about their own involvement in private tuition. In the qualitative interviews, however, they were asked a direct question and 16% report that they offer private tuition. As many as 70% of teachers state the need to supplement their income. Our findings show that more private school teachers offer tuition compared to their counterparts in government schools. Finally, almost all teachers working in low-fee private schools say their salary is less than the minimum wage, leading them to seek additional income.

“These days private tuition is becoming routine, but only for those who can afford it. According to my estimate, 40% of students take private tuition. They go to the mosque in the morning for Quran lessons, come home and go to school, and from school they go for tuition and then go home.”

Nida Farooq, age 30,
private school head
teacher, Multan-Punjab

“In the cities, children learn A-B-C and counting before coming to school, whereas parents in the rural areas can’t even teach their children this much.”

Haleema Leghari, age 45, government primary school teacher, Multan, Punjab

In the qualitative interviews, teachers also provide demand-side reasons for the prevalence of private tuition. Particularly in the case of government schools, the demand for tuition is partly the result of overcrowded classrooms and multi-grade teaching. Among both government and private school teachers, 48% state that students and their parents demand individual attention. Similarly, a large number of both government and private school teachers (nearly 47%) say that the syllabus is not properly covered in school, increasing the demand for tuition. At least one teacher states that she encourages weak students to opt for tuition.

In many cases private tuition also appears to act as a substitute for receiving help at home. Nearly 50% of teachers consider private tuition to be a substitute for parental help. This could be because parents do not have the time or the knowledge to help with their children’s studies.

- Earnings from private tuition

The amount of additional income teachers generate from private tuition varies. The majority of teachers state that earnings from private tuition constitute up to 20% of their income (Table 5.19). A significant proportion of male teachers (49%) and more than half of all government teachers (54%) report that they do not know the exact percentage of earnings from private tuition (Table 5.20).

- Impact of ‘tuition culture’ on school environment

Nearly 60% of teachers report that private tuition adversely effects the school environment. They note that teachers often pay extra attention to students taking tuition, which discourages other students. Some more worrying aspects of the practice also emerge: one teacher confessed to assisting their tuition pupils in examinations.

Table 5.9: Textbooks delivered on time (government teachers)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	18%	88%	65%	78%	71%
	No	82%	12%	35%	22%	29%

Table 5.10: Delay in receiving textbooks (government teachers)

School type	Delay (months)	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	1 month	21%	67%	30%	67%	48%
	2 months	26%	10%	21%	19%	19%
	3 months	37%	15%	29%	8%	21%
	3 months and above	16%	8%	20%	6%	12%

Table 5.11: Compensating for delays in textbook delivery (government teachers)

School type	Compensation method	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Building book banks	10%	5%	10%	8%	9%
	Borrowing from older students	65%	61%	53%	61%	59%
	Book sharing	25%	34%	37%	31%	32%

Table 5.12: Days spent on non-teaching duties in the last 12 months (government teachers)

Duration	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
Voter lists	10	14	13	13	13
Election duty	3	3	3	3	3
Polio drive/vaccination	4	1	6	1	3
Dengue drive	0	0	7	0	2
Youth festival	2	0	6	0	2
Enrolment (UPE) drive	5	15	25	29	19
Paper invigilation	4	4	2	2	3
Paper marking	4	11	10	14	10
Total	32	48	72	62	53

Table 5.13: Private tuition should be allowed (by school type)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Agree	74%	35%	39%	45%	43%
	Disagree	26%	65%	61%	55%	58%
Private	Agree	87%	75%	67%	64%	71%
	Disagree	13%	25%	33%	36%	29%

Table 5.14: Private tuition should be allowed (by gender)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Agree	78%	30%	31%	47%	40%
	Disagree	22%	70%	69%	53%	60%
Female	Agree	78%	54%	51%	51%	54%
	Disagree	22%	46%	49%	49%	46%

Table 5.15: Colleagues offering private tuition

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Most	0%	4%	4%	3%	3%
	Some	13%	6%	5%	9%	7%
	Very Few	9%	3%	12%	12%	10%
	None	78%	87%	79%	76%	80%
Private	Most	17%	12%	33%	35%	27%
	Some	44%	13%	17%	19%	21%
	Very Few	22%	31%	23%	25%	25%
	None	17%	44%	27%	21%	27%

Table 5.16: Demand for private tuition (by school level)

School type	School level	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Primary	54%	23%	13%	39%	23%
	Elementary	31%	14%	22%	30%	23%
	High	15%	63%	65%	31%	54%
Private	Primary	62%	14%	34%	43%	38%
	Elementary	28%	23%	39%	34%	33%
	High	10%	63%	27%	23%	29%

Table 5.17: Demand for private tuition (by subject and gender)

Gender	Subject	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Math	55%	80%	43%	61%	56%
	English	45%	20%	21%	24%	26%
	Science	0%	0%	32%	12%	16%
	Other (Islamiat, Urdu etc.)	0%	0%	4%	3%	2%
Female	Math	72%	76%	41%	68%	59%
	English	0%	14%	30%	22%	21%
	Science	0%	10%	20%	5%	11%
	Other (Islamiat, Urdu etc.)	28%	0%	9%	5%	9%

Table 5.18: Demand for private tuition (by subject and school type)

School type	Subject	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Math	46%	80%	37%	59%	51%
	English	45%	20%	37%	27%	32%
	Science	0%	0%	24%	12%	14%
	Other (Islamiat, Urdu etc.)	9%	0%	2%	2%	3%
Private	Math	74%	75%	46%	70%	63%
	English	0%	12%	17%	21%	14%
	Science	0%	13%	23%	3%	11%
	Other (Islamiat, Urdu etc.)	26%	0%	14%	6%	12%

Table 5.19: Income from private tuition (by gender)

Gender	Contribution to income	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Up to 20%	43%	33%	47%	26%	36%
	Up to 40%	14%	6%	14%	9%	11%
	More than 40%	7%	0%	6%	4%	4%
	Do not Know	36%	61%	33%	61%	49%
Female	Up to 20%	27%	18%	41%	39%	35%
	Up to 40%	13%	17%	15%	33%	19%
	More than 40%	60%	62%	35%	24%	40%
	Do not Know	0%	3%	9%	4%	6%

Table 5.20: Income from private tuition (by school type)

Gender	Contribution to income	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Up to 20%	17%	26%	45%	28%	34%
	Up to 40%	4%	6%	13%	11%	10%
	More than 40%	0%	0%	3%	1%	2%
	Do not Know	79%	68%	39%	60%	54%
Private	Up to 20%	52%	18%	39%	43%	39%
	Up to 40%	24%	27%	19%	41%	28%
	More than 40%	5%	5%	22%	8%	12%
	Do not Know	19%	50%	20%	8%	21%

5.4 CONCLUSIONS

Some teachers may use political connections or other unfair means to shirk their responsibilities, adding to the workload of others, but such individuals are by no means representative of all teachers in Pakistan. The majority of teachers work hard for relatively low pay, especially those employed in low-cost private schools. Faced with overcrowded classes, multi-grade teaching and textbooks of poor quality, theirs is a challenging job. The hours spent in the classroom reflect only a small part of their workload, which includes tasks like lesson planning, marking tests, and sitting in meetings with head teachers and school monitors. Government teachers have the additional burden of performing non-teaching duties, a practice that betrays how little policy makers and government officials understand—or care about—the day-to-day life and work of teachers.

In the classroom, teachers are charged with the task of inspiring and motivating children from the poorest families, many of whom are undernourished, who may be pulled out of school whenever parents need them to help with work or activities like harvesting.

A short academic year of less than 200 days puts pressure on teachers to complete the syllabus, often at the expense of learning. Many are required to teach subjects that are not their specialty because of a shortage of specialised teachers. Add to that the delays in textbook delivery to government schools and the pressure on teachers is even greater.

Nor are teachers included in the decisions that affect their working life, such as the development of textbooks. As a result, students struggle to understand concepts that teachers know are age-inappropriate, making teaching even more difficult.

The realities of a teacher's working life are far removed from public perception and, importantly, from the tiers of government where decisions affecting them are made. A shift is needed in the policy-making process so that teachers are at the centre of policies and decisions that have an impact on their work. No teacher should be assigned non-teaching duties, except during school vacations, and even that should be kept to a minimum so that teachers can use this time to develop their professional competence through training and other means.

The government policy of providing free textbooks in government schools is well-intentioned but adds to the burden of teachers when textbook delivery is delayed, sometimes for several months. While delays are primarily a result of poor planning, and element of indifference towards the needs of teachers and students cannot be ruled out. In an education system that works, even a short delay would be unacceptable and those responsible would be subjected to accountability proceedings.

Teachers can only work with the materials they are given. If textbooks are of indifferent quality and the syllabus is too long or not relevant to the needs of students, learning outcomes will continue to be poor. The syllabus should be structured according to the needs and abilities of students, and no textbook should be approved until it has been field-tested with students and teachers. Regular feedback on textbooks should be sought from teachers in both government and private schools.

Many teachers struggle with an excessive workload, handling multiple classes or sections, and teaching subjects that should be taught by subject specialists. Personnel strategies, including recruitment plans, must include mechanisms to replace vacancies for all teachers, but especially

subject specialists, on a priority basis. Policies must also be developed, in consultation with teachers, to rationalise class size and multi-grade teaching, and to provide support to teachers working in these circumstances.

The practice of offering private tuition needs to be studied in more detail before a policy recommendation can be made. Teachers, especially in low-cost private schools, cannot be blamed for wanting to supplement their income and tutoring also serves a genuine need. Many parents are unable to help their children with their studies, and many children struggle in school for a host of reasons, including, importantly, the absence of subject specialist teachers. Education policies must recognise, first and foremost, the reasons why parents seek tuition for their children, and put in place a system to provide remedial education and after-school support to children who are struggling to keep up.

Finally, the issue of corporal punishment must be tackled with a more imaginative approach than the current '*Maar nahin piyar*' policy.²⁸ The widespread use of corporal punishment needs to be seen as a socially embedded behaviour that will require awareness and advocacy over a sustained period for attitudes to change among teachers as well as parents.

²⁸ In 2005 the Punjab School Education Department issued an executive order to all government schools in the province, stating that corporal punishment was not allowed and severe action would be taken against teachers employing this practice, noting that it was the major reason why large numbers of children were dropping out of school. Today, all provinces have a policy against corporal punishment.

6. THE LANGUAGE ISSUE

The medium of instruction poses one of the most difficult challenges for teachers across the country. The language policies of provincial governments fail to take into account the learning needs of students or the realities of teachers' capacities.

Most teachers participating in our survey complain about teaching English—and even Urdu—to students for whom neither language is their mother tongue. Developing an effective and nuanced language policy is no simple task but the current policy is oversimplified and adds to the difficulties of teachers and learners.

Multiple languages and dialects are spoken in every province. Current policies regarding the medium of instruction do not recognise this complexity. Traditionally, a two-language approach has been taken, with either English or Urdu as the medium of instruction. Sindh is the only province where teaching in the mother tongue is the norm during the early years of schooling. Balochistan attempted to introduce instruction in the mother tongue but the decision had to be reversed because of poor planning and the resulting implementation difficulties. In Khyber Pakhtunkhwa, instruction in the mother tongue is the exception, with only a few schools in some districts having introduced this system. In Punjab, the trend in recent years has been to use English as the medium of instruction for all children, starting from Class 1. In 2014, some provinces reviewed their policies. Khyber Pakhtunkhwa has introduced English as the medium of instruction from Class 1, while in Punjab now allows Urdu to be used for Classes 1-3.

The majority of government school teachers participating in our survey oppose the use of English as the medium of instruction, particularly in the early years of schooling, citing their students' lack of familiarity with the language. As a result, in many cases the teacher is required to translate twice, first from English into Urdu and then from Urdu into the local language, to communicate effectively with students.

Most government teachers also admit that they do not possess the necessary skills to teach in English, asserting that their qualifications and skills should be considered before introducing such policies. Private school teachers are less critical of the English language policy but this is partly because for private schools the claim to be 'English medium' is a major marketing point.

Across the board, teachers report that English is not commonly spoken in class (Table 6.1). Despite the official (government school) or advertised (private school) medium of instruction, there is no significant difference between government and private schools with respect to the language actually used in the classroom (Figure 6.1).

6.1 THE CLASSROOM CONTEXT

Language policies have little to do with the languages actually used by teachers and students in classrooms across the country. Different provinces have different policies, none of which appear to be based on student needs or ground realities.

“Language is a big problem. Children use one language at home and have to learn another one in school. I explain the concepts in Pashto to Pashtun students, but other children speak different languages.”

Jameela Kakar, Female teacher in Balochistan

Figure 6.1: Languages used in the classroom (national)

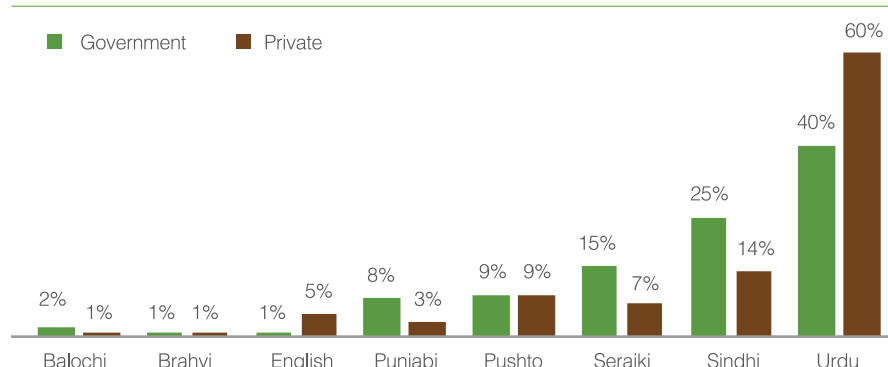


Table 6.1: Languages used in the classroom

School type	Language	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	English	-	-	2%	-	1%
	Urdu	30%	52%	51%	20%	40%
	Punjabi	1%	-	19%	-	8%
	Sindhi	23%	0%	-	79%	25%
	Balochi	24%	-	-	-	2%
	Pashto	-	35%	2%	-	9%
	Seraiki	10%	13%	26%	1%	15%
Private	Brahvi	12%	-	-	-	1%
	English	6%	2%	3%	9%	5%
	Urdu	51%	57%	75%	48%	60%
	Punjabi	-	-	7%	1%	3%
	Sindhi	9%	-	-	42%	14%
	Balochi	6%	-	-	-	1%
	Pashto	16%	33%	1%	-	9%
Seraiki	4%	8%	14%	-	7%	
Brahvi	8%	-	-	-	1%	

Table 6.2: Languages used in Balochistan

School type	Language	In class	Difficult Concepts in class	Peers	Home	Community
Government	English	0%	0%	0%	0%	0%
	Urdu	30%	37%	23%	11%	8%
	Other languages including mother tongue	70%	63%	77%	89%	92%
Private	English	6%	11%	3%	0%	0%
	Urdu	51%	57%	45%	16%	11%
	Other languages including mother tongue	43%	32%	52%	84%	89%

Table 6.3: Languages used in Khyber Pakhtunkhwa

School type	Language	In class	Difficult Concepts in class	Peers	Home	Community
Government	English	0%	0%	0%	0%	0%
	Urdu	52%	61%	42%	15%	9%
	Other languages including mother tongue	48%	39%	58%	85%	91%
Private	English	2%	2%	2%	0%	0%
	Urdu	57%	62%	53%	23%	15%
	Other languages including mother tongue	41%	36%	45%	77%	85%

6.1.1 Balochistan

The smallest province in terms of population, Balochistan has the widest linguistic diversity per capita. Languages spoken in the province include Balochi, Brahvi, Farsi, Pashto, Punjabi, Seraiki and Urdu. The provincial government attempted to introduce instruction in the mother tongue but eventually reversed the decision because poor planning created implementation issues. Currently the province allows Urdu or English to be used as the medium of instruction in government schools.

Teachers in Balochistan report that their students do not use English in any situation (Table 6.2). The mother tongue is used most frequently in all situations, followed by Urdu. But even the use of Urdu recedes as the student moves from classroom to peers, home and community. This trend is common to both government and private schools.

6.1.2 Khyber Pakhtunkhwa

A number of languages are spoken in Khyber Pakhtunkhwa, with Pashto and its various dialects used by the largest segment of the population, followed by Hindko, Seraiki and Chitrali, in that order. The province has selectively implemented a policy of instruction in the mother tongue in some Pashto-speaking districts. None of the province's other languages has ever been introduced officially either as a subject or as the medium of instruction.

The current government in Khyber Pakhtunkhwa recently introduced English as the medium of instruction in all government schools, starting from Class 1. In view of our findings, this policy does not appear to be realistic. Teachers in government schools report that their students do not use English in any situation (Table 6.3). Urdu is used more frequently in the classroom for formal communication and to explain difficult concepts. Use of the mother tongue increases as the student leaves school and interacts with peers, family and members of the community.

Responses from private school teachers are similar, with increased use of the mother tongue as the student moves from the classroom to the community. Almost 40% of government and private school teachers report that the mother tongue is used in the classroom.

“Language is a hurdle in improving learning outcomes. Pashtun children have to spend years learning Urdu because the language used in class is different from their native language.”

Surayya Gul, age 25, government primary school teacher, Abbottabad, Khyber Pakhtunkhwa

6.1.3 Punjab

The province of Punjab is roughly divided into three linguistic regions: Potohar, Central Punjab and Southern Punjab, where the languages spoken are Potohari, Punjabi and Seraiki. For the purposes of our survey, Potohari and Punjabi have been grouped together while Seraiki is counted as a separate language.

Government school teachers in Punjab report that Urdu and provincial languages have nearly the same level of use in the classroom, while Urdu dominates in private schools (Table 6.4). When it comes to explaining difficult concepts, the majority of teachers in both government and private schools prefer Urdu. But in government schools nearly 30% of teachers also use the mother tongue to explain difficult concepts. In interacting with peers, family and members of the community, however, use of the mother tongue increases dramatically. Urdu is spoken with peers, but rarely with family or in the community, and English is rarely spoken once the student leaves the classroom.

Punjab has never authorised the use of the mother tongue for teaching in any class. This decision is probably based on the premise that children have a good understanding of Urdu. In 2009 Punjab took the decision to introduce English as the medium of instruction in all government schools but has now decided to bring back Urdu as the medium of instruction up to Class 3. Discontinuing the use of English as the medium of instruction in the early years of schooling appears to be a wise decision.²⁹

6.1.4 Sindh

Three languages are mainly spoken in Sindh: Sindhi, Seraiki and Urdu. Brahvi is used in some parts of the province, along with Dhatki (also known as Thari) which is spoken in the Tharparkar region. The Urdu-speaking population lives mainly in urban areas where the medium of instruction is either Urdu or English. At the same time, Sindh has a more mother-tongue-oriented policy, and most schools use Sindhi as the medium of instruction. In the province's main urban centres, a large proportion of children have Urdu as their first language and here many government schools as well as a large number of private schools use Urdu as the medium of instruction.

Government school teachers in Sindh report that Sindhi is the language most frequently spoken, followed by Urdu, while English is rarely used (Table 6.5). Private school teachers report roughly equal use of Sindhi and Urdu, and some use of English. More or less similar trends can be seen outside the classroom. At no point do more than 10% of teachers consider English to be used in any situation.

The predominant use of Sindhi would suggest better learning outcomes for students in the province.³⁰ But independent studies of learning outcomes show that this has not been the case.³¹ It is likely that poor learning outcomes in Sindh are the result of weak governance and the poor quality of teaching, rather than the language policy.

6.2 THE USE OF ENGLISH

“The introduction of English as the medium of instruction has added to the pressure on students who now even fail subjects like Islamiat and Pakistan studies, which was not the case previously.”

Abida Kareem, age 42, government elementary school teacher, Multan, Punjab

The English language enjoys a privileged status in Pakistan for its association with the elite. Globally as well, English is today the language of communication and learning. As such, proficiency in English not only bestows status but also improves prospects for social and professional advancement. This has led to an increased demand among parents for their children to learn English. Evidence of this can be seen in the proliferation of private schools that claim to be ‘English-medium’, a label that attracts parents and students. The fact that most such schools fail to deliver on their claim of offering instruction in English is another matter altogether.

Our survey shows that English is rarely used, either in the classroom or by students in their communities (Table 6.6). Teachers admit they do not possess the requisite skills to teach in English, and report that the majority of students in government schools and low-cost private schools belong to monolingual communities where the mother tongue is spoken with peers and family, and within the community. Requiring these children to learn in English (or even Urdu) at an early age potentially impacts cognitive

²⁹ A recent study revealed that the use of English at the primary level in Punjab government schools did not appear to facilitate learning since most teachers and students were not comfortable in the use of English (SAHE 2013).

³⁰ See SAHE 2014; see also Cazden 1992.

³¹ See Idara-e-Taleem-o-Aagahi 2014.

development. Nor is there any evidence that this policy enhances the acquisition of English as a second language.

Provincial governments in Khyber Pakhtunkhwa and Punjab arbitrarily introduced the policy of using English as the medium of instruction starting in Class 1. This may have been an attempt to compete with private schools, and it is likely seen as a politically attractive proposition. The policy ignores the reality on the ground and the growing body of literature that suggests children learn better and faster in their mother tongue in the early years of schooling. Punjab has now reversed its decision in part, allowing Urdu to be used as the medium of instruction up to Class 3, but the policy remains in place in Khyber Pakhtunkhwa.

