



The perceptions of pre-service teachers on Bachelor of Education Program in Shaheed Benazir Bhutto university, Pakistan

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Abstract

The provision of quality teachers by teacher preparation programs determines the quality of education in schools. The study aimed to define trainee teachers' beliefs about teacher education and include recommendations for improving teacher education, given the importance of teacher education for the quality of education in educational institutions. The study included 45 trainee teachers from Shaheed Benazir Bhutto University's education department in Dir upper, Khyber Pakhtunkhwa, Pakistan. A total of 30 people were chosen for inclusion in the analysis using a purposive random sampling method. A questionnaire was developed, validated, and piloted to ensure its accuracy. The information was gathered using self-administered questionnaires and evaluated using mean ratings, standard deviation, and the chi-square significance test. The study found that trainee teachers in the institute are satisfied with their needs and demands through teacher education, that teacher education curricula are tailored to the needs of trainee teachers, that subject content courses are appropriate, that the scope of teaching practicum is broad, that training is linked to practical school experiences, and that school management courses are offered. The pedagogy courses help trainee teachers improve their teaching skills, and they receive adequate training in evaluation methods. There are also quality academic research activities. The study suggested that trainee teachers attend orientation sessions to learn about their needs and demands, which could be met through teacher preparation. Teacher education curricula are revised to provide more realistic exposure to the school's atmosphere and activities.

Keywords: bachelor of education, beliefs, teacher education, trainee-teachers

Teachers' material awareness, pedagogy, personality characteristics, professional competencies, and responsiveness are important requirements for successful teaching-learning processes and quality education for students in schools (Rowan & Townend, 2016). Teachers are currently underprepared for their roles in schools due to a lack of pre-service teacher preparation services and a lack of technical skills (Dotger, 2010). According to studies, the need for reform and innovation in teacher education systems has been recognized by providing quality curricula, teaching skills, and quality student induction, according to studies (Aksoy & Gozutok, 2014).

The National Educational Policy of Pakistan (2009) recommended a standardized process for the establishment, accreditation, and degree awarding of teacher education institutes to prepare quality teachers in the region. It also suggested that teacher education curricula be adjusted to meet the school's needs and national curriculum requirements. Furthermore, teacher education curricula must emphasize learner-centered pedagogies and co-curricular skills. Similarly, with the support of UNESCO and USAID, Pakistan's Ministry of Education's Policy and Planning wing established national professional standards for teachers in 2009. These standards included command of content knowledge, comprehension of human growth and development, comprehension of Islamic ethical values, knowledge of social skills, and strategies for planning in institutes, assessment and evaluation, knowledge of the learning environment, effective communication, and information and communication technologies.

The education of trainee teachers in teacher education institutions has a massive impact on teachers' teaching abilities. These days, there is a lot of focus on providing quality teacher education through teacher education programs. Several countries have developed requirements for teacher education (Greenberg et al., 2013). Currently, advanced countries are concentrating their efforts on providing a conducive learning atmosphere, cooperation, and research and

development for quality teacher education. There is a lot of emphasis on developing sound technical teaching skills among trainee teachers to equip them with quality teaching skills for teaching in schools (Evans, 2011).

Teachers' education reforms are receiving a lot of attention, and research on the efficacy of teacher education systems has been conducted (Rowan, 2015). The quality of graduates provided by teacher training institutes for teaching in schools is causing increasing concern (Eret, 2013). Teachers who have completed teacher education programs do not have all of the skills necessary to teach and learn (Greenberg et al., 2015). There is a lack of consistency in implementing teacher education reforms. There is a dearth of study and evaluation of today's teacher education systems (Ok & Eret, 2012). Lack of school exposure, realistic teaching, cooperation, relationship with the community, caring for learners' needs, and flawed requirements for entry into teacher education programs are all recorded in research (Arkun-Kocadere & Aşkar, 2013).

The poor standard of pre-service teachers' education necessitates research into the field of pre-service teachers' education programs to determine their strengths and limitations and recommend appropriate remedial steps (Richardson, 2005). Research that focuses on identifying the areas that need to be centered on promoting prospective teachers' education is needed to improve teacher education programs for prospective teachers (Cochran-Smith et al., 2015). There is a need for pre-service teacher education research to understand the causes of low standards and recommend remedial steps to improve prospective teachers' education (Senemoglu, 2011).