Our survey also shows that teachers are by and large ill-equipped to teach in English. The majority of teachers at the primary level possess a PTC, which clearly states that the holder has not been trained in the teaching of English. Students in government schools tend to belong to the poorest families and to live in largely monolingual communities, making the task of teaching in English all the more difficult. The profile of children in low-cost private schools is not much different; their parents may be able to pay a nominal fee but the communities in which they live and the languages they speak are similar to those of children attending government schools.³²

“The most difficult part is having to teach something that is not your own subject, for example, English. When I was in school we would start learning English in Class 6, but now we begin English [as a subject] in Class 1. It is difficult for me to teach English because we don’t have training in it. We were just handed the English book and asked to teach.”

Rehmat Bugti, age 47,
government primary school
teacher, Balochistan

6.3 CONCLUSIONS

Pakistan is home to a diverse mix of ethnic and linguistic communities, and multiple languages and dialects are spoken in each province. Language policies related to the medium of instruction have not recognised this complexity.

The country has traditionally followed a two-language approach, employing Urdu or English as the medium of instruction. Sindh is the exception, with Sindhi used in the greater number of the province’s schools. Since the standard of education in that province is poor overall, it is difficult to gauge what effect this policy has had. In other provinces Urdu has served as the medium of instruction until recently, when both Khyber Pakhtunkhwa and Punjab decided to make English the medium of instruction in all government schools from the primary level. Punjab subsequently reintroduced Urdu as the medium of instruction up to Class 3.

Even Urdu, the national language, is not the mother tongue of most children in the country, particularly those belonging to low-income families or living in rural areas. The majority of students use their mother tongue to communicate with peers, family and members of the community, and this is the language more likely to facilitate learning in the early years of schooling. Provincial governments need to comprehensively review their current language policies. The National Education Policy 2009 recommended the introduction of English from Class 1 but at the same time called for a study on the use of languages in schools across the country. Education sector plans for Balochistan and Punjab contain similar recommendations, proposing studies to help inform and formulate a policy that balances cognitive development with other objectives like nationalism, globalisation and, most importantly, equity.

Support for English as the medium of instruction often flows from the need to have a ‘single system’ of education. The motives behind such arguments

³² For details, see Annex 7.

are well-intentioned. But the policy of introducing English as the medium of instruction in the early years of schooling, particularly given the ground realities, is unrealistic and perhaps even detrimental.

Language policy should be based on the principle that early learning is most effective in the mother tongue, especially for children belonging to communities where a single language is dominant (monolingual environments). In other communities, other options can be explored. A strategy will need to be developed to help children transition from the mother tongue to Urdu and English at a later stage in their schooling.

While these will evolve over time, minimum standards for each language will need to be defined at the culmination point of schooling. Whatever policy is adopted, the needs of the child must be the focus.

Table 6.4: Languages used in Punjab

School type	Language	In class	Difficult Concepts in class	Peers	Home	Community
Government	English	2%	4%	0%	0%	0%
	Urdu	51%	61%	41%	9%	4%
	Other languages including mother tongue	47%	35%	59%	91%	96%
Private	English	3%	3%	2%	3%	0%
	Urdu	75%	86%	65%	21%	14%
	Other languages including mother tongue	22%	11%	33%	76%	86%

Table 6.5: Languages used in Sindh

School type	Language	In class	Difficult Concepts in class	Peers	Home	Community
Government	English	0%	0%	0%	0%	1%
	Urdu	19%	19%	20%	18%	17%
	Other languages including mother tongue	81%	81%	80%	82%	83%
Private	English	10%	10%	9%	6%	1%
	Urdu	48%	50%	45%	44%	44%
	Other languages including mother tongue	42%	40%	46%	50%	55%

Table 6.6: Use of English

School type	Province	In class	Difficult Concepts in class	Peers	Home	Community
Government	Balochistan	0%	0%	0%	0%	0%
	KP	0%	0%	0%	0%	0%
	Punjab	2%	4%	0%	0%	0%
	Sindh	0%	0%	0%	0%	1%
	Pakistan	1%	1%	0%	0%	0%
Private	Balochistan	6%	11%	3%	0%	0%
	KP	2%	2%	2%	0%	0%
	Punjab	3%	3%	2%	3%	0%
	Sindh	10%	10%	9%	6%	1%
	Pakistan	5%	7%	4%	2%	0%

7. THE SCHOOL ENVIRONMENT

The quality of the school environment depends on a number of factors. The leadership provided by the head teacher is critical, affecting a teacher's motivation and performance. But support from peers, education officials, parents and the wider community are also important. It goes without saying that the state of school facilities and infrastructure, and the teaching aids available, also have an impact on a teacher's ability to deliver.

7.1 HEAD TEACHER

Head teachers in government schools are appointed solely on the basis of seniority. Management training is not a criterion for selection to the post. Across the country, 60% of government school head teachers and 59% in private schools report that they have received no training on school management or administration (Table 7.1). By province, government school head teachers in Khyber Pakhtunkhwa appear to have received the most training (52%), followed by Balochistan (45%) and Punjab (42%). Only 26% of government school head teachers in Sindh report receiving training on school management. Private school head teachers are even less equipped to handle management and administration, except in Punjab where 59% report receiving training. As far as specialised training for the implementation of education plans is concerned, not a single head teacher in our survey reports receiving any training (Table 7.2).

7.1.1 Performance evaluation

Head teachers work hard to keep their schools functioning smoothly, which includes evaluating the work of teachers and providing feedback. Most head teachers hold regular meetings with teachers to discuss a range of issues. The vast majority of teachers in our survey report that their performance is regularly evaluated by the head teacher. In government schools 97% of teachers report regular evaluation, while in private schools this figure is 99% (Table 7.3)

A number of aspects of the teacher's performance are evaluated (Table 7.4). The focus of evaluation is similar in both government and private schools, and includes assessment of student notebooks and test results. 'Classroom outlook' and maintaining discipline are also areas of importance.³³

- Importance of evaluation

Most teachers are satisfied with the feedback they receive during evaluation and consider it to be helpful (Table 7.5). Only 3% of teachers in government schools and 2% in private schools report that evaluation helps 'very little' or 'not at all'. These findings show not only that head teachers put effort into their work but also that teachers are eager to improve their performance.

³³ Indicators of classroom outlook for this survey were functioning blackboard, charts and other helping material on the walls and desks or benches.

7.1.2 Meetings with head teacher

Most head teachers meet regularly with teaching staff. The majority of teachers in both government and private schools meet with the head teacher once a week or once a month (Table 7.6). A range of issues are discussed, including academic and administrative matters (Table 7.7). Only a small percentage of teachers report that non-academic issues are brought up in such meetings.

The findings in this section need to be contextualised, given that no specialised training in implementing education programmes is provided to head teachers. They belong to the teaching cadre and their administrative and management capacity is usually limited. It is also worth keeping in mind that many government schools have either a single teacher or at best two. In such schools there is no head teacher.

“Parents do not take an interest in their children’s education because of poverty. In a child’s education, both the teacher and the parents have a very important role to play.”

Kamal Khalid, age 30, government elementary school teacher, Mianwali, Punjab

7.2 PARENTAL INVOLVEMENT

In the qualitative interviews, teachers point out that parental engagement is low, particularly in government schools. This is consistent with the findings of independent studies, a number of which have noted the limited role of parent-teacher associations (PTAs) and school management committees (SMCs) in Pakistan.³⁴

Yet in the quantitative survey, a large percentage of head teachers in government schools confirm the existence of PTAs, SMCs, school councils or similar bodies (Table 7.8). The majority of private schools do not appear to have such bodies, and in Punjab in particular just 18% of private school head teachers report the existence of SMCs or PTAs.

Whether these bodies are effective is another matter altogether. Both government and private school head teachers report that such bodies are largely ineffective (Table 7.9).

In the qualitative interviews, teachers point out that poverty is the main reason parents fail to take a keen interest in the progress of their children or become involved in school-related matters. In private schools, parents are more involved.

Table 7.1: Training on school management and administration (head teachers)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	45%	52%	42%	26%	40%
	No	55%	48%	58%	74%	60%
Private	Yes	38%	30%	59%	35%	41%
	No	62%	70%	41%	65%	59%

Table 7.2: Training for implementation of education programmes (head teachers)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	0%	0%	0%	0%	0%
	No	100%	100%	100%	100%	100%
Private	Yes	0%	0%	0%	0%	0%
	No	100%	100%	100%	100%	100%

³⁴ See Khan and Zafar 1999, and Rashid and Awan 2014.

Table 7.3: Performance evaluation by head teacher

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	93%	98%	99%	95%	97%
	No	7%	2%	1%	5%	3%
Private	Yes	96%	100%	100%	98%	99%
	No	4%	0%	0%	2%	1%

Table 7.4: Evaluation of work

School type	Area of work	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Teaching diary	2%	16%	19%	13%	15%
	Student notebooks	27%	19%	21%	19%	20%
	Assessment results	24%	19%	20%	21%	20%
	Classroom outlook	19%	16%	14%	15%	15%
	Use of audio-visual aids	7%	6%	3%	5%	5%
	Display of student work	9%	11%	9%	14%	11%
Private	Maintaining discipline	12%	13%	14%	13%	14%
	Teaching diary	9%	16%	12%	17%	14%
	Student notebooks	24%	20%	22%	17%	21%
	Assessment results	16%	19%	20%	17%	18%
	Classroom outlook	18%	14%	16%	14%	15%
	Use of audio-visual aids	1%	7%	2%	5%	4%
	Display of student work	14%	11%	10%	17%	13%
Maintaining discipline	18%	13%	18%	13%	15%	

Table 7.5: Importance of evaluation for improving performance

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	To a great extent	65%	73%	80%	57%	71%
	Somewhat	30%	26%	17%	39%	26%
	Very little	0%	0%	3%	3%	2%
	Not at all	5%	1%	0%	1%	1%
Private	To a great extent	78%	86%	84%	76%	81%
	Somewhat	22%	12%	15%	21%	17%
	Very little	0%	2%	1%	3%	2%
	Not at all	0%	0%	0%	0%	0%

Table 7.6: Meetings with head teacher

School type	Frequency	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Weekly	37%	59%	49%	44%	49%
	Monthly	44%	39%	47%	49%	46%
	Bi-Annually	14%	1%	3%	6%	4%
	Once a year	5%	1%	1%	1%	1%
Private	Weekly	61%	58%	48%	57%	54%
	Monthly	39%	40%	51%	41%	44%
	Bi-Annually	0%	0%	1%	0%	1%
	Once a year	0%	2%	0%	2%	1%

7.3 PROFESSIONAL SUPPORT

Teachers in all provinces seek support from head teachers and senior colleagues. Learning from peers in other schools is also reported. The majority of teachers in both government and private schools receive professional support from supervisors or senior colleagues (Table 7.10). Only 11% of government teachers and just 4% in private schools report receiving no support from their supervisors. Across the provinces, responses are similar, although government teachers in Khyber Pakhtunkhwa appear to benefit the most from the support of their seniors, compared to their colleagues in other provinces.

7.3.1 Formal support

There are two sources of formal support for government teachers: learning coordinators and district teacher educators (DTE). Learning coordinators assist teachers through mentoring and training. They are employed by the Directorate of Education. Senior teachers, usually on the verge of retirement, are normally appointed to this post. DTEs are part of the in-service professional development programme managed by Punjab's Directorate of Staff Development (DSD). They engage with teachers in clusters for training and mentoring. Across the board, these sources of external support appear to have little or no impact on the daily life of a teacher.

The majority of government teachers identify the head teacher as their main source of support, followed by colleagues (Table 7.11). Only 7% of government teachers overall report that learning coordinators or DTEs are their main source of support. This figure is a result of the fact that 21% of teachers in Punjab report the DTE to be their main source of support. Elsewhere, only 1% of teachers in Khyber Pakhtunkhwa and Sindh, and none in Balochistan, state that they receive support from learning coordinators.

In the case of private schools, no external support mechanisms exist. Here, teachers rely almost exclusively on the head teacher and senior colleagues.

In the qualitative interviews, most teachers appreciate the support received from DTEs but some point out that training in clusters reinforces hierarchies where junior teachers, especially those from primary schools, are not able to speak freely. Some teachers suggest training should be conducted at the school level and not the cluster level.

7.3.2 Informal support and peer learning

In addition to formal sources of support, our survey also found informal peer learning to be common among teachers, many of whom reach out to teachers in other schools. The prevalence of mobile phones appears to have facilitated this form of knowledge exchange. Some teachers report visiting other schools.

Like all professionals, teachers also engage in networking. Some in Khyber Pakhtunkhwa and Punjab say that contacts made during formal cluster-level meetings provide an opportunity to connect with other teachers and to learn from them later through less formal interaction. Peer support through informal interaction gives teachers an opportunity to share teaching and learning resources, lesson plans and assessment practices.

The findings of the qualitative interviews suggest that teachers turn to informal peer support in the absence of effective formal support mechanisms. A significant number of respondents state that a cluster-type

“The continuous professional development framework and mentoring by DTEs has been beneficial for us as it provides a formal mechanism to interact with other teachers and discuss issues relating to content and pedagogy.”

Zahid Ali, age 45,
government primary school
teacher, Sheikhpura,
Punjab

“I am in touch with teachers from other schools. Often I visit them to learn Maths concepts that I don't understand. If I can't visit, then I talk to them on the phone.”

Ahmed Kazim Dal, age 42,
government high school
teacher, Thatta, Sindh

support arrangement would help address many of the problems they face and propose this as a better way of formal knowledge sharing. Among other modes of interaction suggested by teachers are regular meetings between teachers from different schools.

Table 7.7: Issues discussed in meetings with head teacher

School type	Response	Type of issue					
		Academic	Administrative	School	Students	Teachers	Financial
Government	To a great extent	63%	51%	65%	65%	46%	21%
	Somewhat	28%	41%	30%	26%	35%	32%
	Very little	6%	6%	4%	6%	14%	19%
	Not at all	3%	2%	1%	3%	5%	28%
Private	To a great extent	74%	52%	61%	77%	54%	38%
	Somewhat	21%	35%	29%	19%	24%	26%
	Very little	3%	11%	7%	3%	17%	15%
	Not at all	2%	2%	3%	1%	5%	21%

Table 7.8: Existence of SMCs, PTAs, school councils or other bodies (head teachers)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	68%	89%	99%	94%	93%
	No	32%	11%	1%	6%	7%
Private	Yes	50%	48%	18%	59%	39%
	No	50%	52%	82%	41%	61%

Table 7.9: Effectiveness of SMCs, PTAs, school councils or other bodies (head teachers)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	62%	89%	87%	77%	83%
	No	38%	11%	13%	23%	17%
Private	Yes	100%	91%	65%	61%	71%
	No	0%	9%	35%	39%	29%

Table 7.10: Support from senior teachers and supervisors

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	86%	96%	86%	88%	89%
	No	14%	4%	14%	12%	11%
Private	Yes	96%	98%	97%	94%	96%
	No	4%	2%	3%	6%	4%

Table 7.11: Source of support

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Head Teacher	59%	67%	41%	58%	57%
	Colleagues	41%	32%	38%	41%	36%
	Learning coordinators/DTEs	0%	1%	21%	1%	7%
Private	Head Teacher	68%	64%	64%	64%	64%
	Colleagues	32%	36%	36%	36%	36%
	Learning coordinators/DTEs	0%	0%	0%	0%	0%

7.4 INFRASTRUCTURE AND FACILITIES

The condition of schools and the availability of facilities and learning materials have a key role to play in a teacher's ability to do their job properly. The physical environment of the school affects job satisfaction, performance and productivity.³⁵

Facilities can be categorised into those that have a direct impact on learning and those that ensure the security and physical comfort of teachers and students.³⁶ Both are equally important and our survey finds grave deficiencies in both areas.

It is an indictment of the government schools system that 34% of government teachers think drinking water and toilets are the most important facilities in schools (Table 7.12). Although the majority of government teachers overall rank learning materials and equipment as the most important, in Balochistan, for example, this group constitutes 45% of respondents while 55% think drinking water or toilets are more important. Implicit in their response is the fact that these basic facilities are missing in their own schools. In both Khyber Pakhtunkhwa and Punjab, government teachers clearly consider learning facilities to be far more important. In Sindh, priorities are divided more or less equally with a slightly higher percentage of teachers favouring learning facilities. In private schools, teachers in all provinces think learning facilities are more important. In Khyber Pakhtunkhwa, 86% of private school teachers prioritise learning facilities.

7.4.1 Boundary wall

The presence of a boundary wall around the school has implications for security and privacy, particularly for girls and female teachers. Nearly all private school teachers (97%) report that their schools have a boundary wall (Figure 7.1). In government schools, the situation in Sindh appears to be the worst, with only 64% of teachers reporting that their schools have a boundary wall. Punjab's government schools seem to be the most secure, with 90% of teachers from that province reporting the existence of a boundary wall.

7.4.2 Drinking water

Punjab appears to be far ahead of the other provinces with only 6% of government school teachers reporting no access to drinking water (Figure 7.2). In other provinces the situation is disturbing with 69% of government teachers in Balochistan and 66% in Sindh reporting that the schools do not have drinking water. In private schools, the availability of drinking water does not appear to be a problem except in Balochistan, where 11% of teachers report their school has no drinking water. The survey did not go into details about the source of supply (tanker, hand pump, pipeline) or water quality.

7.4.3 Toilets

As far as government schools are concerned, Punjab once again fares better than other provinces with its teachers reporting that toilets are not available in 31% of boys' schools and 30% of girls' schools (Figures 7.3-

“We have to buy water for the children to drink because our school is not connected to the water pipeline. All the teachers contribute.”

Mahjabeen Bibi, age 50, government elementary school teacher, Jaffarabad, Balochistan

³⁵ See Bennell and Akyeampong 2007.

³⁶ For the purposes of our survey, learning facilities include libraries, science laboratories, computer laboratories and audio-visual aids.

7.5). Teachers in Khyber Pakhtunkhwa report that 36% of boys' schools and 40% of girls' schools do not have toilets for the children. In Balochistan and Sindh, more than 50% of teachers report that boys' schools have no toilets for their students. Sindh has the largest proportion of girls' schools without a toilet (59%) according to teachers in that province.

In all provinces, private schools appear to be better in terms of providing basic facilities for their students, with Balochistan reporting the highest percentage of missing toilet facilities (21% for boys and 27% for girls). In other provinces, only between 3% and 11% of teachers report missing toilet facilities.

Figure 7.1: Schools without a boundary wall

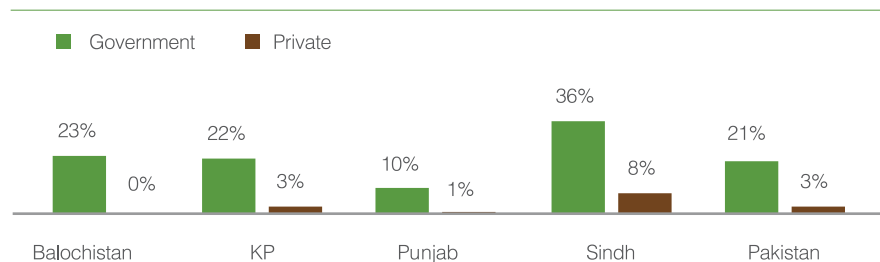


Figure 7.2: Schools without drinking water

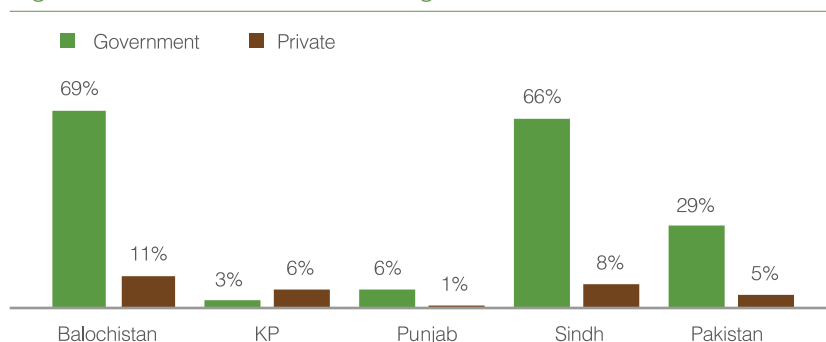


Figure 7.3: Boys' schools without toilets

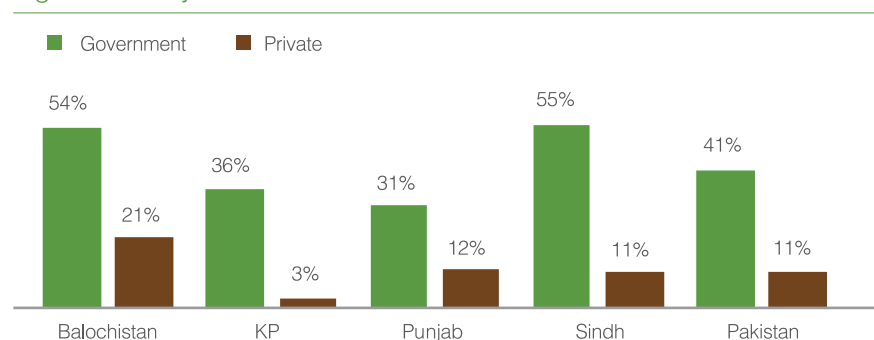


Table 7.12: Importance of facilities

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Drinking water	36%	17%	10%	22%	18%
	Toilet	19%	14%	13%	20%	16%
	Learning equipment and materials	45%	69%	77%	58%	66%
Private	Drinking water	14%	10%	10%	13%	11%
	Toilet	27%	3%	13%	15%	12%
	Learning equipment and materials	59%	87%	77%	72%	77%

7.5 TEACHING AND LEARNING FACILITIES AND EQUIPMENT

For the purposes of our survey, learning facilities comprise libraries, science laboratories, computer laboratories and audio-visual aids. A library is defined as a separate room with books for borrowing and reference. Classroom libraries were not discussed in the survey, nor were learning materials for children with special needs.