The need for research on trainee or prospective teacher education programs has been established through research studies. It is a way of preparing quality teachers and ultimately

improving the quality of education in schools. As a result, the study aimed to look into trainee teachers' perceptions of teacher education in Pakistan's Khyber Pakhtunkhwa province.

Methodology

Population Sample and Sampling

The study included 45 students and teachers from the education department at Shaheed Benazir University in Sheringal. The researchers used a purposive random sampling technique to assemble a group of 30 people to take part in the analysis.

Instrumentation

To collect data from the respondents, a questionnaire was developed. The tool focused on the most important aspects of teacher education in the field. The tool was pilot tested for reliability and checked with expert opinions. The instrument's reliability was 0.78. The participants were given a reliable instrument to fill out to gather information about trainee teachers' views about teacher education.

Data collection and analysis

The researchers obtained the data after they directly administered the method to trainee teachers. Mean ratings, standard deviation, and the Chi-square test of significance were used to evaluate the collected data.

Results

Table 1

Perceptions of B.Ed. students about teachers' training

Statements	N	Mean	S. D	χ^2	P
Curriculum satisfaction	30	4.49	.988	273.68	.000
Course contents	30	4.47	.978	243.12	.000
Teaching skills	30	4.58	.887	263.52	.000
Teaching practicum	30	4.49	.879	288.00	.000
Training and school experience	30	4.31	.991	272.68	.000
Courses on school management	30	4.22	.996	248.56	.000

classroom management courses	30	4.48	.987	279.84	.000
assessment practices training	30	4.69	.988	299.48	.000
co-curricular activities participation	30	4.49	.889	222.56	.000
Research atmosphere	30	4.68	.899	297.84	.000
Cumulative	30	24.89	4.76	281.48	.000

The table depicts trainee teachers' perceptions of teacher education. Participants accept that teacher education curricula meet the needs of trainee teachers and that the contents of subject courses are acceptable, as shown by mean scores of 4.49 and 4.47 with standard deviations of .988 and .978. The answers are not dispersed from the mean.

The pedagogy courses improve the teaching skills of trainee teachers, as shown by the mean score of 4.58 and standard deviation of .887. The answers aren't disjointed.

Participants disagree that the scope of teaching practicum is acceptable; there are a connection between training and school experiences, appropriate school management courses, and adequate classroom management courses. The mean scores of 4.49, 4.31, 4.22, and 4.48, with standard deviations of .879, .99, .996, and .987 show that participants disagree that the scope of teaching practicum is appropriate; there are a link between training and school experiences, appropriate school management courses, and adequate classroom management courses. The answers aren't disjointed.

Participants believe that teacher education provides adequate instruction in evaluation activities, as shown by a mean score of 4.69 and a standard deviation of .988. The answers aren't dispersed around the mean.

The mean score of 4.49 with a standard deviation of .889 demonstrates that respondents agree that there is proper participation in co-curricular activities. The answers aren't dispersed around the mean.

Participants conclude that there are acceptable academic study programs in teacher education, as shown by a mean score of 4.68 and a standard deviation of 0.899. The answers aren't dispersed around the mean.

Participants are clear that teacher education thoroughly addresses their expectations and demands, as shown by the composite mean score of 24.89 and standard deviation of 4.76. It establishes that trainee teachers are aware of their needs as they are met through teacher education.

Discussion

In the education department of Shaheed Benazir Bhutto University Dir upper, Khyber Pakhtunkhwa, Pakistan, the researchers examined trainee teachers' beliefs about teacher education. According to the findings, trainee teachers in teacher education are conscious that their needs are being met through teacher education. Teachers' education curricula are based on the needs of trainee teachers, subject content courses are appropriate, pedagogy courses develop trainee teachers' teaching skills, the scope of teaching practicum is not limited, training is linked to practical school experiences, school management, and classroom management courses are appropriate, and appropriate training is available. In comparison to the findings of Dotgar (2010), who found that teachers are not adequately prepared through pre-service teacher education programs and have a low level of professional skills to fulfill their responsibilities in schools, the findings of this study show that teachers are not correctly prepared through pre-service teacher education programs and have a low level of professional skills to fulfill their responsibilities in schools. Studies have also proposed that teacher education systems need to be reformed and innovated to include quality curricula, teaching skills, and student induction (Aksoy & Gozutok, 2014).