7.5.1 Library

“We do not have a library in our school. These days libraries are essential.”

Sabira Memon, age 50, government high school teacher, Thatta, Sindh

The majority of government teachers (75%) report that their schools do not have a library (Figure 7.6). There are wide differences between provinces, with just 7% of government teachers in Sindh confirming that their school has a library, compared to 34% in Punjab. Even in private schools, just 36% of teachers report a library.

In the qualitative interviews, teachers point out that even in schools that do have a library, in many cases students are not allowed to use them or there are not enough books to go round. Schools also lack the necessary staff and facilities to supervise and run their libraries.

7.5.2 Science laboratory

“We don’t have a science laboratory or even a library to consult books for reference. Being a teacher, it is my responsibility to explain things to students through experiments and to recommend reference books. How am I supposed to do that?”

Habeeba Noor, age 50, government elementary school teacher, Jaffarabad, Balochistan

The vast majority (95%) of government teachers report that there is no science laboratory in their school (Figure 7.7). In comparative terms, private schools are better equipped but even here overall just 16% of private school teachers say their school has a science laboratory. Teachers were not asked whether science laboratories were fully equipped or whether staff were available to run these facilities. In the qualitative interviews, some teachers report that the necessary staff and equipment are not available.

7.5.3 Computer laboratories and Internet access

An overwhelming majority of government and private schools do not have computer laboratories. Private schools appear to be relatively better equipped with computers for the students. In our survey, 35% of private school teachers report the existence of computer labs in their schools, compared to just 6% of government teachers (Figure 7.8). Only a small percentage of schools have access to the Internet. In our survey, 25% of private school teachers report Internet access compared to just 2% of government school teachers (Figure 7.9)

7.5.4 Audio-visual equipment

“Schools also lack the necessary staff and facilities to supervise and run laboratories.”

Sania Asad, age 45, government high school teacher, Rahim Yar Khan, Punjab

The vast majority of government and private schools have no audio-visual equipment. Here again, although low-cost private schools are not well equipped with audio-visual learning and teaching aids, they offer comparatively more facilities than government schools (Table 7.13).

Figure 7.4: Girls' schools without toilets

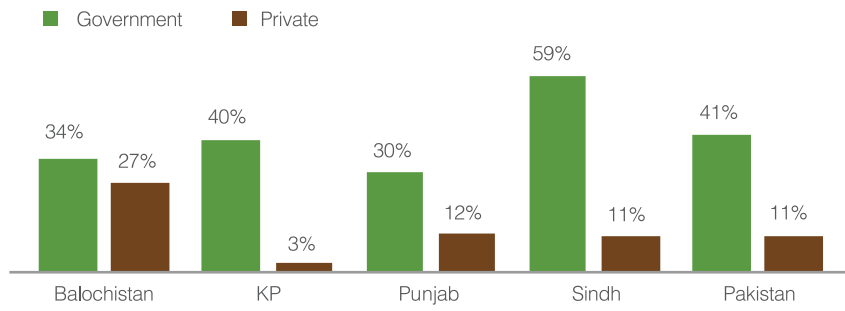


Figure 7.5: Girls' schools and coeducational schools without toilets

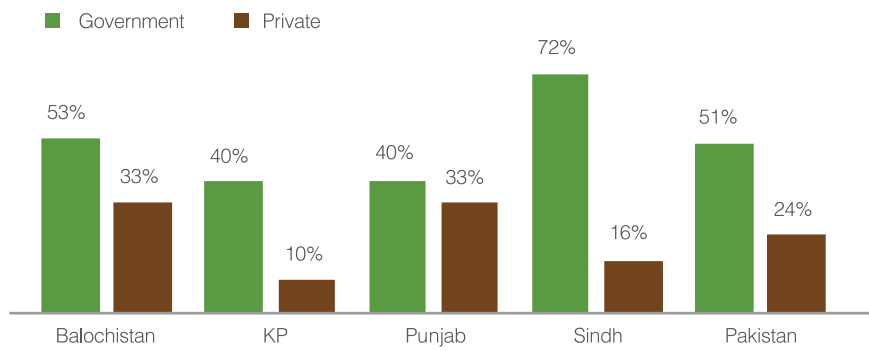


Figure 7.6: Schools without a library

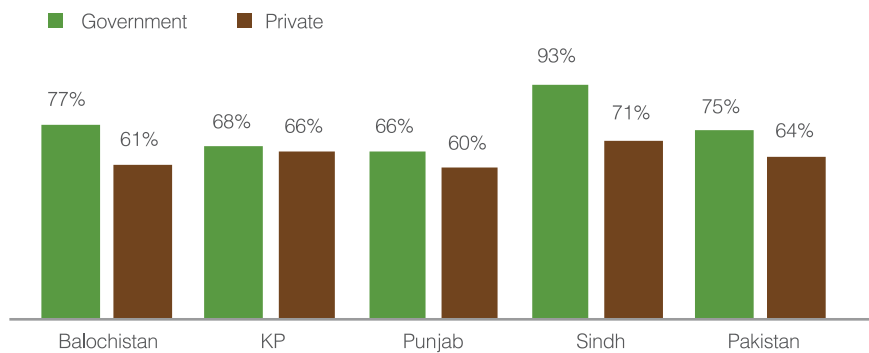
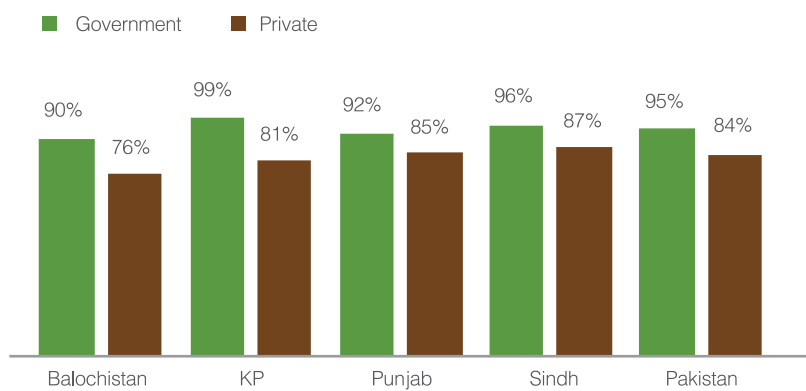


Figure 7.7: Schools without a science laboratory



7.6 CONCLUSIONS

Across the country, few head teachers in government or private schools receive training in school management and administration. Yet the overwhelming majority of teachers in our survey report that head teachers are their main source of professional support and guidance. Teachers look to school heads not only for advice but also for an evaluation of their work and take this feedback to be useful in improving their performance. Teachers meet regularly with their head teachers to discuss their own work and affairs related to the running of the school.

Parents do not appear to take an interest in matters related to the schools in which their children are enrolled. Teachers understand that this is largely the result of poverty and the lack of education, where parents either have no time or insufficient knowledge to be engaged in their children's schooling. While head teachers in government schools report that PTAs, SMCs and other parent bodies exist, few think these bodies are effective. Given the right support, head teachers can play a critical role in reaching out to the community and increasing parental engagement.³⁷ From a policy point of view, this highlights the need to empower head teachers within the organisational structure. In addition, head teachers require specialised training in school management and administration, as well as some degree of financial and administrative autonomy.

The public perception about teachers, especially government school teachers, is that they are disinterested in their work. This perception is seriously flawed. Like all professionals, teachers want to be better at what they do. They are keen to improve their performance and seek out advice and guidance not only from head teachers but also from colleagues both within and outside their own schools. They use the opportunity of cluster-level training to make professional contacts, and follow up informally to share learning resources and exchange information. The majority of government teachers benefit more from this type of interaction than they do from government-sponsored training.

The schools in which government teachers work lack the most basic facilities, such as drinking water and toilets. Private schools provide a better environment, comparatively speaking, which is part of the reason why this sector is booming. The state of government schools is shocking and typifies governmental apathy towards the children of the poor. Provincial governments need to develop a comprehensive plan to address the issue of missing facilities on an emergency footing. Perhaps with the recent interest provincial governments appear to have taken in education, this situation will improve.

Learning materials and teaching aids are another area of grave concern. While low-cost private schools are not well-equipped with libraries, science laboratories or audio-visual teaching aids, they are nevertheless comparatively ahead of government schools with respect to these types of facilities.

³⁷ See Campaign for Quality Education 2007.

Figure 7.8: Schools without a computer laboratory

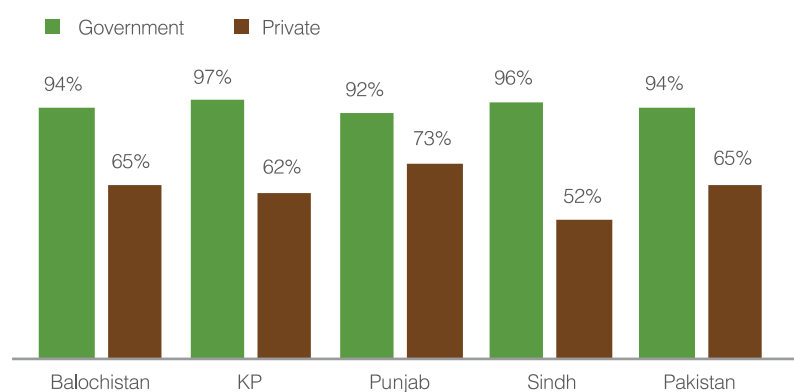


Figure 7.9: Schools without Internet access

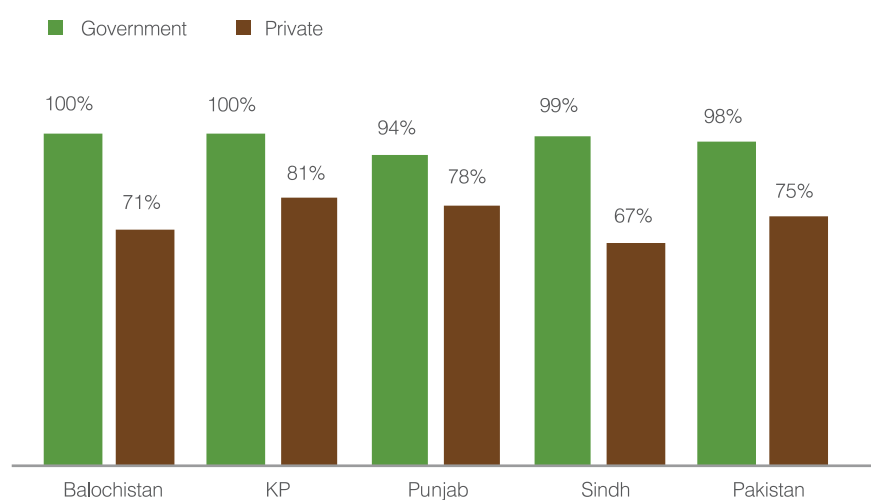


Table 7.13: Schools with audio-visual equipment

Province	Television		VCR/DVD player		Multimedia projector	
	Government	Private	Government	Private	Government	Private
Balochistan	2%	22%	2%	17%	2%	11%
KP	5%	6%	5%	6%	6%	10%
Punjab	2%	15%	2%	9%	2%	10%
Sindh	4%	5%	6%	14%	4%	24%
Pakistan	3%	12%	3%	10%	3%	14%

8. THE TEACHER IN THE ORGANISATION

This chapter looks at the teacher's place in the organisational structure, exploring key issues such as salaries, promotions, transfers and postings, and grievance redress mechanisms. The centralisation of decision making in the case of government schools is an important feature of the system that complicates the day-to-day work of teachers.

8.1 SALARY

“I have no issue with my salary. I believe that I am investing in the students and will continue do so for the rest of my career.”

Rashid Bhatti, age 45, government primary school teacher, Sheikhpura, Punjab

“A private school teacher earns even less than an ordinary labourer. A labourer's daily wage is about 300 rupees, while a private teacher makes about 100 rupees a day.”

Shazia Qureshi, age 30, private school head teacher, Multan, Punjab

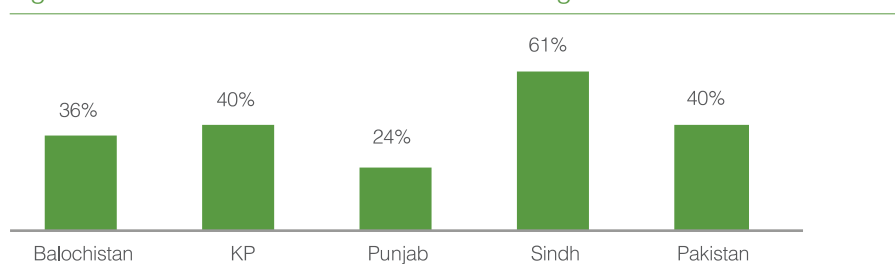
Low pay is often cited as the reason for the poor performance of teachers. But the majority of teachers in our survey do not consider salary to be the most important consideration (Table 8.1). For both government and private school teachers, the 'importance of teaching/status of teachers' and the 'desire to work with students' are far more important motivating factors.

In the qualitative interviews, the status of teachers emerges as a problematic area. Many respondents note that teachers are no longer respected in society. It is beyond the scope of this study to delve deeper into this perceived loss of status.

In terms of salary, the majority of government and private school teachers express satisfaction with their pay. This response seems reasonable in the case of government teachers. Government pay scales have increased over the last 10 years so that today the average government teacher is paid far more than a teacher in a low-cost private school.³⁸ On the high end, a senior government school teacher can earn close to PKR 100,000 a month, while on the low end the salary range is PKR 15,000-20,000. Meanwhile the average teacher in a low-cost private school draws a salary of around PKR 2,500-5,000. As such, the satisfaction of private school teachers is not easily explained. It is possible that high levels of unemployment lead those who have jobs to be grateful for their income, or that teachers are reluctant to express their dissatisfaction for fear of retaliation from employers. Societal factors cannot be ruled out in this case either. It is worth noting that in the qualitative interviews, government teachers did not consider wages to be a major issue, whereas private school teachers had more grievances about their pay.

Government teachers in Sindh appear to be the most satisfied with their salaries, while those least satisfied are in Punjab (Figure 8.1). The same trend can be seen in private schools, where teachers in Sindh are the most satisfied and those in Punjab the least satisfied with their pay (Table 8.2).

Figure 8.1: Government teachers 'satisfied to a great extent' with their salaries



³⁸ These estimates are based on the pay scales and other emoluments in the government sector, and anecdotal evidence in the case of the private sector.

8.2 PROMOTION

Government teachers in our survey report that it normally takes at least 7 years for them to receive their first promotion (Table 8.3). On average, government teachers in Punjab wait for 12 years before their first promotion, while in other provinces the average is between 7 and 11 years. The wait for subsequent promotions is shorter. It also seems that, on average, the wait for female teachers is a few years shorter than for their male counterparts, except in Punjab. Overall, primary school teachers tend to wait the longest for their first promotion, as do high school teachers for their fourth promotion (Table 8.4).³⁹

“I improved my qualifications and did my Masters but I was not able to get a promotion or a higher scale.”

Aftab Danish, age 45,
government high school
teacher, Rahim Yar Khan,
Punjab

Table 8.1: Motivating factors

School type	Response	Desire to work with students	Importance of teaching/status of teachers	Salary	Benefits	Job security	Lack of other options	Ease of access to school (time/cost)
Government	Very important	61%	64%	18%	11%	50%	21%	21%
	Important	30%	29%	35%	30%	35%	25%	25%
	No opinion	2%	1%	6%	9%	3%	9%	9%
	Unimportant	4%	5%	28%	35%	9%	26%	26%
	Very unimportant	3%	1%	13%	15%	3%	19%	19%
Private	Very important	59%	62%	14%	7%	29%	33%	47%
	Important	29%	30%	23%	27%	31%	23%	31%
	No opinion	2%	1%	15%	19%	12%	9%	2%
	Unimportant	7%	6%	36%	35%	20%	14%	10%
	Very unimportant	3%	1%	12%	12%	8%	21%	10%

Table 8.2: Satisfaction with salary

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	To a great extent	35%	40%	24%	61%	40%
	Somewhat	40%	50%	44%	36%	43%
	Very little	18%	7%	15%	2%	9%
	Not at all	7%	3%	17%	1%	8%
Private	To a great extent	13%	17%	24%	65%	33%
	Somewhat	35%	45%	42%	18%	35%
	Very little	30%	17%	23%	5%	17%
	Not at all	22%	21%	11%	12%	15%

Table 8.3: Years of service until promotion to next grade (government teachers, by gender)

Promotion	Gender	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
1st promotion	Male	11	11	12	9	11
	Female	8	9	12	7	10
2nd promotion	Male	7	7	8	8	8
	Female	4	7	8	8	8
3rd promotion	Male	5	8	5	7	6
	Female	4	5	5	5	5
4th promotion	Male	3	2	5	5	5
	Female	3	3	12	7	10
Average	Male	7	7	8	7	7
	Female	5	6	9	7	8

³⁹ For details on the promotion structure in government service, see Annex 8.

8.3 ADMINISTRATIVE POSTS

The possibility of securing an administrative post is an important incentive for many teachers. Overall, 51% of government teachers say they would prefer to work in an administrative position, with this aspiration highest among male teachers in Balochistan (72%) and Khyber Pakhtunkhwa (71%), and among female teachers in Punjab (61%) (Figure 8.2).

Factors that influence the desire to acquire an administrative post are related to power, prestige and perceived financial benefits. A majority of teachers in all provinces see an administrative post as increasing their status and social influence (Table 8.5). Financial incentives and the possibility of making political connections are lower on teachers' list of reasons.

Teachers' responses to these questions hint at the nature of organisational dynamics, where an administrative job is thought to be more prestigious than teaching. The reasons reported by teachers also have implications for departmental politics. The provincial education department has limited administrative positions, compared to the number of aspirants to such posts. In addition, the transparency of the system is questionable. Decisions about the selection of teachers to managerial positions and their removal are taken at the discretion of senior managers, mostly the Secretary. This creates space for vested interests, including government officials, politicians and teachers' associations, to intervene in the process. The National Education Policy 2009 and various provincial sector plans recommend a separate cadre of education managers but resistance from teachers' associations has foiled all such attempts.

8.4 TRANSFERS AND POSTINGS

According to government service rules, a teacher is required to serve wherever they are assigned and may not bring outside influence to bear on the department to be transferred to a school or location of their choice. In many cases the rules are violated but the reasons often have to do with the very real difficulties that teachers face, especially women, in travelling to their place of work. Poor residential facilities, the cost of travel, the absence of safe and reliable public transport, security issues, and cultural barriers to working far from home are among the factors that lead teachers to pursue 'favourable' postings. Most education managers, including district-level officials and officers of the Directorate and Secretariat, complain of the time taken up by matters related to transfers and postings. The issue is also one that has received public attention, with teachers often blamed for trying to manipulate the system to acquire postings in preferred locations. The teacher's own perspective has rarely been considered.

In the qualitative interviews, many government teachers point out that logistical difficulties contribute to absenteeism. Travel and transport issues are a serious concern, especially in remote rural communities and particularly for women.

In general, private school teachers tend to experience fewer difficulties in this respect. Most private school teachers work in their own communities or in nearby locations, as opposed to government teachers who are part of an elaborate, centralised public service structure and may be assigned a post far from their hometown.

“Education should be separated from politics. When teachers are being transferred, the school-level situation should be considered because many schools are crowded with teachers while some have just one or two teachers.”

Javed Soomro, age 38, government primary school teacher, Thatta, Sindh

8.5 REASONS FOR SEEKING A TRANSFER

The desire for a posting of their choice is an important incentive for teachers. The majority of teachers in our survey report that they want to work in their hometown (27%) or that they experience mobility issues (20%) (Figure 8.3). Next in importance are the schooling of their children (16%) and the availability of health care facilities (13%). Across the provinces the reasons teachers give for seeking a transfer are similar (Table 8.6). When asked about their satisfaction with their current posting, however, an overwhelming majority of teachers in all province report that they are satisfied.

Figure 8.2: Preference for administrative posts (government teachers)

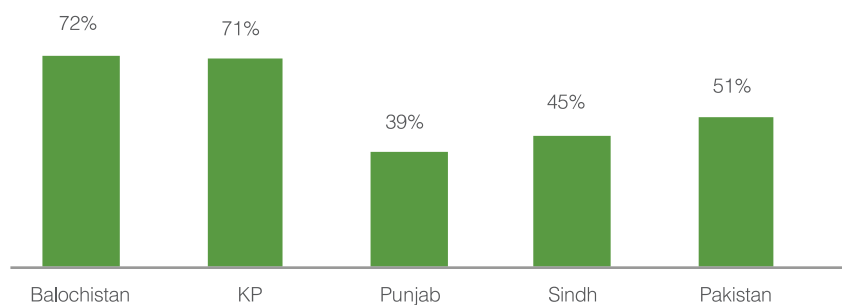


Figure 8.3: Main reason for seeking a transfer (government teachers, national)

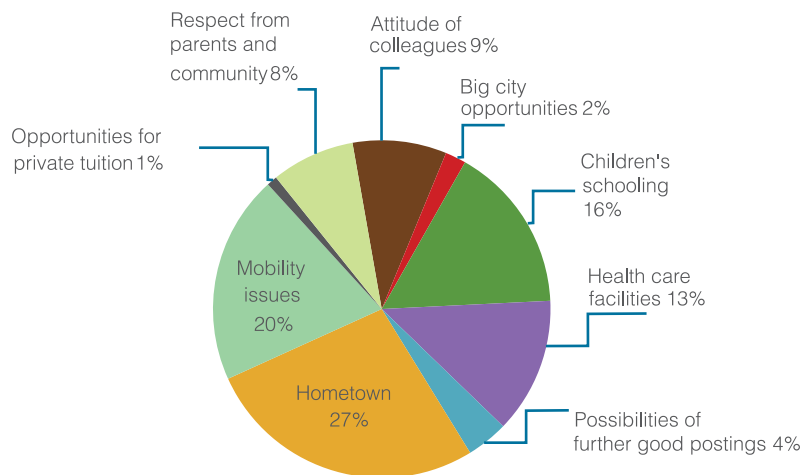


Table 8.4: Years of service until promotion to next grade (government teachers, by school level)

Promotion	School level	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
1st promotion	Primary	9	10	13	8	11
	Elementary	6	10	10	8	9
	High	11	9	6	6	6
2nd promotion	Primary	5	7	7	9	8
	Elementary	13	7	8	8	8
	High	5	5	9	4	7
3rd promotion	Primary	4	5	5	5	5
	Elementary	6	5	4	7	6
	High	6	10	2	7	5
4th promotion	Primary	3	6	5	6	6
	Elementary	1	2	6	5	6
	High	1	1	12	9	11
Average		6	6	7	7	7

8.5.1 Means of securing a transfer

The current process for transfers lacks transparency. In many cases teachers are required to use whatever means of influence they have at their disposal, from political connections and contacts within the department to teachers' associations or outright bribery.

In general it seems that teachers will employ any means of influence at their disposal to secure a posting of their choice. The qualitative interviews also revealed the prevalence of bribery. In Balochistan, Khyber Pakhtunkhwa and Punjab, connections within the department are used more often than political connections (Table 8.7). Only 17% of teachers from Punjab report using political influence, compared to 43% in Khyber Pakhtunkhwa, 41% in Sindh and 33% in Balochistan. Teachers' associations, some of which are affiliated with political parties, are used most frequently by teachers in Punjab (32%) and Sindh (30%).

8.6 TEACHERS' ASSOCIATIONS

Teachers' associations are an important node of power in the education landscape.⁴⁰ They are often seen as possessing the ability to obstruct reform and influence routine decisions. Most senior managers also view teachers' associations in a negative light.

The majority of teachers in our survey report that they are not formal members of a teachers' association (Table 8.8). Membership is highest among male teachers in Balochistan (58%) and Sindh (56%). Overall, just 23% of government teachers and only 5% of private school teachers report membership of an association (Table 8.9).

While official membership of teachers' associations is low, 100% of private school teachers in the survey and 84% of government teachers believe such organisations are effective (Table 8.10). Among men and women, overall support is similar although there are interesting variations between provinces (Table 8.11).

From our survey it is clear that support for teachers' associations, if not formal membership, is high across the board. Teachers believe associations have the ability to get things done. What this suggests is that teachers' associations have a significant role to play in representing teachers demands, regardless of formal membership.

The public perception is that teachers' associations play a negative role. In fact some positive measures, including those related to salaries and promotions, have been prompted by pressure from teachers' associations. Whether such changes have improved the situation in the classroom is debatable but these measures have led teachers to have more faith in these bodies. The response of teachers indicate that they would rather have the association with all its flaws than see these entities disbanded. Given the size of the teaching force, the need for a representative voice cannot be denied.

⁴⁰ Officially there are no teachers' unions in Pakistan but numerous teachers' associations exist in all provinces, and many such associations have strong ties to various political parties, making them a powerful political force. For more on teachers' associations in Pakistan, see Alif Ailaan 2014b.

Table 8.5: Reasons for preferring administrative posts (government teachers)

Response	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
Prestige	48%	52%	43%	56%	50%
Social influence	31%	33%	32%	29%	32%
Financial incentives	7%	13%	23%	10%	14%
Political connections	14%	2%	2%	4%	4%

Table 8.6: Main reason for seeking a transfer (government teachers)

Response	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
Hometown	20%	27%	27%	29%	27%
Mobility issues	20%	26%	18%	17%	20%
Children's schooling	17%	19%	13%	16%	16%
Health care facilities	12%	9%	17%	10%	13%
Attitude of colleagues	13%	7%	9%	11%	9%
Possibilities of further good postings	5%	2%	5%	4%	4%
Respect from parents and community	12%	8%	6%	11%	8%
Opportunities for private tuition	1%	0%	1%	1%	1%
Big city opportunities	0%	2%	4%	1%	2%

Table 8.7: Connections used to secure a transfer (government teachers)

Linkage	Province				Pakistan
	Balochistan	KP	Punjab	Sindh	
School Education department	44%	43%	51%	29%	42%
Political influence	33%	43%	17%	41%	33%
Teacher Union/Associations	23%	14%	32%	30%	25%

Table 8.8: Formal membership of teachers' associations (by gender)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Yes	58%	9%	12%	56%	30%
	No	42%	91%	88%	44%	70%
Female	Yes	0%	10%	9%	30%	13%
	No	100%	90%	91%	70%	87%

Table 8.9: Formal membership of teachers' associations (by school type)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	33%	11%	11%	47%	23%
	No	67%	89%	89%	53%	77%
Private	Yes	0%	0%	7%	14%	5%
	No	100%	100%	93%	86%	95%

Table 8.10: Effectiveness of teachers' associations (by school type)

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	80%	81%	62%	93%	84%
	No	20%	19%	38%	7%	16%
Private	Yes	0%	0%	100%	100%	100%
	No	0%	0%	0%	0%	0%

8.7 CENTRALISATION

In each of the provinces, the education department is the largest department within the provincial government. Decision making is centralised to a great extent, with teachers required to seek approval from the education department for most service-related requests. To gauge the degree of centralisation, and the bureaucracy that the government teacher is required to navigate, we asked teachers a series of questions related to routine decisions that affect their working life and the level at which those decisions are taken. Three broad areas were covered: leave of absence, benefits and transfers.

8.7.1 Leave of absence

- Short leave

A short leave of absence, from an hour to half a day, is approved at the school level. According to the rules, this decision falls within the competence of the head teacher. The majority of teachers in our survey report this to be the practice. Approaching education field officers (EFOs) or going to the Directorate is a rare occurrence (Table 8.12).⁴¹

- Casual leave

Government servants are allowed a limited number of casual leave days (up to 48 a year). Where leave is not used, it can be accumulated. According to the rules, decisions about casual leave fall within the competence of the head teacher. The majority of teachers in our survey report that casual leave is granted at the school level.

Teachers in Punjab seem to encounter the highest degree of centralisation, with 42% of male teachers and 48% of female teachers reporting that their leave was approved by higher tiers (Table 8.13). In Khyber Pakhtunkhwa and Sindh, the majority of teachers report that casual leave is approved at the school level.

Centralised decision-making for such matters is counter-productive. It adds to the workload of department officials and also, importantly, undermines the position of the head teacher. In the case of government primary schools without a head teacher, EFOs may take the decision. The significant involvement of field officers reported by teachers in Balochistan may partly be for this reason, since the province has a large number of single-teacher schools.

- Medical leave

The duration of medical leave can vary from a single day to several weeks or even months. Female teachers are allowed maternity leave for up to three months. For the overwhelming majority of teachers in Punjab, medical leave is approved by the Directorate (Table 8.14). In the case of Balochistan, field officers are largely responsible for approval. For Khyber Pakhtunkhwa, our findings are mixed, with 82% of male teachers and 50% of female teachers reporting that medical leave is approved by the Directorate, and another 45% of female teachers seeking approval from field officers.

“Teachers cannot get medical leave. Often we have to pay a bribe to the clerical staff even to approve maternity leave. We have to repeatedly request education officials and even then we are not granted leave.”

Kareema Shahab, age 37, government high school teacher, Sheikhpura, Punjab

⁴¹ ‘Education field officer’ is a generic term used for various officers in the districts. For the purposes of this report the generic term is used since official designations vary across provinces.

Table 8.11: Effectiveness of teachers' associations (by gender)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	Yes	67%	86%	71%	81%	78%
	No	33%	14%	29%	19%	22%
Female	Yes	0%	67%	57%	86%	73%
	No	0%	33%	43%	14%	27%

Table 8.12: Approval of short leave (government teachers)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	School	96%	92%	88%	97%	93%
	EFOs	4%	3%	2%	2%	2%
	Directorate	0%	5%	10%	1%	5%
	Secretariat	0%	0%	0%	0%	0%
Female	School	100%	100%	93%	100%	97%
	EFOs	0%	0%	1%	0%	0%
	Directorate	0%	0%	6%	0%	3%
	Secretariat	0%	0%	0%	0%	0%

Table 8.13: Approval of casual leave (government teachers)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	School	52%	85%	58%	88%	74%
	EFOs	48%	5%	8%	12%	12%
	Directorate	0%	8%	34%	0%	14%
	Secretariat	0%	2%	0%	0%	0%
Female	School	30%	99%	52%	85%	70%
	EFOs	70%	0%	10%	9%	12%
	Directorate	0%	1%	38%	6%	18%
	Secretariat	0%	0%	0%	0%	0%

Table 8.14: Approval of medical leave (government teachers)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	School	9%	8%	14%	44%	23%
	EFOs	74%	10%	11%	53%	31%
	Directorate	9%	82%	74%	2%	45%
	Secretariat	8%	0%	1%	1%	1%
Female	School	4%	5%	3%	63%	17%
	EFOs	96%	45%	20%	26%	32%
	Directorate	0%	50%	77%	11%	51%
	Secretariat	0%	0%	0%	0%	0%

Table 8.15: Approval of medical benefits (government teachers)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	School	0%	0%	7%	19%	8%
	EFOs	50%	10%	12%	58%	26%
	Directorate	20%	88%	76%	17%	60%
	Secretariat	30%	2%	5%	6%	6%
Female	School	0%	2%	2%	36%	10%
	EFOs	50%	32%	10%	26%	21%
	Directorate	43%	64%	85%	38%	67%
	Secretariat	7%	2%	3%	0%	2%

To some extent this degree of centralisation seems necessary, given the reports of fraudulent medical leave claims and the greater degree of scrutiny required. But what has not been demonstrated is that centralisation improves the level of vigilance. With proper safeguards in place, there is no reason why these decisions cannot be taken at the school level.

8.7.2 Benefits

- Medical benefits

Government teachers may claim medical benefits for anything from medication to major surgical procedures. Barring exceptional circumstances, the issue of medical benefits is handled at the level of the EDO, authorised to do so by the Secretary. In Khyber Pakhtunkhwa, 88% of male teachers report that the decision is taken by the Directorate, along with 85% of female teachers in Punjab (Table 8.15). Overall, the degree of centralisation increases when it comes to approval of medical benefits. Given that these are not routine decisions, and that they have financial implications, a degree of centralisation may be justified.

8.7.3 Transfers and postings

- Intra-tehsil

According to the rules, decisions on inter-district transfers are to be taken by the provincial Directorate while intra-district transfers are decided by district officials. Our survey reveals that this is not always the case. Even in the case of transfers within the same tehsil, 86% of male teachers in Khyber Pakhtunkhwa and 83% in Punjab state that these decisions are taken by the Directorate (Table 8.16). The majority of female teachers in all provinces report the involvement of the Directorate.

- Intra-district

In the case of intra-district transfers, our survey findings are similar. Among male teachers, Khyber Pakhtunkhwa tops the list in terms of centralisation, followed by Punjab. Female teachers in all provinces report greater centralisation (Table 8.17). The role of the Secretariat is also reported more frequently, with 17% of male teachers in Sindh and 24% of female teachers in Punjab stating that decisions on intra-district transfers are taken by the Secretariat.

- Inter-district

According to the rules, decisions related to inter-district transfers and postings are meant to be taken at the Directorate level rather than the Secretariat. But centralisation is evident here as well, with the majority of teachers reporting that these decisions are taken at both the Directorate and Secretariat level (Table 8.18).

Table 8.16: Approval of intra-tehsil transfers and postings (government teachers)

Gender	Level of approval	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	School	5%	3%	1%	3%	2%
	EFOs	76%	11%	9%	76%	36%
	Directorate	14%	86%	83%	16%	57%
	Secretariat	5%	0%	6%	5%	5%
Female	School	0%	0%	2%	7%	3%
	EFOs	36%	40%	14%	26%	23%
	Directorate	59%	60%	69%	60%	64%
	Secretariat	5%	0%	15%	7%	10%

Table 8.17: Approval of intra-district transfers and postings (government teachers)

Gender	Level of approval	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	School	0%	3%	2%	1%	2%
	EFOs	74%	11%	10%	58%	30%
	Directorate	16%	86%	79%	24%	58%
	Secretariat	10%	0%	9%	17%	10%
Female	School	0%	0%	1%	2%	1%
	EFOs	36%	32%	12%	23%	20%
	Directorate	59%	66%	63%	68%	64%
	Secretariat	5%	2%	24%	7%	15%

Table 8.18: Approval of inter-district transfers and postings (government teachers)

Gender	Level of approval	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	School	0%	2%	0%	0%	0%
	EFOs	32%	2%	4%	5%	6%
	Directorate	59%	81%	60%	70%	68%
	Secretariat	9%	15%	36%	25%	26%
Female	School	0%	0%	1%	2%	1%
	EFOs	5%	11%	5%	12%	8%
	Directorate	36%	61%	40%	74%	52%
	Secretariat	59%	28%	54%	12%	39%

Table 8.19: Contact with the Directorate or Secretariat (government teachers)

Gender	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Male	1 month ago	9%	12%	9%	25%	16%
	2-3 month ago	15%	7%	3%	2%	4%
	4-6 months ago	4%	3%	3%	9%	5%
	Never	72%	78%	85%	64%	75%
Female	1 month ago	2%	5%	6%	9%	6%
	2-3 month ago	2%	1%	0%	3%	1%
	4-6 months ago	2%	3%	0%	4%	2%
	Never	94%	91%	94%	83%	91%

8.7.4 Contact with the Directorate or Secretariat

Despite the considerable centralisation in education management across provinces, most teachers in our survey report that they have never had any direct contact with either the Directorate or the Secretariat. In the case of Punjab, 85% of male teachers and 94% of female teachers report no contact with these high administrative levels (Table 8.19). In Balochistan, 72% of male teachers and 94% of female teachers report no contact with the Directorate or Secretariat. Given that many important decisions related to a teacher's professional life, including those discussed in this section, are taken at these levels, infrequent contact reported by teachers in our survey may suggest delays in approvals or the use of intermediaries.

With or without the use of influence, teachers are required to follow up on their own cases. This could involve travel to the district or provincial headquarters. In the qualitative interviews, some teachers complained of having to go to a number of different offices to resolve service-related matters.

In general, male teachers report more frequent contact with the Directorate and Secretariat compared to their female colleagues. This may be because in general men have fewer restrictions on mobility, along with the fact that government departments are staffed largely by men, making it a more daunting task for women to visit these offices.

8.8 FIELD MONITORING

“If I were given the chance, I would improve the school monitoring system and involve parents and the community so that school management-related functions can be improved.”

Ruqaya Bibi, age 42,
government elementary
school teacher, Multan,
Punjab

All provinces depend on field officers reporting to district education officials. District staff is selected from within the teaching cadre and receive no specialised training to perform this function. In addition to field staff, Khyber Pakhtunkhwa and Punjab have introduced parallel monitoring systems.⁴² Monitoring reaches far and deep into the functioning of a school and the work of its staff. But in most cases monitoring does not assess teacher performance and monitoring staff do not possess expert knowledge about pedagogy, the national curriculum or student learning.

Teachers in our survey report that monitoring is carried out by a number of officials at regular intervals during the academic calendar. These include district and tehsil education officials and, in the case of Punjab, officials from the Directorate of Staff Development (DSD) and staff from the District Monitoring Office (DMO).⁴³ In Khyber Pakhtunkhwa, the recently introduced mechanism of internal monitoring units (IMUs) has also added a layer of oversight.

According to the teachers in our survey, monitoring visits are conducted most frequently at the primary level. Admittedly, the primary level constitutes the largest segment of the government schools system, with the largest number of schools and teachers'. But many teachers' in our survey consider

⁴² Punjab has regular field officers in the districts and tehsils as well as district monitoring officers (DMOs) introduced under the Punjab Education Sector Reform Programme (PESRP). DMOs belong to the provincial civil services and are supported by a team that visits schools to ensure the presence of teachers, among other things. Khyber Pakhtunkhwa has recently introduced internal monitoring units (IMUs) at the district level for the same purpose.

⁴³ In 2006 the Punjab government introduced a monitoring programme for the implementation of education reforms with the aim of directly monitoring schools. Under this programme, monitoring staff record essential information on schools on a regular basis. Monitoring evaluation assistants (MEAs) and district monitoring officers were made responsible for reporting. Disciplinary proceedings in pursuance of these reports remain in the control of the district and provincial education authorities.

the frequency of monitoring to be excessive, stating that school monitoring visits take up crucial time during school hours.

The majority of government teachers in our survey report a school inspection at least once in the last 12 months (Figure 8.4). Low-cost private schools are also monitored but not as often. Private schools in Sindh are the exception, with 84% of teachers reporting a monitoring visit in the past 12 months. Presumably, visits reported by private schools are conducted by the registration authority.

8.8.1 Areas monitored

Provincial and district education authorities are increasingly involved in monitoring schools across the country. The areas monitored include missing facilities, teacher attendance, enrolment, school funds and non-functional schools. Monitoring visits check the class environment, and cleanliness in particular, as well as school dropouts and teacher absenteeism. Such visits also involve meetings with head teachers to gather data on students and teachers.

Nearly 70% of teachers in Khyber Pakhtunkhwa and Punjab are satisfied with monitoring (Table 8.20). In the qualitative interviews, teachers note that monitoring can produce information that is trustworthy, transparent and relevant. It should be kept in mind that this response may be informed by the apprehension that questioning the monitoring system would be construed as a desire to evade accountability. Overall, 28% of government teachers admit being dissatisfied with the monitoring system.

Figure 8.4: Monitoring visits during the last 12 months

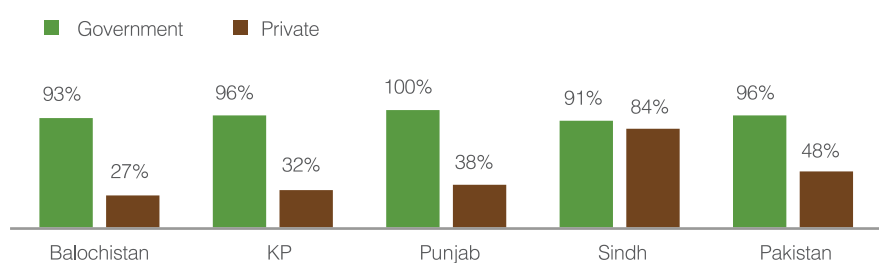


Table 8.20: Satisfaction with monitoring system

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Very satisfied	12%	29%	22%	25%	24%
	Satisfied	32%	43%	50%	38%	43%
	No opinion	0%	3%	3%	11%	5%
	Unsatisfied	26%	15%	15%	15%	16%
Private	Very unsatisfied	30%	10%	10%	11%	12%
	Very satisfied	12%	7%	40%	39%	30%
	Satisfied	18%	41%	19%	31%	28%
	No opinion	12%	21%	19%	20%	19%
	Unsatisfied	35%	28%	19%	5%	17%
	Very unsatisfied	23%	3%	3%	5%	6%

8.9 ADDRESSING GRIEVANCES

The ease with which grievances are addressed is an important factor in a teacher's motivation. Going by the interviews, most government school teachers find an internal solution to their problems, using connections within the department of education. A number of government school teachers suggest the establishment of a departmental complaint mechanism as the most appropriate channel (Table 8.21). A fairly high percentage of private school teachers also endorse this view. It is difficult to interpret this response. At the very least it suggests that private teachers feel the need for a mechanism to address their grievances.

In rare cases, teachers have opted for litigation. In our survey, 5% of government teachers and 3% of private school teachers report approaching the courts (Table 8.22). Interestingly, most education officials complain of the burden of litigation in their offices. The problem stems from the fact that even 5% translates into large numbers and the education department does not have the capacity to handle the volume of cases.⁴⁴

8.10 RECOGNITION OF WORK

Most teachers lament the lack of recognition for their efforts. In the few instances where teachers have received praise for their work, they consider it to be a high point in their careers. The occasions are sporadic and not systemic. Only 35% of teachers in our survey believe their efforts are recognised 'to a great extent', while 43% report that their work is acknowledged 'very little' or 'not at all' (Figure 8.5). In the qualitative interviews disappointment with the lack of recognition appears more consistently. In recent years, provincial governments have made some effort to nominate and reward high-performing teachers but there is a long way to go before teachers believe that their efforts are appreciated.

“It was a remarkable moment for me when the District Coordination Officer Multan awarded me a prize for my students’ performance in the Class 5 exams. On that day I felt proud of being a teacher.”

Najma Saleem, age 42, government elementary school teacher, Multan, Punjab

8.11 CONCLUSIONS

The teacher is at the heart of the education system. But the teacher's place in the organisational framework and within the broader bureaucratic structure depicts an entirely different picture.