In contrast, the problems were also stated in Pakistan's National Educational Policy (2009), which proposed a structured process for establishing, accrediting, and awarding degrees to teacher educational institutes. It also suggested that teacher education curricula be adjusted to meet the school's needs and national curriculum requirements. Furthermore, curricula for teacher education must continue to emphasize learner-centered pedagogies and co-curricular competencies. Similarly, with the support of UNESCO and USAID, Pakistan's Ministry of Education's policy and planning wing established national professional standards for teachers in 2009.

These standards included command of content knowledge, comprehension of human growth and development, comprehension of Islamic ethical values, and knowledge of social skills, as well as strategies for planning in institutes, assessment and evaluation, knowledge of the learning environment, effective communication, and information and communication technologies, and forming collaboration, and partnerships Rown (2015) also noted that there is a greater emphasis on teacher education reforms, with research focusing on the success of teacher education systems.

Greenberg et al. (2015), on the other hand, discovered that teachers graduating from teachers' training institutes lack the necessary skills for teaching and learning students. Ok, and Eret (2012) found a lack of consistency in implementing changes in teacher education and published their findings. There is a shortage of study and evaluation of today's teacher education systems. Research also shows a lack of school exposure, realistic instruction, cooperation, relationship with the community, caring for learners' needs, and flawed requirements for entry into teacher education programs, according to Arkun-Kocadere and Aşkar (2013). However, in this case, the condition is more robust.

Conclusion

The study's first goal was to determine trainee teachers' attitudes toward teacher education. It was discovered that trainee teachers in teacher education are conscious that teacher education meets their needs. Teachers' education curricula are tailored to the needs of trainee teachers; subject content courses are inappropriate; pedagogy courses develop trainee teachers' teaching skills; the scope of teaching practicum is broad; training is linked to practical school experiences; school management and classroom management courses are appropriate, and there is appropriate training.

The study's second goal was to come up with suggestions for improving teacher education. The study suggested that trainee teachers be given orientation sessions to learn about their needs and demands and their satisfaction through teacher education. Teacher education curricula should be revised to provide more practical exposure to the school's environment and activities and standard content courses, school, and classroom management courses.

Recommendations

The following suggestions are made in light of the study's intent and objectives:

1. Orientation sessions for trainee teachers can be held at the start of programs to learn about their needs and demands and their satisfaction with the teacher education provided.
2. Teacher education curricula can be updated, emphasizing realistic exposure of trainee teachers to the school's environment and activities.
3. Content classes could be supplemented with the material taught in classrooms.
4. School and classroom management courses should be designed to assist with school administration and classroom management.

5. By participating in co-curricular activities, trainee teachers can be given several opportunities to improve their social skills.

6. Qualitative research studies on the same subject may be undertaken to determine the existence and causes of problems in teacher education programs.

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Classroom management practices of secondary school teachers in district Swat

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Abstract

The study aimed to investigate teachers' classroom management strategies at secondary level. The study's objectives were; to find out the classroom management strategies of secondary schools' teachers, identify problems in the classroom management of secondary schools' teachers and suggest strategies for effective classroom management at secondary level. The population of the study was 5623 male secondary schools' teachers of district Swat. The researchers randomly selected a sample of 100 teachers through simple random sampling for the study and developed a questionnaire to collect data. The data were gathered with self-administered questionnaires and analyzed with frequency, percentages and Chi-square test. The study found the classroom management strategies of teachers as interactive discussion before classes, in the beginning, development of class rules in consultation with students, assigning individual, pair and group work to students, giving respect to the questions and answers of students and the use of body language to control misbehavior in their classes. It identified the problem of difficulty in establishing rapport with students in the beginning of the classes and suggested the strategies of interactive discussion, development of rules in consultation with students, assigning roles to students, use of body gestures and provision of pleasure environment in classes for effective classroom management.

Keywords: classroom management, district Swat, practices, secondary schools teachers

Mallory (2008) defines classroom management as a multifaceted process that depends upon an engaging curriculum, student's responsibility, appropriate teaching modeling, effective instruction, and management skills to work towards conflict resolution with individuals and the whole class. The aforementioned definition cover many things which take place in classroom like a curriculum which engage the students in their academic activities, teachers who have command on their profession and have the skills to instruct the students that they work accordingly. Elizabeth (2018) refers classroom management to the variety of skills and techniques that teachers use to make sure that their classroom runs efficiently, without interlude. According to Brophy (2006) Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction, arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities.