Government school teachers make up the largest single group of civilian government employees. Instead of developing systems and procedures to more efficiently deal with routine service-related matters, such as transfers and leave, teachers face a centralised bureaucracy where even minor decisions are taken at a level far removed from their sphere. Often uncertain themselves of the proper procedures, and frequently unable to access directly the offices and departments where decisions are made, teachers are forced to seek alternative means to resolve routine matters, using political influence, personal contacts, teachers' associations and at times even bribery.

While the centralisation of powers adds to the problems of the teachers, it also increases the workload of district and provincial managers and administrators, with senior managers spending a large proportion of their time dealing with routine matters or cases related to a minority of teachers.

⁴⁴ The staff strength of provincial education departments, including teachers, ranges from around 50,000 in Balochistan to 400,000 in Punjab. As such, looking at the administrative burden on department officials in terms of percentages does not depict the full picture. Real numbers, even if the associated percentages are small, can prove to be huge burden on higher administrative tiers.

This situation works to the advantage of teachers who habitually remain absent, go on extended leave, or neglect their duties in other ways. Many of these issues can be resolved through decentralisation, coupled with a robust system of checks and balances.

There is also an urgent need to empower head teachers. For instance, teachers should not be required to follow up leave applications in district and provincial offices. The role of district offices and provincial departments should be to perform inspection and audit functions, with daily operations managed by the head teacher. Certain decisions, such as inter-district transfers, may need to remain centralised but here too a transparent, predictable policy would reduce the administrative burden on education managers and decrease the need to use political influence and other such means to expedite cases.

Teachers' associations can play an effective role in the redressal of grievances but for this to happen effectively the current adversarial relationship between department officials and teachers' associations must change. Teachers' associations must also evolve into professional associations, elevating the status of their profession by instilling standards of service delivery and working for the welfare of their members.

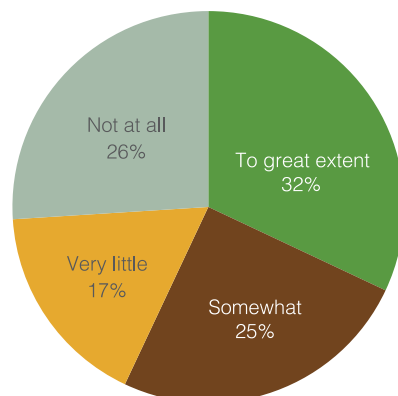
Table 8.21: Suggestions regarding suitable channels for addressing grievance

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Departmental complaint mechanism	42%	58%	57%	47%	55%
	Interview in the media	9%	19%	28%	30%	25%
	Monthly newsletter	9%	21%	12%	22%	18%
	Regular meetings or teachers' forums	40%	2%	3%	1%	2%
Private	Departmental complaint mechanism	30%	30%	25%	30%	40%
	Interview in the media	13%	13%	34%	16%	30%
	Monthly newsletter	17%	16%	12%	10%	18%
	Regular meetings or teachers' forums	40%	41%	29%	44%	12%

Table 8.22: Use of judicial process to address grievances

School type	Response	Province				Pakistan
		Balochistan	KP	Punjab	Sindh	
Government	Yes	2%	3%	7%	6%	5%
	No	98%	97%	93%	94%	95%
Private	Yes	0%	2%	0%	7%	3%
	No	100%	98%	100%	93%	97%

Figure 8.5: Main reason for seeking a transfer (government teachers, national)



9. RECOMMENDATIONS

Teachers are central to the education reform effort. The findings of our study provide grounds to take a fresh look at the discourse on education in Pakistan, wherein teachers are often held to be the cause of the sector's inability to provide quality education to every last child.

For instance, many teachers in our survey report their concern regarding teacher absenteeism. They recognise the seriousness of the problem but also point to the limitations of a policy focused on those determined to shirk professional obligations rather than on the majority who show up on time every day and take their work seriously.

“Political interference and non-appreciation are the main irritants in the teaching profession.”

Jamshed Abbasi, age 57, government high school teacher, Abbottabad, Khyber Pakhtunkhwa

That said, teacher capacity emerges as a serious issue. Most teachers have received their general education and professional qualifications from institutions, both public and private, that are not known for high standards. This capacity deficit cannot be adequately addressed over the course of in-service training and the standard of general education acquired prior to entering service must be improved. In their jobs, many teachers look to the head teacher or peers for help with pedagogical matters as well as content-related issues. The head teacher emerges as a key figure of support in the school context.

Corporal punishment is still looked upon with approval by the majority of teachers as a way to maintain discipline and get children to work. Unfortunately these attitudes find resonance within society at large, and a punitive policy alone cannot change this mindset. But it is also the case that teachers are not provided training in more creative ways to teach and maintain discipline.

The work of the teacher, whatever their individual capacity issues may be, is made considerably more difficult by the limitations of students who attend government schools and low-cost private schools. By and large these children belong to low-income families and receive little or no help with their studies at home. Many such children suffer from malnutrition, which has implications on a child's cognitive development. The low-fee private school student is only marginally better off. For many children, especially those growing up disadvantaged circumstances, learning in a language other than their mother tongue aggravates the situation further.

Respondents in our survey report that the physical environment of their schools is not conducive to learning. Missing boundary walls and toilets, infrequent or no supply of electricity, and in many cases no drinking water, are still common in schools across the country.

Added to this is the burden placed on government school teachers by the policy of assigning additional duties that have nothing to do with teaching, such as working on voter lists, arranging youth festivals, performing election duties, and participating in vaccination campaigns. Teachers in private schools do not have this additional burden but are kept busy teaching multiple classes and sections for far lower pay compared to their counterparts in the public sector.

A high degree of centralisation in the government schools system, as reported by teachers, means that decisions affecting them are often taken far from the place where they live and work. For the teacher this translates into an unnecessary investment of time and effort, pursuing operational matters that can easily be dealt with at the school or cluster level.

The findings in our study give rise to a range of policy implications, some of which are discussed in this chapter. These recommendations are drawn from teachers' responses and seek to make explicit what is implied in their narrative.

- Shift the focus to quality

Poor student outcomes persist despite a variety of initiatives, largely as a result of inadequate teacher capacity. Most provincial governments nevertheless continue to focus on factors that lie outside the classroom. A paradigm shift is required, with the teaching-learning process at the centre of education reform.

- Improve recruitment policies

Salary increments and incentives for teachers must be accompanied by improved recruitment policies. The recent shift towards using third party testing should help improve the quality of recruits. The next step should be a licensing and certification regime.

- Strengthen pre-service teacher education

Review the quality of pre-service teacher education, particularly with respect to teachers' concerns regarding the curriculum, textbooks and assessments. Irrespective of recruitment policies, without an overall improvement in the standard of pre-service teacher education, the quality of teachers will remain below par.

- Focus on standardisation

The National Accreditation Council for Teacher Education (NACTE) has initiated an accreditation process but its scale is limited and accreditation is voluntary. Accreditation criteria must be strengthened and accreditation must be mandatory.

- Introduce a learner-focused language policy

The current language policy needs to be reviewed. The child's cognitive development, and strong literacy and numeracy skills, should be the primary consideration in the early years of schooling, followed by the introduction of languages relevant to the needs of broader social interaction and the world of work. The debate on this subject should be informed by research.

- Move beyond corporal punishment

A large number of teachers report using corporal punishment as a means to discipline students. This issue must be addressed. Teaching large, multi-grade classes, often in dismal surroundings, is no easy task but teachers need training to manage students creatively without the use of corporal punishment.

- Use a teacher's time efficiently

The policy of assigning non-teaching duties to government teachers needs to be reassessed. Teachers' time outside school hours is better spent on professional development and in providing remedial teaching to weak students.

- Improve child nutrition

Poor nutrition has clearly emerged as an issue in the study, mainly in the qualitative interviews. This supports the findings of the National Nutrition Survey 2011.⁴⁵ The provincial and federal governments need to develop a child nutrition strategy that includes schools as an important point of entry.

- Facilitate peer learning

The prevalence of peer learning, as reported by teachers, suggests that the government should adopt measures to facilitate interaction among teachers. The cluster approach for continuous professional development indirectly promotes contact among peers.

- Reduce centralisation and bureaucratic control

Senior education managers report being overburdened with routine matters such as transfers and postings, or in dealing with litigation. This problem needs to be addressed in order to free up time to focus on core areas.

- Give schools a degree of autonomy and empower head teachers

Decentralisation of powers is essential, with the ultimate aim of shifting management authority to the school level. This means empowering head teachers, which in turn requires capacity building. In the case of under-resourced primary schools where there are no head teachers, authority can be located at the cluster level.

- Develop internal grievance redressal mechanisms

Centralised bureaucracy coupled with a weak complaint redressal mechanism has led teachers to use external means of influence and litigation to address their grievances. In the case of litigation, the overall percentage of teachers opting for this route may not be significant but nevertheless translates into large numbers, placing a serious burden on education managers. Teachers suggest that the current complaint redressal mechanism needs to be reviewed and better options developed. This may involve the setting up of a complaint cell within the department, as well as at the district level.

- Include teachers in decision making

Currently, most decision-making processes do not seek feedback from the field. The input of teachers must be sought on policies such as those related to textbooks, assessment and curriculum, that affect their work and a systematic mechanism for their involvement must be developed.

⁴⁵ See Aga Khan University 2011.

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ANNEX 1: ADVISORY GROUP

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Fareeha Zafar	Professor, Lahore School of Economics

ANNEX 2: STANDARDISING TEACHER QUALIFICATIONS

A teacher's capacity should be viewed as a continuum of value addition, starting with the teacher's own schooling, followed by higher education and specialised learning through pre-service teacher education and in-service training. The majority of teachers in our survey hold a Primary Teaching Certificate (PTC) or Certificate in Teaching (CT) qualification. As far back as 2007, a white paper on education commissioned by the federal Ministry of Education highlighted the poor quality of teacher certification.⁴⁶ Similarly, in a 2009 study conducted by the Ministry of Education, these certifications were declared to be anachronisms.⁴⁷

The subsequent National Education Policy of 2009 called for the gradual phasing out of the PTC, CT and one-year B.Ed, allowing a leeway of 5 years to 'backward' areas to complete the transition.⁴⁸ If our survey findings are representative of the country, it would appear that the aspirations of the policy remain unfulfilled.

In 2009 a National Accreditation Council for Teacher Education (NACTE) was set up in the Higher Education Commission (HEC), and claims to have accredited a total of 103 teacher education programmes so far.⁴⁹ Since the accreditation system is not universally applied, many institutions remain outside its remit. The lack of standardisation means that qualifications obtained from different institutions cannot be compared. In the interim, faculty qualifications, courses and even requirements such as school sessions (practicum) vary across institutions. To address this issue, the HEC needs to move from voluntary accreditation to a mandatory regime. At the same time, studies are required to assess the impact of accreditation on the quality of instruction in these institutions. While the lack of standardisation remains an issue, the current trend is to use third-party tests for recruitment.

Distance learning institutions such as the Allama Iqbal Open University have also come under fire. The 2007 white paper on education named the institution, stating that "the distant learning mode has been misused".⁵⁰ In recent years, some fast-growing private institutions have also been the subject of severe criticism, with many accused of endemic cheating and falsification of certificates.

⁴⁶ See Aly 2007.

⁴⁷ "Primary school teacher certification programs are relics of the 19th century normal school model. They neither provide broad general education necessary to foster effective communications skills, critical thinking and creative instructional leadership nor promote in depth content knowledge of language arts, mathematical reasoning, social and natural sciences and cultural context. The pedagogical skills taught are also designed to foster rote learning, unquestioning acceptance of textual materials and passive preparation for tests" (Government of Pakistan 2009b).

⁴⁸ See Government of Pakistan 2009a.

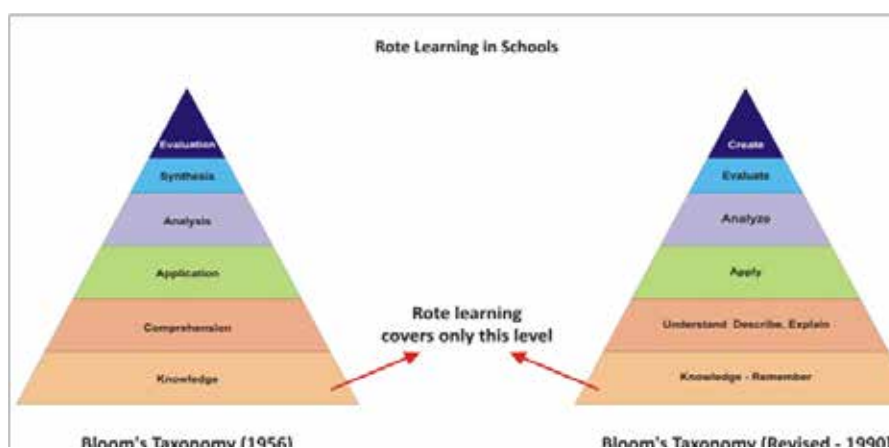
⁴⁹ See National Accreditation Council for Teacher Education (NACTE) 2014.

⁵⁰ "In case of Allama Iqbal Open University, which is responsible for training about ten thousand personnel each year, the distant learning mode has been misused and the quality of the graduates and certificate holders has come into question" (Aly 2007, p. 22)

ANNEX 3: TAXONOMIES

Taxonomies in education denote a hierarchy of cognitive development expected to result from quality education. Bloom's taxonomy, developed in 1956 by a group of educationists led by Benjamin Bloom, defined six levels of the cognitive domain. In 1990, Bloom's taxonomy was revised and the levels renamed. The diagram below compares the two. Both follow the fundamental logic of moving cognition from 'lower-order thinking' to 'higher-order thinking'.

A more recent development has been the emergence of the Structure of Observed Learning Outcomes (SOLO) taxonomy. Essentially the latter also provides a framework of lower- and higher-order thinking planks to be pursued to develop critical-analytical thinking in the student (Biggs, 1999).



ANNEX 4: NEW MERIT POLICY FOR RECRUITMENT

In recent years, provincial governments have begun to focus on merit-based recruitment and adjust their practices accordingly. Punjab was the first province to re-evaluate the teacher recruitment process and introduce merit as a criterion for selection. Initially this meant the absence of political interference, and the assessment of merit was based on test scores in pre-service teacher education courses. Over time, the issue of the poor quality these qualifications began to be used to criticise the policy itself.

Sindh became the first province to introduce an external examination, conducted by the National Testing Service (NTS), for the selection of teachers.⁵¹ Punjab followed suit, whereby candidates securing at least 50% marks in the NTS examination are considered for the merit list. In both provinces, a large number of candidates who sought to become teachers were unable to clear the test. This can be seen as an indicator of the quality deficit among graduates of teacher education institutions.

Currently, all provinces except Balochistan have shifted to third-party tests conducted by the NTS. As processes improve, the quality of teachers selected should also improve. Even so, the system will need to live with the legacy of political recruitment and qualifications obtained through malpractices.

⁵¹ Sindh has had three rounds of recruitment through third party testing, only the last of which was conducted by NTS. The earlier two were undertaken by other organisations.

ANNEX 5: TEACHER TRAINING

All teachers in Pakistan do not receive in-service training. For those who do, the effectiveness of training varies.⁵² In-service teacher education has been discussed in a number of documents, strategy papers and education sector plans. Some cross-cutting issues that emerge are as follows:

- Most in-service training is funded by donors under specific projects and is not the result of an overall needs assessment.
- Normally the same set of teachers repeat training.
- Training is carried out without follow-up or mentoring.
- Most training focuses on pedagogy rather than content.

Punjab has made some progress in recent years, with a more systematic model where every teacher is meant to receive training at the cluster level. Punjab's Directorate for Staff Development (DSD) conducts regular monthly tests, records data, and provides feedback to schools. Balochistan and Khyber Pakhtunkhwa have developed similar models.

In Pakistan, in-service training is generally developed on the basis of a supply-side understanding rather than an assessment of teachers' needs. A needs-based process would allow training to reflect ground realities and not just the requirements of the curriculum. Training needs can be assessed from two indicators: student learning outcomes and teacher competencies. Ideally, the former should suffice but given the prevalence of non-standardised pre-service teacher education, the need to document weaknesses in the current set of teachers is imperative. It is worth noting that the National Education Policy of 2009 and the sector plans of Balochistan and Punjab call for studies on teachers' competencies.

Punjab's DSD conducts monthly student assessments and uses these to identify teacher training needs. A more comprehensive evaluation would require a survey-based study that looks at both student learning and teacher competencies.

⁵² In Pakistan's education sector, the terms 'continuous professional development' (CPD) and 'in-service training' are often used interchangeably. In fact the latter is a sub-set of the former. CPD is a broader concept, involving processes that are part of a wider human resource policy. It includes evaluation, mentoring, promotion and incentives, as well as training

ANNEX 6: TEXTBOOK QUALITY

Government textbooks fail to capture the needs of learners. This is partly a result of the centralised and closed method of textbook development. Textbook authors, in many cases university teachers, appear to have little idea of the situation in school classrooms. Textbook reviewers include representatives of textbook boards and curriculum bureaus, along with education experts. A few teachers are also included but, judging by the content, their opinions do not seem to carry much weight.

In developing and finalising materials, textbook boards do not use field testing or any other method involving a representative group of teachers or students to obtain feedback on content. As a result, teachers have no input in the development of textbooks from which they are required to teach. As one study notes,

Textbooks being taught at all levels, especially [in government] schools, are generally of a poor quality. More teachers complained of these as being dull, overflowing with information narrated in a confusing manner and, in many cases, full of printing errors. They have low pedagogic values.

There is a tendency to inundate textbooks with information. This is probably based on the fallacy that the purpose of education is to make the child a storehouse of knowledge as early as possible instead of developing a self-learner. The child fails to assimilate the information from these poorly written manuscripts... (Aly 2007, p. 18).

ANNEX 7: MOTHER TONGUE USE AND LEARNING IN EARLY GRADES

Children in early grades transit to literacy skills. This means the ability to recognise letters and link them to sounds. There is a process of converting 'phonemes' into 'graphemes' or sounds into letters—and eventually to words. A student's lifelong learning depends on literacy and numeracy skills acquired in these early years. The mother tongue (or the familiar language of pre-school years) provides the best medium to transit a child to literacy and numeracy.

Literacy acquisition in a language not familiar to the child becomes a case of double jeopardy. A child has to learn a new language and literacy skills simultaneously. As a result, many children in Pakistan cannot read with understanding even as late as Class 4 and 5. While there may be other factors involved, including poorly trained teachers, unfamiliar language has a significant role to play in slowing down learning.

Neither Urdu nor English is the main familiar language for the majority of Pakistani children. In addition, both languages have high orthographic depth, higher in the case of Urdu. Urdu also has greater 'graphemic' complexity, which means a letter can be written in more ways than one, depending on its placement in a word. Technically, this makes Urdu a more difficult language for literacy acquisition. The relatively greater use of Urdu to explain difficult concepts, as shown in our survey results, may have to do with the comfort level of the teacher rather than the students.

Intuitively, as compared to English, most children would have greater exposure to Urdu as it functions as the lingua franca and is widely employed in the media, especially the electronic media. But this does not mean that it can replace the mother tongue as the best language for learning in the early stages. There can be little doubt as to the importance of both Urdu and English in Pakistan's context but these languages are best acquired later in a child's schooling.

ANNEX 8: PROMOTION STRUCTURE IN GOVERNMENT SERVICE

In Pakistan the civil services structure is divided into 22 'grades'. The speed of promotion depends, among other factors, on the number of senior-grade positions available in any given cadre and the overall number of employees in that cadre. In the case of education, given the sheer number of government teachers, there is a wide gap between low-level positions available and the number of those waiting for promotion. This is not necessarily the case in other, smaller cadres.

In 'fast-track' civil services cadres such as the federal Pakistan Administrative Services, the number of senior positions increases and these cadres dominate the highest grades (grades 20, 21 and 22). An 'education officer' (teacher) cannot expect to be promoted beyond grade 20. Higher positions are restricted, depending on the province, to high or higher-secondary school principals or the Director of Schools. In addition to the size of the cadre, the grade at which teachers are inducted also defines the ceiling as far as promotion is concerned. Teachers begin their careers at lower grades, equivalent to that of an Upper Division Clerk (UDC) in the case of primary school teachers.

The long wait for a promotion is not a problem specific to government teachers, but applies to most government servants belonging to the 'technical cadres'.⁵³ Only government servants in the 'elite cadres' of the central and provincial civil services benefit from relatively fast-track promotion structures.

In Balochistan and Sindh, provincial governments have moved towards a 'timescale' promotion process. According to this system, a teacher who completes the minimum period for promotion to the next grade will automatically receive an increment commensurate with the next grade. The policy has serious implications for provincial education budgets as well as human resource management. Once movement to the next scale is guaranteed, an important tool of accountability becomes irrelevant.

⁵³ Government servants are divided into those belonging to the generalist cadres, who come from the 'elite' federal or provincial services, and the 'technical' cadres that include teachers, doctors, engineers, agriculture specialists and others. The promotion structure of the elite generalist cadres is on a faster track compared to the technical cadres.

APPENDIX 1: TEACHER QUESTIONNAIRE

Quantitative Survey (Phase-I)

Start Time: _____		Enumerator Name: _____	
Date: _____		Enumerator Code: _____	
Province	District	Tehsil	School EMIS Code
School Name: _____			
School Location: <input type="checkbox"/> Urban <input type="checkbox"/> Rural			
School Type: <input type="checkbox"/> Government <input type="checkbox"/> Private			
School Level: <input type="checkbox"/> Primary (I-V) <input type="checkbox"/> Elementary (I-VIII) <input type="checkbox"/> Middle (VI-VIII)			
<input type="checkbox"/> High (I-X) <input type="checkbox"/> Other _____			
Boys / Girls school: <input type="checkbox"/> Girls <input type="checkbox"/> Boys <input type="checkbox"/> Co-ed			
Note: Teacher for interview will be selected while following the selection guidelines.			
1. Respondent Profile			
1.1	Name:		
1.2	Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female	
1.3	Age (in years):		
1.4	Marital Status:	<input type="checkbox"/> Married <input type="checkbox"/> Unmarried	
1.4.1	If a father/mother, which school do your children go to?	<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Madrassa <input type="checkbox"/> N/A	
1.4.2	If to a private school, because	<input type="checkbox"/> Better teachers <input type="checkbox"/> More secure <input type="checkbox"/> Children from better off families go to private schools <input type="checkbox"/> Other: _____	
1.5	How many years of education were completed by your father?	<input type="checkbox"/> Illiterate <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> College & above	
1.6	How many years of education were completed by your mother?	<input type="checkbox"/> Illiterate <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> College & above	
1.7	Was any member of your family a teacher when you were a child?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1.8	Working in capacity of:	<input type="checkbox"/> Head teacher <input type="checkbox"/> Class teacher <input type="checkbox"/> Subject teacher	
1.9	If subject teacher, specify subject:		
1.10	Which school level or class are you teaching? (Record grades if more than one)		
1.11	Highest academic qualification:	Qualification	Institution
		Year of completion	
		Doctorate	
		M. Phil	
		M.A./M.Sc.	
		B.A./B.Sc.	
		Intermediate	
		Matriculation	
	In which subject	<input type="checkbox"/> Science <input type="checkbox"/> Arts	
	Other:		
1.12	Subject specialisation for highest qualification		
1.13	Professional Qualifications: (Tick all that apply)	Qualification	Institution
			Year of completion

		<input type="checkbox"/> B.Ed (Hons)		
		<input type="checkbox"/> B.Ed		
		<input type="checkbox"/> CT		
		<input type="checkbox"/> PTC		
		<input type="checkbox"/> ADE		
		<input type="checkbox"/> Other		
1.14	Teaching experience (years):			
1.15	At this school/post (years):			
1.16	Were you teaching before coming to this school	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.17	Serving in home district:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.17.1	Were you born in this district	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.17.2	If no, then district of domicile	Name of district: _____		
1.18	Distance from present residence (km):			
1.19	Mode of travel:	<input type="checkbox"/> Public Transport (Bus/Van) <input type="checkbox"/> Motor Cycle <input type="checkbox"/> Cycle <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____		
1.20	What was the criterion at the time of recruitment? (Tick all that apply)	<input type="checkbox"/> Academic qualifications <input type="checkbox"/> Professional qualifications <input type="checkbox"/> Entry Test <input type="checkbox"/> Interview <input type="checkbox"/> Good connections		
1.21	Do you feel any pressure to offer a bribe at any stage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> At more than one stage
1.22	Was this position notified at any place?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
For government teachers only:				
1.23	Were you hired initially as:	<input type="checkbox"/> Contract teacher	<input type="checkbox"/> Permanent/ Regular teacher	
1.24	In case of contract teacher, are you still on contract?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.25	If regular now, how many years did you remain a contract teacher?	_____		
1.26	Your grade/scale at the time of recruitment:	_____		
1.27	Your current grade/scale:	_____		
1.28	Number of years for promotion in the next grade (Fill relevant field)	1 st promotion: <input type="checkbox"/> Grade: _____ Year _____ 2 nd Promotion: <input type="checkbox"/> Grade: _____ Year _____ 3 rd promotion: <input type="checkbox"/> Grade: _____ Year _____ 4 th promotion: <input type="checkbox"/> Grade: _____ Year _____ 5 th promotion: <input type="checkbox"/> Grade: _____ Year _____		
2. School-related challenges				
2.1 Teacher Workload				
(For government and private teachers)				
2.1.1	How many classes/sections do you teach?			
2.1.2	How many periods do you teach per week			
2.1.3	How much time do you spend preparing for class per week? (hours)			
2.1.4	How much time do you spend on marking copies per week? (hours)			
2.1.5	What are the greatest challenges for you as a teacher? (Rank top 3)			
	<input type="checkbox"/> Content knowledge and pedagogy <input type="checkbox"/> Student quality and motivation <input type="checkbox"/> Infrastructure			

	<input type="checkbox"/> Availability of materials <input type="checkbox"/> Non-teaching duties <input type="checkbox"/> Class size <input type="checkbox"/> Number of classes <input type="checkbox"/> Salary and incentives <input type="checkbox"/> In-school support/school environment <input type="checkbox"/> Professional development and mentoring					
For government teachers only						
2.1.6	Did you spend time on any of the following activities in the last 12 months? Tick all those that apply and estimate how much time is spent on each:					
	Activities spent time on				Estimated number of days	
	Voters list	<input type="checkbox"/>				
	Polling	<input type="checkbox"/>				
	Polio vaccination	<input type="checkbox"/>				
	Dengue campaign	<input type="checkbox"/>				
	Youth festival	<input type="checkbox"/>				
	Enrolment Drive (UPE)	<input type="checkbox"/>				
	Inaugural Events	<input type="checkbox"/>				
	Board / PEC paper invigilation	<input type="checkbox"/>				
	Board /PEC paper marking	<input type="checkbox"/>				
	Other:	<input type="checkbox"/>				
2.1.7	In your opinion, should paid private tuition be allowed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.1.8	How many of your colleagues give paid private tuition?	<input type="checkbox"/> Most	<input type="checkbox"/> Some	<input type="checkbox"/> Very few	<input type="checkbox"/> None	
2.1.9	Your colleague (s) give tuition for which school subjects?	<input type="checkbox"/> Math	<input type="checkbox"/> English	<input type="checkbox"/> Science	<input type="checkbox"/> Islamiat <input type="checkbox"/> Other	
2.1.10	As percentage of total salary what do you think teachers generally earn from giving tuition?	<input type="checkbox"/> Up to 20%	<input type="checkbox"/> Up to 40%	<input type="checkbox"/> More than 40%	<input type="checkbox"/> Don't know	
2.1.11	Who do they provide after-school tuition to?	<input type="checkbox"/> Own school students	<input type="checkbox"/> Other School Students	<input type="checkbox"/> Both		
2.1.12	Teachers from which level give more private tuitions than others?	<input type="checkbox"/> Primary	<input type="checkbox"/> Middle	<input type="checkbox"/> Secondary		
2.2 Classroom management						
2.2.1	Are you familiar with participatory learning methods?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.2.2	If yes, then which ones you use the most?					
		Often	Sometimes	Seldom	Never	
	Encourage questions					
	Group work					
	Project Work					
	Role play					
	Other: _____					
2.2.3	Are students comfortable in class participation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.2.4	Were you subjected to corporal punishment as a student?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2.2.5	Did it help you to learn better?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.6	Did it make you a more disciplined person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2.7	Current Policy of banning corporal punishment is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.8	Corporal punishment is useful for disciplining students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.9	Are there other alternatives to discipline students apart from corporal punishment?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
2.2.10	If yes, what are those? (mark two important ones)	<input type="checkbox"/> Involvement of parents <input type="checkbox"/> Additional Assignment (e.g. repeat homework) <input type="checkbox"/> Appoint classroom monitors <input type="checkbox"/> Counselling of students <input type="checkbox"/> Threatening students <input type="checkbox"/> Other:				
Comments: _____						
2.3 Textbooks and Curriculum						
2.3.1	Was there any course on understanding of textbook use during pre-service training/education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> No Idea		
2.3.2	If yes, was it offered during pre-service training/education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.3.3	Have you received any training on understanding of curriculum during pre-service training?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> No Idea		
2.3.4	If yes, was it offered during pre-service training/education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.3.5	Have you received any training on content knowledge during in-service training?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.3.6	Have you received any training on pedagogy during in-service training?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.3.7	Which textbooks are you using at the moment?	<input type="checkbox"/> Provincial Textbook Board <input type="checkbox"/> Foreign Private Publisher		<input type="checkbox"/> Local Private Publisher		
	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2.3.8	Do you think textbooks explain concepts well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.9	Do you think the vocabulary used in textbooks is familiar for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.10	Are illustrations and examples in textbooks easy for children to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For both government and private schools teachers						
2.3.11	Have you ever seen or read the national curriculum?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know		
2.3.12	Are you comfortable in following the national curriculum guidelines?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.3.13	Are you familiar with any of the following taxonomies?	<input type="checkbox"/> Bloom	<input type="checkbox"/> SOLO	<input type="checkbox"/> Don't know		
2.3.14	If you are familiar with above taxonomy, can you teach better?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.3.15	Do all of your students receive textbooks on time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
2.3.16	If delayed, then by how much time?	<input type="checkbox"/> 01 month <input type="checkbox"/> More than 03 months		<input type="checkbox"/> 02 months	<input type="checkbox"/> 03 months	
2.3.17	How do you compensate for delay in textbooks?	<input type="checkbox"/> Building Book Banks <input type="checkbox"/> Book Sharing		<input type="checkbox"/> Borrowing from older Students <input type="checkbox"/> Other		
2.4 Assessment						
2.4.1	Was there any course on conducting assessment during pre-service training/education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> No Idea		
2.4.2	Was it offered to you during your pre-service training/education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			

2.4.3	Have you received any training on assessment during in-service?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
2.4.4	How is student performance assessed and its frequency?					
	Assessment Frequency	Regularly	Not Regularly	Never		
	Monthly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Bi-Annual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Annual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
For both government and private teachers only						
2.4.5	Your opinion about assessments/exams conducted by the district/provincial authorities:					
	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Data/results of assessment are shared by the district/provincial authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I find data/ results of assessments set by district/province (as in case of PEC/SSAT/BISE/O' Level/A' Level) useful for improving my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Quality of centralized assessments/exams for primary and elementary grades is adequate (as in the case of Punjab PEC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____ _____						
2.5 Language						
2.5.1	Which language is primarily used in the classroom for communication?	<input type="checkbox"/> English <input type="checkbox"/> Urdu <input type="checkbox"/> Punjabi <input type="checkbox"/> Sindhi <input type="checkbox"/> Balochi <input type="checkbox"/> Pushto <input type="checkbox"/> Saraiki <input type="checkbox"/> Brahvi <input type="checkbox"/> Other: _____				
2.5.2	What language do you use to help the students in understanding following subjects in?	Math: _____ Science: _____ Social Studies: _____				
2.5.3	Which language is used to explain difficult concepts?	<input type="checkbox"/> English <input type="checkbox"/> Urdu <input type="checkbox"/> Punjabi <input type="checkbox"/> Sindhi <input type="checkbox"/> Balochi <input type="checkbox"/> Pushto <input type="checkbox"/> Saraiki <input type="checkbox"/> Brahvi <input type="checkbox"/> Other: _____				
2.5.4	Which language is used by students with their peers during conversation?	<input type="checkbox"/> English <input type="checkbox"/> Urdu <input type="checkbox"/> Punjabi <input type="checkbox"/> Sindhi <input type="checkbox"/> Balochi <input type="checkbox"/> Pushto <input type="checkbox"/> Saraiki <input type="checkbox"/> Brahvi <input type="checkbox"/> Specify: _____				
2.5.5	What is the most common medium of communication for the majority of your students at home? (Tick options that apply)	<input type="checkbox"/> English: _____ <input type="checkbox"/> Urdu: _____ <input type="checkbox"/> Punjabi: _____ <input type="checkbox"/> Sindhi: _____ <input type="checkbox"/> Balochi: _____ <input type="checkbox"/> Pushto: _____ <input type="checkbox"/> Saraiki: _____ <input type="checkbox"/> Brahvi: _____ <input type="checkbox"/> Specify: _____				
2.5.6	What is the most common medium of communication in community?	<input type="checkbox"/> English <input type="checkbox"/> Urdu <input type="checkbox"/> Punjabi <input type="checkbox"/> Sindhi <input type="checkbox"/> Balochi <input type="checkbox"/> Pushto <input type="checkbox"/> Saraiki <input type="checkbox"/> Brahvi <input type="checkbox"/> Specify: _____				
2.5.7	This discrepancy causes a problem for you in teaching?	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> No opinion <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree				
2.6 School Management and Support						
2.6.1	Do you receive support for teaching from 'senior supervisors'?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
2.6.2	If Yes, from which one?	<input type="checkbox"/> Head Teacher <input type="checkbox"/> Senior Teachers <input type="checkbox"/> DTEs Specify: _____				
2.6.3	Supporting areas:					
		Often	Sometimes	Seldom	Never	
	Lesson planning and preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Classroom management and discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Content or pedagogical in-class support or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.4	Does the head teacher periodically evaluate teacher performance?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
2.6.5	If yes, explain the criteria? (Tick all that apply)	<input type="checkbox"/> Teacher Diary <input type="checkbox"/> Student's notebook <input type="checkbox"/> Assessment results <input type="checkbox"/> Classroom outlook <input type="checkbox"/> Use of audio/visual aid <input type="checkbox"/> Display work of students <input type="checkbox"/> Maintain discipline among students <input type="checkbox"/> Specify: _____				
2.6.6	To what extent, does this feedback help you improve your performance?	<input type="checkbox"/> To a Great Extent <input type="checkbox"/> Somewhat <input type="checkbox"/> Very Little <input type="checkbox"/> Not at All				
2.6.7	How regularly do you have meetings with your head teacher?	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Bi-Annually <input type="checkbox"/> Once a year				
2.6.8	What matters are mostly discussed in these meetings?	To a great extent	Somewhat	Very little	Not at all	
	Academic Issues (lesson plan, student learning, assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Administrative Issues (facilities, discipline, infrastructure, governance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	School Issues (enrolment, dropout, retention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Student Problems (children psychology, ways of teaching etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Teacher Problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Financial Issues (school feel, salaries, incentives, school budget)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7	Professional Development					
2.7.1	Did you receive any training/course during last 05 years?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
2.7.2	If yes, ask for details:	Name of Training/Course	Duration (Number of days)	Name of institution that provides		
2.7.3	Professional development programmes have helped you to:					
	Statement:	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Improve teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Improve classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enhance response of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	English language proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7.4	Do you think following problems exists in the professional development programs?					
	Problems	To a great extent	Somewhat	Very little	Not at all	
	Failure to capture class realities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poor follow up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poor quality of instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poor quality of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Inadequate duration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	No financial incentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.7.5	Do you benefit any in-classroom mentoring or support?	<input type="checkbox"/> Yes <input type="checkbox"/> No					
2.7.6	If yes, then who provides it?	<input type="checkbox"/> In-service teacher training institute <input type="checkbox"/> Education Field Officers (EFOs) <input type="checkbox"/> Head Teacher/Headmaster <input type="checkbox"/> Other: _____					
2.7.7	How important is this mentoring in improving your teaching?	<input type="checkbox"/> Very important <input type="checkbox"/> Important <input type="checkbox"/> No opinion <input type="checkbox"/> Unimportant <input type="checkbox"/> Very unimportant					
Comments: _____ _____							
2.8 Monitoring							
2.8.1	Did any monitor/inspector visit the school during the past 12 months?	<input type="checkbox"/> Yes <input type="checkbox"/> No					
2.8.2	If yes, then describe who visits and how frequently?						
	Who (name position or department)	Every 1-2 Months	Quarterly	Every 6 months	Once a year	Never	
	Specialised Monitoring Officials (like DMO in Punjab)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Education Field Officers (EFO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	DCO/ AC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	In-service Teacher Training Institute Officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Directorate Officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.8.3	What areas do they monitor?						
	Who (name position or department)	Assessment of student learning	Enrolment	Teacher absenteeism	Use of funds	Missing facilities	Participation of community
	Specialised monitoring officials (like DMO in Punjab)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Education field officers (EFO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DCO/ AC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In-service teacher training institute officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Directorate officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8.4	Are you satisfied with the monitoring system in place?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> No opinion <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Very unsatisfied					
Comments: _____ _____							
3. Teacher Related Policies							
3.1 Current State							
3.1.1	In your opinion is teacher absenteeism a serious problem?	<input type="checkbox"/> Yes <input type="checkbox"/> No					
3.1.2	If yes at what level	<input type="checkbox"/> School <input type="checkbox"/> District					
3.1.3	If yes, what is the average rate of	<input type="checkbox"/> Up to 10% <input type="checkbox"/> Up to 20% <input type="checkbox"/> Up to 30% <input type="checkbox"/> Up to 50%					

	teacher absenteeism in your view?	<input type="checkbox"/> More than 50%			
3.1.4	Is teacher absenteeism recorded?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3.1.5	Is it reported to higher authorities?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3.1.6	In the follow-up to reporting what actions are taken?	<input type="checkbox"/> Counseling <input type="checkbox"/> Disciplinary proceedings <input type="checkbox"/> Stoppage in salary <input type="checkbox"/> Nothing is done			
3.2 Teacher Availability					
3.2.1	Considering the prevailing transfer/posting policy, is there any shortfall of teachers?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3.2.2	For which subject is there the most shortfall of teachers:				
	Subjects	High shortage	Medium shortage	Low shortage	No shortage
	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pakistan Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Urdu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Computer Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.3	What are the causes of shortfall?	<input type="checkbox"/> Not enough teachers are available in the department <input type="checkbox"/> Transfer/posting of teachers <input type="checkbox"/> Non-availability in the market <input type="checkbox"/> Limited vacancies			
3.2.4	Is there any mechanism to assess the shortage of teachers?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3.2.5	In what manner is the matter of teacher shortage dealt with at the school level or district (For government teachers only)	<input type="checkbox"/> Teachers are given additional tasks <input type="checkbox"/> Substitute teachers <input type="checkbox"/> Teachers are hired on contract <input type="checkbox"/> Other: _____			
3.2.6	In your opinion, contract teachers are better alternative to address teacher shortages and improve student learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3.3 Teacher Transfer and Posting (For Government Teachers only)					
3.3.1	What are your consideration for posting in a specific school/area (tick any two)	<input type="checkbox"/> Home town <input type="checkbox"/> Children schooling <input type="checkbox"/> Health related facilities <input type="checkbox"/> Mobility issues <input type="checkbox"/> Attitude of colleagues <input type="checkbox"/> Possibilities of further good postings <input type="checkbox"/> Respect from parents and community <input type="checkbox"/> Opportunities for private tuition <input type="checkbox"/> Big City Opportunities <input type="checkbox"/> Other: _____			
3.3.2	Are you satisfied with your current posting?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3.3.3	In your opinion, what factors are taken into consideration for transfer/posting of teachers? (Tick any 03 most important factors)				
		Transfer/Posting			
	Pupil-teacher ratio	<input type="checkbox"/>			
	Rural-urban disparities	<input type="checkbox"/>			
	Shortage or excess of teachers	<input type="checkbox"/>			
	Spouse employment	<input type="checkbox"/>			
	Good Connections	<input type="checkbox"/>			
	• Within department	<input type="checkbox"/>			