Masrur (2015) is of the view that classroom management is the process of keeping a classroom organized, running smoothly, engaging students in their lessons, including students' participation and their cooperation in classroom activities to create a productive learning environment. Afzal (2015) demonstrates that classroom management is the art of organizing the space where the resources, time, and reasons are available to a group of people to nurture, support, and value their learning of a limited set of information and ideas. This definition covers many things which takes place in classroom like time, resource, and learning. These are the things which cannot be separated from classroom environment. Learning environment depends on places not on persons at least one person is enough for this.

Osama (2012) defines classroom management as teachers' perceptions of their work environment; it is influenced by formal and informal relationships, personalities of participants,

and leadership in the organization. Galbraith (1990) has suggested that classroom management consists of both the physical environment and the psychological or emotional climate (for example, what takes place during the first session to establish a supportive, challenging, friendly, informal, and open atmosphere).

Korpershoek (2016) viewed Classroom management practices are those activities that teachers can use in order to create an environment that can range from activities to improvements and principles for regulating students' relationships with teachers. Therefore, it is important to differentiate between preventive and receptive classroom management strategies. Oliver (2007) says that improving teachers' skill to manage classrooms efficiently needs a systematic approach to teacher preparation and current professional development. He believes that ongoing professional development is essential for all teachers in general and for new teachers in particular. There is no proper training for new teachers in classroom management and they are more likely to respond to a student's misbehavior by diverting the student from guidance which leads a student to academic failure. Therefore, he concludes that professional development and training is essential to address students with misbehavior because the teacher concerned will be skillful then in management of classroom effectively.

One of the most common problems teachers face is the lack of discipline. Students often come late, are not punctual, interested in classes and many more. Chandra (2015) is of the view that these problems can only be overcome by a teacher when he/ she gets prepared for the class, who can motivate and provide a meaningful environment to students and make them creative. Teachers must have the desire to take on classroom control and long-term responsibility. Masrur (2015) conceived that children's behavior in classrooms is determined by setting clear rules and explaining rewards and restrictions for breaking the rules. Recognizing and repaying good

behavior and punishing bad behavior it is believed that good behavior will be encouraged. Most of the teachers doesn't reward. It is worth mentioning that reward has a significant role in the academic as well as social behavior of the students in classrooms.

Linsin(2015) identified that effective classroom management practices are a combination of gentle but influential strategies planned to create a background that is most favorable to school learning and satisfaction. It's about confidence and influence, interaction and guidance, treating students and doing their best because they want to, not because they have to. This only includes austerity in the sense that well-defined limits of conduct - whose sole purpose is to defend learning and pleasure - are maintained faithfully. According to Akomolafe (2015) classroom environment is a significant motivating factor that influences teaching and learning process. The curriculum or syllabus mainly implemented in classroom. The quality of teaching will affect learning of several secondary school subjects is due to the state of the classroom environment. Indeed classroom environment affects student's understanding and quality of learning. If the physical environment of the class is in compliance with the students, the learning will be meaningful and in case of none, it will badly affect them. Physical environment of classroom especially often becomes a headache for the concerned teachers at middle and high level in general and primary particularly.

Classroom management is a problem since when first classroom was recognized. Teachers and administration try to make sure a encouraging learning environment in the classrooms that's why refining classroom management is becoming progressively significant because of the need to expand student academic accomplishment (Rosas & West,2009). Educator and researcher have approved that the teachers are responsible for classroom management

strategies and have originate greatest situation for teacher to define the rules and significances for misbehavior (Frieberg & Lamb, 2009).

Some teachers use more traditional classroom management practices. As class sizes continue to increase then this is challenged for the teachers with how to succeed a large number of students (Adams, 2011). Regina and Oliver (2007) says that improving teachers' skill to manage classrooms efficiently needs a systematic approach to teacher preparation and current professional development. He believes that ongoing professional development is essential for all teachers in general and new teachers in particular. There is no proper training for new teachers in classroom management, and they are more likely to respond to a student's misbehavior by diverting the student from guidance which leads a student to academic failure. From the Regina's findings, we can conclude that professional development and training are essential to address students with misbehavior because the teacher concerned will be skillful then effectively manage the classroom.