	<ul style="list-style-type: none"> • Political influence • Teacher Union/Associations 	<input type="checkbox"/>				
For Government teacher in Punjab only:						
3.3.4	Was rationalization/consolidation policy of teachers under which teachers were reappointed to different schools carried out in your school?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.3.5	If yes, are you satisfied with this policy?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> No opinion <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Very unsatisfied				
3.4 Performance and Motivation						
3.4.1	How important were each of these factors in making your original decision to become a teacher?					
		Very Important	Important	No response	Not important	Very Unimportant
	Desire to work with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Importance of teaching / status of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lack of other career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mobility to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.2	How satisfied would you say you are with teaching as a career now?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> No opinion <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Very unsatisfied				
3.4.3	Please tell your opinion in terms of your own job as a teacher with regards to the following:					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	My job allows me the opportunity to earn a decent salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I am usually recognized for good performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I receive good support from seniors and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The training and preparation that teachers receive today does a good job of preparing them for the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	As a teacher, I feel respected in today's society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Working with teachers in groups encourage me to improve my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Clusters setting (like in Punjab) encourage me to improve my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.4	How satisfied are you regarding your relationship with the following:					
		Very satisfied	Satisfied	No response	Not satisfied	Very unsatisfied
	Students in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Colleagues in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Your Head teacher/principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Most of the parents of students in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School Council Members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.5	Does the absence of facilities available in the school negatively affect your motivation level?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.4.6	If yes, which school level facility? (Rank top 3)	<input type="checkbox"/> Drinking water <input type="checkbox"/> Toilet facility <input type="checkbox"/> Audio/Visual Aide <input type="checkbox"/> Science laboratory <input type="checkbox"/> IT/Computer lab <input type="checkbox"/> Library <input type="checkbox"/> Other: _____				
3.5 Salary & Incentives						
3.5.1	Are you satisfied with your salary?	<input type="checkbox"/> To great extent <input type="checkbox"/> Somewhat <input type="checkbox"/> Very little <input type="checkbox"/> Not at all				
3.5.2	Are salaries paid on time? (For Government Teachers only)	<input type="checkbox"/> Always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom <input type="checkbox"/> Never				
3.5.3	Do you prefer administrative posts?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.5.4	If yes, why attractive(Tick any two)	<input type="checkbox"/> Prestige <input type="checkbox"/> Social influence <input type="checkbox"/> Financial incentives <input type="checkbox"/> Strengthening of Political connections				
For private school teacher only						
3.5.5	Are you working on a contract	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.5.6	If yes, what type of contract?	<input type="checkbox"/> Contract for specific duration <input type="checkbox"/> Temporary (duration of contract is undecided)				
3.5.7	Are you close relative of the school owner?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
For both government and private schools teachers						
3.5.8	Do you receive any additional amounts above the salary such as bonuses or prizes?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.5.9	What do you receive bonuses for?	<input type="checkbox"/> Regular attendance <input type="checkbox"/> Children's performance in exams <input type="checkbox"/> Parental praise <input type="checkbox"/> Extra responsibilities in school <input type="checkbox"/> Other: _____				
Comments: _____ _____						
4. Governance						
(For Government Teachers Only)						
4.1	In your opinion, following approvals are taken at what level?					
	Type of Approval	School	EFOs	Directorate	Secretariat	
	Short leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Casual leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Medical leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Medical benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Transfer/Posting inter school within same tehsil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Transfer/Posting within same district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Transfer Posting inter-district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Promotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	When was your last contact with the directorate?	<input type="checkbox"/> 1 Month ago <input type="checkbox"/> 2-3 Months ago <input type="checkbox"/> 4-6 Months ago <input type="checkbox"/> 01 year ago <input type="checkbox"/> Never				
4.3	When was your last contract with secretariat?	<input type="checkbox"/> 1 Month ago <input type="checkbox"/> 2-3 Months ago <input type="checkbox"/> 4-6 Months ago <input type="checkbox"/> 01 year ago <input type="checkbox"/> Never				
4.4	With regard to interaction with the relevant authorities in the above question, what 03 major problems do you face?	1. _____ 2. _____ 3. _____				
4.5	Are you member of any teacher union/association?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
4.6	If yes, which teacher union/association:	_____				
4.7	Do you think this teacher union/association has proven effective in terms of giving teachers a voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
	For Punjab only:					
4.8	Are you informed about establishment of District Education Authority (DEA)?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
4.9	If yes, have you ever been consulted with regard to the establishment of DEA?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
4.10	Do you think it is a good idea?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Comments: _____						
5. Community						
5.1	Do you belong to this community?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
5.2	Do you think status of teachers in our society is declining?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
5.3	Does the community influential's/politicians' influence your work?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
5.4	If yes, how?	<input type="checkbox"/> Intimidation <input type="checkbox"/> Transfer/Posting <input type="checkbox"/> Leave <input type="checkbox"/> Others: _____				
6. Raising Teacher's Voice						
6.1	What forums and channels are most effective in getting matters resolved?	<input type="checkbox"/> Relevant officer <input type="checkbox"/> Through an intermediary				
6.2	If an Intermediary, then which ones?					
	Channel	Very Important	Important	No response	Not important	Very Unimportant
	Education Department officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Member of Teacher Unions/Associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School Councils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Political person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Electronic and print media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NGOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Have you or your school ever used judicial remedy?	<input type="checkbox"/> Yes <input type="checkbox"/> No				

6.4	If yes, then which of the following?	<input type="checkbox"/> Service tribunal <input type="checkbox"/> High court <input type="checkbox"/> Provincial Ombudsman
6.5	Were you satisfied with this judicial process?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.6	Highlight the possible ways to redress the complaints of teachers or to raise the voice of teachers (Tick all that apply)	<input type="checkbox"/> Redressal Complaint Cell at Education Department <input type="checkbox"/> Monthly Newsletter <input type="checkbox"/> Interview on the Media <input type="checkbox"/> Regular meetings or forums <input type="checkbox"/> Other: _____
Comments: _____ _____ _____		
End Time: _____		

APPENDIX 2: HEAD TEACHER QUESTIONNAIRE

Quantitative Survey (Phase-I)

Start Time: _____		Enumerator Name: _____	
Date: _____		Enumerator Code: _____	
Province	District	Tehsil	School EMIS Code
School Name: _____			
School Location: <input type="checkbox"/> Urban <input type="checkbox"/> Rural			
School Type: <input type="checkbox"/> Government <input type="checkbox"/> Private			
School Level: <input type="checkbox"/> Primary (I-V) <input type="checkbox"/> Elementary (I-VIII) <input type="checkbox"/> Middle (VI-VIII)			
<input type="checkbox"/> High (I-X) <input type="checkbox"/> Others _____			
Boys / Girls school: <input type="checkbox"/> Girls <input type="checkbox"/> Boys <input type="checkbox"/> Co-ed			

1	Respondent Profile		
1.1	Name:		
1.2	Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female
1.3	Age (in years):		
1.4	Marital Status:	<input type="checkbox"/> Married	<input type="checkbox"/> Unmarried
1.4.1	If a father/mother, which school do your children go to?	<input type="checkbox"/> Public	<input type="checkbox"/> Private <input type="checkbox"/> Madrassa <input type="checkbox"/> N/A
1.4.2	If to a private school, because	<input type="checkbox"/> Better Teachers <input type="checkbox"/> More secure <input type="checkbox"/> Children from better off families go private schools <input type="checkbox"/> Others _____	
1.5	How many years of education was completed by your father?	<input type="checkbox"/> Illiterate <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> College & above	
1.6	How many years of education was completed by your mother?	<input type="checkbox"/> Illiterate <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> College & above	
1.7	Working in capacity of:	<input type="checkbox"/> Head Teacher <input type="checkbox"/> Class Teacher <input type="checkbox"/> Subject Teacher	
1.8	Highest Academic Qualification:	Qualification	Institution
	Doctorate		Year of completion
	M. Phil		
	M.A./M.Sc		
	B.A./B.Sc.		
	Intermediate		
	Matriculation		
	In which subject: <input type="checkbox"/> Science <input type="checkbox"/> Arts		
	Other: _____		
1.9	Subject Specialisation of highest qualification		
1.10	Professional Qualifications (Tick all that apply)	Qualifications:	Institution: Year
	<input type="checkbox"/> M.Ed		
	<input type="checkbox"/> B.E. (Hons)		
	<input type="checkbox"/> B.Ed		

	<input type="checkbox"/> CT			
	<input type="checkbox"/> PTC			
	<input type="checkbox"/> ADE			
	<input type="checkbox"/> Other: _____			
1.11	Teaching Experience (Years):			
1.12	Headship (Managerial/Administration) Experience (years):			
1.13	At this school/post (years):			
1.14	Serving in home district:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.15	If no, then district of domicile	Name: _____		
1.16	Distance from present residence (Km):			
1.17	Mode of travel:	<input type="checkbox"/> Public Transport (Bus/Van) <input type="checkbox"/> Motor Cycle <input type="checkbox"/> Cycle <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____		
1.18	What was the criterion at the time of recruitment? (Tick all the apply)	<input type="checkbox"/> Academic qualifications <input type="checkbox"/> Professional qualifications <input type="checkbox"/> Entry Test <input type="checkbox"/> Interview <input type="checkbox"/> Good connections		
1.19	Do you feel any pressure to offer a bribe at any stage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> At more than one stage
1.20	Was this position notified at any place?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
For Government School Head Teachers only:				
1.21	Were you hired initially as:	<input type="checkbox"/> Contract teacher <input type="checkbox"/> Permanent/ Regular teacher		
1.22	In case of contract teacher, are you still on contract?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.23	If regular now, how many years did you remain a contract teacher?	_____		
1.24	Your grade/scale at the time of recruitment:			
1.25	Your current grade/scale:			
1.26	Number of years for promotion in the next grade (Fill relevant field)	1 st promotion: _____ Grade: _____ to _____ 2 nd Promotion: _____ Grade: _____ to _____ 3 rd promotion: _____ Grade: _____ to _____ 4 th promotion: _____ Grade: _____ to _____ 5 th promotion: _____ Grade: _____ to _____		
For Private school Head Teacher/Principal				
1.27	Are you owner of this school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.28	Is this school registered with any public sector institution/organization?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.29	If yes, then which institution?	<input type="checkbox"/> Education Department <input type="checkbox"/> Examination Board <input type="checkbox"/> Building Department <input type="checkbox"/> Any other: _____		
1.30	Is this school affiliated with any public sector examination board?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
1.31	If yes which board:	_____		
2. School-Related Challenges				
2.1 Teaching and Non-Teaching Workload				
2.1.1	Do you teach any class/grade?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

2.1.2	If Yes, which grade(s) do you teach?	_____				
2.1.3	How many periods do you teach per week?	_____				
2.1.4	What are the greatest challenges for you as a head teacher/principal? (Rank top 3)	<input type="checkbox"/> Content knowledge and pedagogy <input type="checkbox"/> Student quality and motivation <input type="checkbox"/> School Infrastructure <input type="checkbox"/> Availability of materials <input type="checkbox"/> Non-teaching duties <input type="checkbox"/> Class size <input type="checkbox"/> Number of classes <input type="checkbox"/> Salary and incentives <input type="checkbox"/> In-school support/school environment <input type="checkbox"/> Professional development and mentoring				
Comments: _____ _____						
For Government Schools only						
2.2	Did you spend time on any of the following activities in past 12 months? (Tick all that apply and estimate how much time spent on each)					
	Activities spent time on:		Estimated number of days			
	Voters list	<input type="checkbox"/>				
	Polling	<input type="checkbox"/>				
	Polio vaccination	<input type="checkbox"/>				
	Dengue campaign	<input type="checkbox"/>				
	Youth festival	<input type="checkbox"/>				
	Enrolment Drive (UPE)	<input type="checkbox"/>				
	Inaugural Events	<input type="checkbox"/>				
	Board / PEC paper invigilation	<input type="checkbox"/>				
	Board /PEC paper marking	<input type="checkbox"/>				
	Other: _____	<input type="checkbox"/>				
2.3	In your opinion, should paid private tuition be allowed?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
2.3.1	How many of your colleagues (teachers) give paid private tuition?	<input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> Very few <input type="checkbox"/> None				
2.3.2	Your colleague (s) impart tuition for which school subjects	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Islamiat <input type="checkbox"/> Other				
2.3.3	As percentage of total salary what do you think teachers generally earn from giving tuition?	<input type="checkbox"/> Up to 20% <input type="checkbox"/> Up to 40% <input type="checkbox"/> More than 40% <input type="checkbox"/> Do not know				
2.3.4	Who do they provide after school tuition to?	<input type="checkbox"/> Own school students <input type="checkbox"/> Other School Students <input type="checkbox"/> Both				
2.3.5	In your view, teachers from which level give more private tuitions?	<input type="checkbox"/> Primary <input type="checkbox"/> Middle <input type="checkbox"/> Secondary <input type="checkbox"/> Higher Secondary				
2.4	Were you subjected to corporal punishment as a student?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2.4.1	If yes, did it help you to learn better?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.2	If yes, did it make you a more disciplined person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Policy of banning corporal punishment is useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Corporal punishment is useful for disciplining students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.7	Are there other alternatives to discipline students apart from corporal punishment?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
2.8	If yes, what are those? (Mark two important ones)	<input type="checkbox"/> Involvement of parents <input type="checkbox"/> Additional Assignment (e.g. repeat homework) <input type="checkbox"/> Appoint classroom monitors <input type="checkbox"/> Counselling of students <input type="checkbox"/> Threatening students <input type="checkbox"/> Other: _____			
Comments: _____ _____					
3 School Management & Support					
3.1 Academic Affairs					
3.1.1	Do you think your teachers are good in the following:				
	Academic matter	To a great extent	Somewhat	Very little	Not at all
	Lesson planning and preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pedagogical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2	In case of any weaknesses in the above matters, where does the support come from?	<input type="checkbox"/> In-service teacher training institute <input type="checkbox"/> Education Field Officers (EFOs) <input type="checkbox"/> Learning Coordinators <input type="checkbox"/> DTEs <input type="checkbox"/> Head Teacher/Headmaster <input type="checkbox"/> Other: _____			
3.2 Administrative Affairs					
3.2.1	To what extent you can influence in administrative matters of the school?				
	Administrative matter	To a great extent	Somewhat	Very little	Not at all
	Posting of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Transfer of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Hiring of administrative personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Firing of administrative personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Promotion of personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In-service teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reducing non-teaching responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Control of teacher absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Access to community support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2	Do you conduct periodic evaluation of teachers?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3.2.3	If yes, explain the criteria? (Tick all that apply)	<input type="checkbox"/> Teacher Diary <input type="checkbox"/> Student's notebook <input type="checkbox"/> Assessment results <input type="checkbox"/> Classroom outlook <input type="checkbox"/> Use of audio/visual aid/Charts <input type="checkbox"/> Display work of students <input type="checkbox"/> Maintain discipline among students <input type="checkbox"/> Other: _____			
3.2.4	To what extent does this feedback help improve teachers' performance?	<input type="checkbox"/> To a Great Extent <input type="checkbox"/> Somewhat <input type="checkbox"/> Very little <input type="checkbox"/> Not at All			

3.2.5	Do you have regular meetings with your teachers?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.2.6	How regularly do you have meetings with your teachers?	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Bi-Annually <input type="checkbox"/> Once a year				
3.2.7	What matters are mostly discussed in these meetings?	To a great extent	Somewhat	Very little	Not at all	
	Academic Issues (lesson plan, student learning, assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Administrative Issues (facilities, discipline, infrastructure, governance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	School Issues (enrolment, dropout, retention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Student Problems (children psychology, ways of teaching etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Teacher Problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Financial Issues (school feel, salaries, incentives, school budget)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments: _____ _____ _____						
3.3 Financial Affairs						
3.3.1	To what extent you can influence in the financial matters of the school?	To a great extent	Somewhat	Very little	Not at all	
	Financial matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Allocation of funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Raising school funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Re-appropriation of budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Excess and surrender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Special grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 Professional Development						
3.4.1	Did you receive any training on school management/administration throughout your career?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.4.2	Name of Course:	Duration (Number of days)	Name of institution that provides			
3.4.3	Did you attend any training/course to implement educational programmes?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.4.4	Who arranged this training?	<input type="checkbox"/> Department of Education <input type="checkbox"/> Directorate of Staff Development <input type="checkbox"/> In personal capacity <input type="checkbox"/> Project/Donor/Non-government organization <input type="checkbox"/> Other: _____				
3.4.5	Have professional development programmes helped you to:	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Improve administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Better school management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Better response of students and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	English Language Proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.6	Do you think following problems exists in the professional development programs?	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Failure to capture class realities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Poor follow up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Poor quality of instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Poor quality of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Inadequate duration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	No financial incentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments: _____ _____							
3.5 Monitoring							
3.5.1	Did any monitor/inspector visit the school during the past 12 months?	<input type="checkbox"/> Yes <input type="checkbox"/> No					
3.5.2	If yes, then describe who visits and how frequently?						
	Who (name position or department)	Every 1-2 Months	Quarterly	Every 6 months	Once a year	Never	
	Specialized Monitoring Officials (like DMO in Punjab)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Education Field Officers (EFO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	DCO/ AC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	In-service Teacher Training Institute Officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Directorate Officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5.3	What areas do they monitor?						
	Who (name position or department)	Assessment of Student Learning	Enrolment	Teacher Absenteeism	Use of Funds	Missing Facilities	Participation of Community
	Specialized monitoring officials (like DMO in Punjab)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Education field officers (EFO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DCO/ AC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In-service Teacher Training Institute Officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Directorate officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5.4	Are you satisfied with the monitoring system in place?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> No opinion <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Very unsatisfied					
3.5.5	In which area has monitoring helped?	<input type="checkbox"/> Reducing teacher absenteeism <input type="checkbox"/> Punctuality <input type="checkbox"/> Improvements in teaching and learning <input type="checkbox"/> Increase student enrolment					
3.5.6	What are the key weaknesses of the monitoring system?						
	Weaknesses	To a great extent	Somewhat	Very little	Not at all		
	Monitors are not trained in academic support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Lack of coordination among departments and monitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Focus is superficial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Feedback mechanism does not exist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Intimidation or threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Behaviour of monitoring officers is not respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments: _____ _____					
3.6 Community					
3.6.1	Do you belong to this community?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
3.6.2	Is there a school management committee/parent teacher committee/school council?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
3.6.3	How frequently does the committee meet?	<input type="checkbox"/> Annually <input type="checkbox"/> Monthly	<input type="checkbox"/> Biannually <input type="checkbox"/> Not at all	<input type="checkbox"/> Quarterly	
3.6.4	In your opinion is the above committee effective?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
3.6.5	In what areas is the committee most effective in providing support?				
	Support Areas	To a great extent	Somewhat	Very little	Not at all
	Enhancing student enrolment, retaining students (UPE Campaign)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reducing teacher absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Improving missing facilities (using school funds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Supporting teacher's work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Co-curricular activities (games, prize distribution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Providing a community teacher in case of shortage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teacher and Head Teacher Related Policies					
4.1 Current State					
4.1.1	In your opinion is teacher absenteeism a serious problem?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
4.1.2	If yes at what level	<input type="checkbox"/> School level	<input type="checkbox"/> District		
4.1.3	If yes, what is the average rate of teacher absenteeism in your view?	<input type="checkbox"/> Up to 10% <input type="checkbox"/> Up to 50%	<input type="checkbox"/> Up to 20% <input type="checkbox"/> More than 50%	<input type="checkbox"/> Up to 30%	
4.1.4	Is teacher absenteeism recorded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
4.1.5	Is it reported to higher authorities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
4.1.6	In the follow-up to reporting what actions are taken?	<input type="checkbox"/> Counselling <input type="checkbox"/> Stoppage of salary	<input type="checkbox"/> Disciplinary proceedings <input type="checkbox"/> Nothing is done		
4.1.7	What are the causes of teacher absenteeism?				
	Causes	To a great extent	Somewhat	Very little	Not at all
	Family related Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other official work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Trainings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.8	What are the major obstacles to reducing absenteeism?	<input type="checkbox"/> Political connections of teachers <input type="checkbox"/> Teacher associations <input type="checkbox"/> Low capacity in the department to undertake disciplinary proceedings <input type="checkbox"/> Internal peer pressure			
4.2 Teacher Availability					
4.2.1	Considering the prevailing transfer/posting policy, is there any shortfall of teachers?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

4.2.2	For which subject there is a maximum shortfall of teachers:				
	Subjects	High shortage	Medium shortage	Low shortage	No shortage
	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pakistan Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Urdu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Computer education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.3	What are the causes of shortfall?	<input type="checkbox"/> Not enough teachers are available in the department <input type="checkbox"/> Transfer/posting of teachers <input type="checkbox"/> Non-availability in the market <input type="checkbox"/> Limited Vacancies			
4.2.4	Is there any mechanism to assess the shortage of teachers?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
4.2.5	In what manner is the matter of teacher shortage dealt with at the school level or district	<input type="checkbox"/> Teachers are given additional tasks <input type="checkbox"/> Substitute teachers <input type="checkbox"/> Teachers are hired on contract <input type="checkbox"/> Other: _____			
4.2.6	(For Government Head Teachers only) In your opinion, contract teachers are better alternative to address teacher shortages and improve student learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No			
4.3	Head Teacher Transfer/Posting (For Government Head Teachers only)				
4.3.1	What are your consideration for posting in a specific school/area (tick any two)	<input type="checkbox"/> Home town <input type="checkbox"/> Children schooling <input type="checkbox"/> Health related facilities <input type="checkbox"/> Mobility issues <input type="checkbox"/> Attitude of colleagues <input type="checkbox"/> Possibilities of further good postings <input type="checkbox"/> Respect from parents and community <input type="checkbox"/> Opportunities for private tuition <input type="checkbox"/> Big city opportunities <input type="checkbox"/> Other: _____			
4.3.2	Are you satisfied with your current posting?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
4.3.3	In your opinion, what factors are taken into consideration for transfer/posting of teachers? (Tick any 03 most important factors)	Transfer/Posting			
	Pupil-teacher ratio	<input type="checkbox"/>			
	Rural-urban disparities	<input type="checkbox"/>			
	Shortage or excess of teachers	<input type="checkbox"/>			
	Spouse employment	<input type="checkbox"/>			
	Good Connections	<input type="checkbox"/>			
	<ul style="list-style-type: none"> • Within department • Political influence • Teacher Union/Associations 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
For Government School Head Teachers of Punjab only:					
4.3.4	Was consolidation/rationalization policy of teachers under which teachers were reappointed to different schools carried out in your school?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
4.3.5	If yes, are you satisfied with this policy?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> No opinion <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Very unsatisfied			

Comments: _____ _____						
5 Performance and Motivation						
5.1	How important were each of these factors in making your original decision to become a teacher?	Very Important	Important	No response	Not important	Very Unimportant
	Desire to work with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Importance of teaching / status of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teacher benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Lack of other career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	How satisfied you are with your career now?	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> No opinion <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Very unsatisfied				
5.3	Please tell your opinion in terms of your own job as a head teacher with regards to the following:	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	An opportunity to earn a decent salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I am usually recognized for good performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I receive good support from my seniors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I feel respected in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Carrier oriented than other jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	How satisfied are you regarding your relationship with the following:	Very satisfied	Satisfied	No response	Not satisfied	Very unsatisfied
	Students in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teachers in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Parents of students in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School Council Members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4.1	Does the absence of facilities available in the school negatively affect your motivation level?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
5.4.2	If yes, which school level facility? (Rank top 3)	<input type="checkbox"/> Availability of classrooms <input type="checkbox"/> Drinking water <input type="checkbox"/> Electricity <input type="checkbox"/> Toilet facility <input type="checkbox"/> Audio/Visual Aide <input type="checkbox"/> Science laboratory <input type="checkbox"/> IT/Computer Lab <input type="checkbox"/> Library <input type="checkbox"/> Other: _____				
5.5 Salary & Incentives						
5.5.1	Are you satisfied with your salary?	<input type="checkbox"/> To great extent <input type="checkbox"/> Somewhat <input type="checkbox"/> Very little <input type="checkbox"/> Not at all				
5.5.2	Are salaries paid on time?	<input type="checkbox"/> Always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom <input type="checkbox"/> Never				
5.5.3	(For Government School Head Teachers only) Do you prefer administrative posts?	<input type="checkbox"/> Yes <input type="checkbox"/> No				

5.5.4	If Yes, why? (Tick any two)	<input type="checkbox"/> Prestige <input type="checkbox"/> Social influence <input type="checkbox"/> Financial incentives <input type="checkbox"/> Strengthening of Political connections				
Comments: _____ _____						
6. Teacher Associations						
6.1	Are you member of any teacher union/association?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
6.2	If yes, which teacher union/association:	_____				
6.3	Do you think this teacher union/association has proven effective in terms of giving teachers a voice?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
For Government School Head Teachers of Punjab only:						
6.4	Are you informed about establishment of District Education Authority (DEA)?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
6.5	Have you ever been consulted with regard to the establishment of District Education Authorities (DEAs)?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
6.6	Do you think it is a good idea?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Comments: _____ _____						
7 Raising Teacher's Voice						
7.1	What forums and channels are most effective in getting matters resolved?	<input type="checkbox"/> Relevant officer <input type="checkbox"/> Through an intermediary				
7.2	If an Intermediary, then which ones?					
	Channel	Very Important	Important	No response	Not important	Very Unimportant
	Education Department officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Member of teacher unions/ associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School councils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Political person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Electronic and print media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NGOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Number of teachers in your school who used judicial remedies?	<input type="checkbox"/> Nil <input type="checkbox"/> less than 10% <input type="checkbox"/> less than 25% <input type="checkbox"/> less than 50% <input type="checkbox"/> less than 75%				
7.4	Have you ever used judicial remedy?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
7.5	If yes, then which of the following?	<input type="checkbox"/> Service tribunal <input type="checkbox"/> High court <input type="checkbox"/> Provincial Ombudsman				
7.6	Were you satisfied with this judicial process?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
7.7	Highlight the possible ways to redress the complaints of teachers or to raise the voice of teachers (Tick all that apply)	<input type="checkbox"/> Redressal Complaint Cell at Education Department <input type="checkbox"/> Monthly Newsletter <input type="checkbox"/> Interview on the Media <input type="checkbox"/> Regular meetings or forums <input type="checkbox"/> Other: _____				
Comments: _____ _____						
End Time: _____						

APPENDIX 3: SCHOOL PROFILE QUESTIONNAIRE

Quantitative Survey (Phase-I)

Start Time: _____		Enumerator Name: _____	
Date: _____		Enumerator Code: _____	
Province	District	Tehsil	School EMIS Code
School Name: _____			
School Location: <input type="checkbox"/> Urban <input type="checkbox"/> Rural			
School Type: <input type="checkbox"/> Government <input type="checkbox"/> Private			
School Level: <input type="checkbox"/> Primary (I-V) <input type="checkbox"/> Elementary (I-VIII) <input type="checkbox"/> Middle (VI-VIII)			
<input type="checkbox"/> High (I-X) <input type="checkbox"/> Others _____			
Boys / girls school: <input type="checkbox"/> Girls <input type="checkbox"/> Boys <input type="checkbox"/> Co-ed.			
1 School Profile			
1.1	Facilities		
1.1.1	School established in	_____ Year	
1.1.2	School shifts	<input type="checkbox"/> Morning <input type="checkbox"/> Evening <input type="checkbox"/> Both	
1.1.3	Number of classes	_____ (Nos.)	
1.1.4	Number of sections	<input type="checkbox"/> Primary _____ <input type="checkbox"/> Elementary ____ <input type="checkbox"/> Secondary _____	
1.1.5	Number of rooms in the school	_____ (Nos.)	
1.1.6	Number of rooms used currently as classrooms	_____ (Nos.)	
1.1.7	Does the school have following facilities?		
	No.	Facility type	No
	a.	Complete boundary wall	<input type="checkbox"/>
	b.	Drinking water	<input type="checkbox"/>
	c.	Toilet for the male students	<input type="checkbox"/>
	d.	Toilet for female students	<input type="checkbox"/>
	e.	Toilet for females teachers (in case of Co-education)	<input type="checkbox"/>
	f.	Own Sports Ground with essential equipment	<input type="checkbox"/>
Functional Educational technologies			
	g.	<input type="checkbox"/> Multimedia Projector	<input type="checkbox"/>
	h.	<input type="checkbox"/> Television	<input type="checkbox"/>
	i.	<input type="checkbox"/> VCR or DVD Player	<input type="checkbox"/>
	j.	Own library	<input type="checkbox"/>
	k.	If yes, number of books in the library	_____ (Nos.)
	l.	What percentage of students uses the library?	<input type="checkbox"/> upto 25% <input type="checkbox"/> 25%-50% <input type="checkbox"/> 50%-75% <input type="checkbox"/> more than 75% <input type="checkbox"/> None
	m.	In case of more than one level such as primary, elementary and high, record the percentage?	Primary: <input type="checkbox"/> upto 25% <input type="checkbox"/> 25%-50% <input type="checkbox"/> 50%-75% <input type="checkbox"/> more than 75% <input type="checkbox"/> None Elementary: <input type="checkbox"/> upto 25% <input type="checkbox"/> 25%-50% <input type="checkbox"/> 50%-75% <input type="checkbox"/> more than 75% <input type="checkbox"/> None High: <input type="checkbox"/> upto 25% <input type="checkbox"/> 25%-50% <input type="checkbox"/> 50%-75% <input type="checkbox"/> more

			than 75% <input type="checkbox"/> None					
	n.	When was the last time new books were purchased?	<input type="checkbox"/> previous month <input type="checkbox"/> 3 months ago <input type="checkbox"/> six months ago <input type="checkbox"/> more than a year ago					
	o.	Are students allowed to borrow books from the library?	<input type="checkbox"/>	<input type="checkbox"/>				
	p.	Computer/IT Lab	<input type="checkbox"/>	<input type="checkbox"/>				
	q.	If yes, number of functional computing systems	_____ (Nos.)					
	r.	Internet connection	<input type="checkbox"/>	<input type="checkbox"/>				
	s.	Science Laboratory	<input type="checkbox"/>	<input type="checkbox"/>				
2 Teaching Staff								
2.1	Teachers Strength:		_____ (Nos.)					
2.2	Number of sanctioned posts:		_____ (Nos.)					
2.3	Number of vacant posts:		_____ (Nos.)					
2.4	Teacher present on the day of visit out of total teaching strength:		Present: ____ Male: ____ Female: ____					
2.5	During the past 12 months, how many teachers:		<input type="checkbox"/> Joined the school _____ (Nos.) <input type="checkbox"/> Left the school _____ (Nos.)					
2.6	Identify reasons for leaving:		<input type="checkbox"/> Termination <input type="checkbox"/> Resignation <input type="checkbox"/> Transfer/Posting <input type="checkbox"/> Promotion <input type="checkbox"/> Retired <input type="checkbox"/> Other: _____					
3 Enrolment								
3.1	Number of Students:		Total _____ Male: _____ Female: _____					
3.2	Number of students enrolled during the past 12 months (Include all sections and fill out relevant box)		<input type="checkbox"/> Primary level (Grade 1-5): _____ <input type="checkbox"/> Elementary Level (Grade 6-8): _____ <input type="checkbox"/> High (Grade 9-10): _____					
3.3	Number of students who dropped the school without completing their education, during the past 12 months (Fill relevant box)		<input type="checkbox"/> Primary level (Grade 1-5): _____ <input type="checkbox"/> Elementary Level (Grade 6-8): _____ <input type="checkbox"/> High (Grade 9-10): _____					
4 Admission								
4.1	What is the criteria to admit a child		<input type="checkbox"/> Entry Test <input type="checkbox"/> Interview <input type="checkbox"/> Enrolment Drive (UPE) <input type="checkbox"/> Good Connections <input type="checkbox"/> Birth Certification <input type="checkbox"/> Other: _____					
4.2	Is there any admission fee charged at the time of admission		<input type="checkbox"/> Yes <input type="checkbox"/> No					
4.3	If yes, how much admission fee		PKR _____					
4.4	Monthly fee charged per child		<input type="checkbox"/> Primary level (Grade 1-5): _____ (PKR) <input type="checkbox"/> Elementary Level (Grade 6-8): _____ (PKR) <input type="checkbox"/> High (Grade 9-10): _____ (PKR)					
#.	Teacher Full Name	Sex 1=M 2=F	Age (Years)	Teaching Grade(s)	Permanent/Contract 1=P 2=C	Posting (PST, EST, SST, SS, SSS etc)	Teaching Experience(in years)	Working in this school (Year)
1.								
2.								

3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								

End Time: _____

APPENDIX 4: TEACHER IN-DEPTH INTERVIEW GUIDING QUESTIONS

Qualitative Survey (Phase-II)

Introduction (to be read out by researcher)																																			
<p>My name is _____ and I am working with _____. We are conducting a national study on the Voice of Teachers. The purpose of this study is to highlight the issues that teachers face in their professional as well as in their personal life. The aim of the study is to provide the counter narrative against the negative image of teachers in our society. This study would highlight the teachers' perceptions about the challenges they face, their motivations and to get their recommendations on these issues. We have conducted a quantitative survey collecting data from over 1000 teacher and head teachers. We are now looking to get a more in-depth perspective and lessons learned on key issues that have emerged in the first round as well as develop recommendations with you. All the information provided by you will be kept confidential and anonymous.</p>																																			
<p>Have you understood, what I explained? Yes _____ No _____.</p>																																			
<p>Are you willing to participate in the interview? Yes _____ No _____.</p>																																			
<p>Start Time: _____ Date: _____</p>																																			
<p>Qualitative Researcher Name: _____ Transcriber Name _____</p>																																			
<table border="1"> <thead> <tr> <th>Province</th> <th>District</th> <th>Tehsil</th> <th colspan="10">School EMIS Code</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Province	District	Tehsil	School EMIS Code																														
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<p>School Name: _____</p>																																			
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<p>School Type: <input type="checkbox"/> Government <input type="checkbox"/> Private</p>																																			
<p>School Level: <input type="checkbox"/> Primary (I-V) <input type="checkbox"/> Elementary (I-VIII) <input type="checkbox"/> Middle (VI-VIII)</p>																																			
<p><input type="checkbox"/> High (I-X) <input type="checkbox"/> High (VI-X) <input type="checkbox"/> Others _____</p>																																			
<p>Boys / girls school: <input type="checkbox"/> Girls <input type="checkbox"/> Boys <input type="checkbox"/> Co-ed.</p>																																			
1 Respondent Information																																			
	Teacher Name																																		
	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female																																		
	Age (In years):																																		
	Marital Status: <input type="checkbox"/> Married <input type="checkbox"/> Unmarried																																		
General Information																																			
1.1	A few words about yourself (for instance about family, early education, aspirations etc.)																																		
1.2	How do you like teaching? Is it better or worse than what you expected?																																		
1.3	What satisfies you as a teacher? Please provide examples of achievements or positive memories.																																		
1.4	What are the things that you like least about teaching? Anything that you regret with regard to your teaching career? (probe for specific examples)																																		
1.5	Among teachers that you know (during your academic period or teaching career), are there any you consider to be ideal? Why?																																		
2 Teaching and non-teaching workload																																			
<p>According to our data, we have observed that teachers are overburdened with both teaching and non-teaching workload. Keeping this in view, we would like to understand the various aspects of teaching and non-teaching workload, how teachers manage their workload and the challenges they face as a result of it particularly with regards to non-teaching workload.</p>																																			
2.2	What challenges do you face with regards to your workload or duties? What aspect is more of an issue?																																		
2.3	According to our data about one-third of teachers identified the number of classes being taught as a major challenge in their workload. Do you agree/disagree with this? Please explain why?																																		
2.4	What aspect of teaching classes or the teaching workload affects you the most? (Probe for teaching duration, multi-grade teaching, teaching subjects not their own, time consumed on the lesson planning or marking copies etc)																																		
2.5	What are some measures that can be taken to streamline or better manage the teaching workload? (<i>Have respondent differentiate between school-level and outside school measures</i>)																																		

2.6	According to our data teaching activities are considerably affected by non-teaching duties. Do you agree with this? Why?
2.7	What non-teaching duties are most problematic for you? Why? (Probe for participation in polling, polio/dengue campaigns, invigilation/marketing of exams, enrolment drive, other. Probe for whether any of these duties are compensated monetarily or otherwise).
2.8	What are your recommendations to reduce the non-teaching burden?

3 Student Quality and Motivation	
A large majority of teachers have identified student quality and motivation as an important challenge in their teaching activities. In this section, we want to explore further how teachers view their students and what does student quality and motivation mean to them. We want to understand what factors influence student quality and motivation, and how we can tackle these important areas of concern.	
3.1	According to the data a large proportion of teachers rated student quality and motivation as a major challenge. Do you agree with this?
	If so what does student quality and motivation mean to you? And what aspects are most problematic? (Probe for whether it is poverty, poor parental education, parental interest in education, due to participation mostly from less privileged segment of the society, prevalence of private school, etc.)
3.2	Do you think it is the responsibility of the school to address this issue? Why?
3.3	Do you think it is the responsibility of the community and parents to address this issue? Why?
3.4	How do you recommend we tackle this issue? (Focus on the aspects mentioned in the previous question)

4 Inside School Support	
Teachers often receive ongoing support from within the school for their teaching. Our data shows that a large majority of teachers have a good relationship with their head teacher and other colleagues. But we've also found that school level meetings tend to focus on administrative issues rather than academic and head teachers do not always have a chance to observe classroom performance. We are trying to find out how much professional support a teachers gets inside the school and the mechanism of such support	
4.1	What is your experience with your head teacher? What issues do you take to the head teacher for resolution and why? Please describe your relationship providing examples of how you have received support. (Probe for whether it is administrative or teaching related support)
4.2	In case head teacher is not supportive, what other channels do you use?
4.3	What support would you ideally like to receive from your head teacher?
4.4	What is your relationship with your other colleagues? Please describe providing examples (probes same as above)
4.5	What support would you ideally like to receive from colleagues?
4.6	How can these relationships be improved? At the school level? Are there any formal mechanisms that can be put into place?

5 Outside School Support	
Apart from support within the school there are other sources of support available to teachers outside the school from district education staff, mentors and other schools etc. We want to find out whether teachers are interested in improving and enhancing their knowledge, and what kind of outside school support mechanisms are present to help teachers develop their skills, knowledge and competence. We also want to inquire whether teachers are provided such support from outside the school, the quality of such support, and its strengths and weaknesses in teachers' opinions.	
5.1	Are you interested in improving your knowledge and teaching skills? Why?
5.2	What kind of support is available from outside the school, specifically with regards to your teaching and academics? Please describe using examples for the following: 5.21 District education staff 5.22 Mentors 5.23 Other schools
5.3	What support is most beneficial to you? Why?
5.4	Do you interact with teachers of other schools for peer/cooperative learning? If yes, what are the common ways of interaction (inside or outside the school)? If no, why do teachers not interact with each other?
5.5	What could be the essential steps to promote peer/cooperative learning in order to improve content knowledge among teachers? (Prompts: Working with high school teacher? Some sort of local clustering?)

6	<p>Paid Private Tuition</p> <p>Our data shows that teachers are either involved in paid private tuition or willing to impart tuition. In this section we want to understand how does their teaching in the context of paid private tuition differ from their teaching approach in the school classroom. We also want to know about the reasons behind the demand and supply of paid private tuition in our society and the impact of this on teacher-teacher relationship (competition) and teacher-student relationships.</p>
6.1	Why do teachers give paid private tuition?
6.2	Do you give paid private tuition? If yes, then how does your teaching approach differ from classroom teaching approach?
6.3	Why do students (and parents) demand paid private tuition?
6.4	How does tuition culture impact the school environment? (Probe for student-teacher and teacher-teacher relationship, impact on non-tuition taking students)
7	<p>Absenteeism</p> <p>Our data shows that teacher absenteeism is serious issue at the provincial level. In this section we want to understand the three key reasons behind absenteeism and the impact of this on the teachers' relationship with the head teacher and other colleagues.</p>
7.1	In many instances, teacher absenteeism is considered a serious problem. In your opinion, what are the causes of absenteeism? (<i>Probe for domestic, political reasons, simultaneously engaged in other profession etc</i>)
7.2	How does prevalence of absenteeism affect the behaviour of other teachers? Does it become a kind of mutual support network with teachers filling in for each other as they remain absent, by turn?
8	<p>Any other issue that the teacher may deem important</p> <p>Teacher perceptions and motivations include a broad area. We have already covered several areas of significant concern for the teachers in the above sections. However, in this section we would like to inquire about any additional issues and concerns which the teacher considers to be of great importance.</p>
8.1	What else is a major challenge for you as a teacher? (Try to probe for factors like; political interference in recruitment & transfer, decline in societal respect towards teachers, impact of school level facilities on the teacher etc in case of teacher is unable to identify any specific challenge)
8.2	If you had the opportunity to bring about change in our schools, what three important changes would you most like to see brought about?

APPENDIX 5: HEAD TEACHER IN-DEPTH INTERVIEW GUIDING QUESTIONS

Qualitative Survey (Phase-II)

Introduction (to be read out by researcher) My name is _____ and I am working with _____. We are conducting a national study on the Voice of Teachers. The purpose of this study is to highlight the issues that teachers face in their professional as well as in their personal life. The aim of the study is to provide the counter narrative against the negative image of teachers in our society. This study would highlight the teachers' perceptions about the challenges they face, their motivations and to get their recommendations on these issues. We have conducted a quantitative survey collecting data from over 1000 teacher and head teachers. We are now looking to get a more in-depth perspective and lessons learned on key issues that have emerged in the first round as well as develop recommendations with you. All the information provided by you will be kept confidential and anonymous.			
Have you understood, what I explained? Yes _____ No _____.			
Are you willing to participate in the interview? Yes _____ No _____.			
Start Time: _____ Date: _____			
Qualitative Researcher Name: _____ Transcriber Name _____			
Province	District	Tehsil	School EMIS Code
School Name: _____			
School Location: <input type="checkbox"/> Urban <input type="checkbox"/> Rural			
School Type: <input type="checkbox"/> Government <input type="checkbox"/> Private			
School Level: <input type="checkbox"/> Primary (I-V) <input type="checkbox"/> Elementary (I-VIII) <input type="checkbox"/> Middle (VI-VIII)			
<input type="checkbox"/> High (I-X) <input type="checkbox"/> High (VI-X) <input type="checkbox"/> Others _____			
Boys / girls school: <input type="checkbox"/> Girls <input type="checkbox"/> Boys <input type="checkbox"/> Co-ed.			
Respondent Information			
Teacher Name: _____			
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female			
Age (In years): _____			
Marital Status: <input type="checkbox"/> Married <input type="checkbox"/> Unmarried			
1	General Information		
1.1	A few words about yourself (for instance about family, early education, aspirations etc)		
1.2	How do you like teaching? Is it better or worse than what you expected?		
1.3	What satisfies you as a teacher? Please provide examples of achievements or positive memories.		
1.4	What are the things that you like least about teaching? Anything that you regret with regard to your teaching career? (probe for specific examples)		
1.5	Among teachers that you know (during your academic period or teaching career), are there any you consider to be ideal? Why?		
2	Teaching and non-teaching workload According to our data, we have observed that teachers are overburdened with both teaching and non-teaching workload. Keeping this in view, we would like to understand the various aspects of teaching and non-teaching workload, how teachers manage their workload and the challenges they face as a result of it particularly with regards to non-teaching workload.		
2.1	What challenges do you face with regards to your workload or duties? What aspect is more of an issue?		
2.2	According to our data about one-third of teachers identified the number of classes being taught as a major challenge in their workload. Do you agree/disagree with this? Please explain why?		
2.3	What aspect of teaching classes or the teaching workload affects you the most? (Probe for teaching duration, multi-grade teaching, teaching subjects not their own, time consumed on the lesson planning or marking copies etc)		
2.4	What are some measures that can be taken to streamline or better manage the teaching workload? (Have respondent differentiate between school-level and outside school measures)		
2.5	According to our data teaching activities are considerably affected by non-teaching duties. Do you agree or disagree with this? Why?		
2.6	What non-teaching duties are most problematic for you? Why? (Probe for participation in polling, polio/dengue campaigns, invigilation/marketing of exams, enrolment drive, other. Probe for whether any of these duties are compensated monetarily or otherwise).		
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	If so what does student quality and motivation mean to you? And what aspects are most problematic? (Probe for whether it is poverty, poor parental education, parental interest in education, due to participation mostly from less privileged segment of the society, prevalence of private school, etc.)
3.2	Do you think it is the responsibility of the school to address this issue? Why?
3.3	Do you think it is the responsibility of the community and parents to address this issue? Why?
3.4	How do you recommend we tackle this issue? (Focus on the aspects mentioned in the previous question)
<p>4 Inside School Support</p> <p>Teachers often receive ongoing support from within the school for their teaching. Our data shows that a large majority of teachers have a good relationship with their head teacher and other colleagues. But we've also found that school level meetings tend to focus on administrative issues rather than academic and head teachers do not always have a chance to observe classroom performance. We are trying to find out how much professional support a teachers gets inside the school and the mechanism of such support</p>	
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The Alif Ailaan campaign is seed-funded by the UK Department for International Development.

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