Effective classroom management practices are the key to effective teaching, the learning process in classrooms, and students' learning is significantly affected by the teachers' classroom management practices. Having the importance of classroom management practices for the learning of students at the secondary level in the backdrop, the study intended to investigate teachers' classroom management practices at the secondary level and develop effective classroom management practices for classroom management at the secondary level. Classroom management has its importance in controlling disciplinary actions as well, which indirectly affect students' performance. Classroom management can handle individual differences and even bullying in classrooms. Classroom management save the timing of students and teachers as well and help increase learning time.

Methodology

Population Sample and Sampling

The population of the study was 5623 teachers of public sector male secondary schools in District Swat. There were 1344 SSTs, 4279 CTs in in the population. The researchers randomly selected a sample of 100 teachers with simple random sampling for collecting data regarding the problem. As the population was homogenous in nature, therefore, simple random sampling was used as it was the recommended procedure in case of the nature of the population.

Instrumentation

The researchers reviewed the related literature and developed a questionnaire for the collection of data. There were two parts of the questionnaire. The first part was related to classroom management practices of secondary level teachers and the second was about the problems in classroom management at the secondary level. The researchers validated the questionnaire with expert opinion, adjusted it and then the developed version was pilot tested on 30 teachers and the collected data were fed into the SPSS version 22 to establish its reliability. The reliability was found as .842. The participants for piloting were not included in the final data collection.

Data collection and analysis

The researchers collected the data with self-administered questionnaires, and during that, the researchers explained their objectives to the respondents. The data were analyzed using SPSS, arrangement of tables and the application of frequency, percentages, and Chi-square test. As the data was categorical in nature, therefore, Chi-square test was applied for its interpretation.

Results and discussion

Table 1

Classroom Management Practices of Secondary Schools' teachers

Statements	A	UD	D	χ^2	P
Interactive discussion before giving lessons to class	82	03	15	13.635	.000
Developing class rules in consultation with students	62	02	35	27.248	.000
Developing a sense of responsibility for class tasks	78	06	16	19.235	.000
Passionate about the classroom	72	13	15	23.568	.000
Taking time to know students individually	57	08	35	26.356	.000
Assigning roles to students for managing classroom	59	07	34	24.123	.000
Assigning individual, pair and group work	63	08	29	11.056	.000
Respect to the questions and responses of students	78	06	16	17.549	.000
Jokes and humor to keep students happy & engaged	64	11	25	12.625	.000
Body language to overcome disrupting behavior	58	05	37	19.342	.000
Avoiding corporal punishment during classes	64	03	33	22.563	.000

Table-1 identifies the classroom management practices of secondary school teachers. 82% are agree that they make use of interactive discussion before giving lessons to their classes, 62% respondents are agree that they develop class rules in consultation with their students, 78 % respondents concur that they create a sense of responsibility for class tasks among their students, 72 % respondents agree that they themselves are very much passionate about their classrooms, 57 % respondents are agree that they take time to know their students individually, 59 % respondents are agree that they assign roles to their students for arranging their classes, 63 % respondents concur that they assign individual, pair and group work to their students in the grades, 78 % respondents agree that they give respect to the question and responses of all the students, 64 % respondents agree that they make use of humor to keep their students happy and engaged in the class, 58 % respondents agree that they make use of the boy language to overcome disrupting behavior in their classes, 64 % respondents agree that they avoid corporal punishment during their classes.

It highlighted the classroom management practices of secondary school teachers. At the secondary level, teachers make use of interactive discussions before giving lessons to their classes, develop class rules in consultation with their students, develop a sense of responsibility for class tasks among their students; they are very much passionate about their classrooms, they take time to know their students individually, they assign roles to their students for arranging their classes, they assign individual, pair and group work to their students in the classes, they

give respect to the question and responses of all the students, they make use of humor to keep their students happy and engaged in the class, they make use of the boy language to overcome disrupting behavior in their classes. They avoid corporal punishment during their classes.

Table 2

Problems in Classroom Management Practices of Secondary Schools' teachers

Statements	A	UD	D	χ^2	P
Establishing rapport with in the beginning of classes	66	13	21	18.642	.000
Students don't take an interest in activities of classes	24	12	64	17.352	.000
Students make a noise during lessons in classes	07	09	84	13.632	.000
Sometimes, I myself forget about classroom rules	19	15	66	12.463	.000
Difficulty in developing sense of responsibility	17	11	72	37.532	.000
Difficulty to use body language for managing classes	32	07	61	11.356	.000
Anger on students showing disruptive behavior	42	05	53	15.432	.000

Table-2 highlights problems in classroom management practices of secondary school teachers. 66 % of participants agree that it is difficult for them to make rapport with their students at the beginning of the class, 64 % of participants disagree that students don't take an interest in the activities of their levels, 84 % participants disagree that students make noise during lessons in their classes, 66 % participants disagree that sometimes, they forget about classroom's rules, 72 % participants disagree that it is difficult for them to develop a sense of responsibility in their students, 61 % respondents disagree that it is difficult for them to create a sense of responsibility in their students and 53 % participants disagree that they get angry when students show disruptive behavior in their classes.

It brought to light the problems in classroom management practices of secondary school teachers. For secondary schools' teachers, it is challenging to make rapport with their students in the beginning of the class; students take an interest in the activities of their courses, students don't make a noise during lessons in their classes, they don't forget about the classroom's rules, it

is not difficult for them to develop a sense of responsibility in their students, it is not difficult for them to establish a sense of responsibility in their students. They don't get angry when students show disruptive behavior in their classes.

Discussion

The study was about the classroom management practices of secondary school teachers. The findings of the survey highlighted that the classroom management practices of secondary school teachers. At the secondary level, teachers make use of interactive discussions before giving lessons to their classes, develop class rules in consultation with their students, develop a sense of responsibility for class tasks among their students, they are very much passionate about their classrooms, they take time to know their students individually, they assign roles to their students for arranging their classes, they assign individual, pair and group work to their students in the grades, they give respect to the question and responses of all the students, they make use of humor to keep their students happy and engaged in the class, they make use of the boy language to overcome disrupting behavior in their classes. They avoid corporal punishment during their lessons. The findings of the study conform with the results of the survey by Mallory (2008), who found classroom management as a multifaceted process that depends upon an engaging curriculum, student's responsibility, appropriate teaching modeling, practical instruction, and management skills to work towards conflict resolution with individuals and the whole class.

Similarly, Elizabeth (2018) identified classroom management containing various skills and techniques that teachers use to make sure that their classroom runs efficiently, without interlude. In a similar vein, Brophy (2006) highlighted classroom management as a total of actions taken to create and maintain a learning environment conducive to successful instruction, arranging the physical environment, establishing rules and procedures, keeping students'

attention to lessons, and engagement in activities. Such findings were also reported by Masrur (2015), who demonstrated that classroom management is the process of keeping a classroom organized, running smoothly, engaging students in their lessons, including students' participation and their cooperation in classroom activities to create a productive learning environment. Similarly, Afzal (2015) demonstrates that classroom management is the art of organizing the space where the resources, time, and reasons are available to a group of people to nurture, support, and value their learning of a limited set of information and ideas.

The results identified the problems in classroom management of secondary school teachers. For secondary schools' teachers, it is challenging to make rapport with their students at the beginning of the class; students take an interest in the activities of their courses, students don't make a noise during lessons in their classes, they don't forget about the classroom's rules, it is not difficult for them to develop a sense of responsibility in their students, it is not difficult for them to create a sense of responsibility in their students. They don't get angry when students show disruptive behavior in their classes. In connection to the study findings, Oliver (2007) found problems in classroom management practices of teachers and emphasized proper training for teachers in classroom management. They are more likely to respond to a student's misbehavior by diverting the student from the guidance, leading a student to academic failure. Classroom management can control all disciplinary issues as well.

Similarly, Chandra (2015) identified one of the most common problems teachers face is the lack of discipline. Students often come late, are not punctual, are interested in classes, and many more, and therefore, teachers must have the desire to take on classroom control and long-term responsibility. Similarly, Regina and Oliver (2007) found problems in the classroom management of teachers. They recommended improving teachers' skills to manage classrooms

efficiently needs a systematic approach to teacher preparation and current professional development.

Conclusion

The study's first objective was to find out classroom management strategies of teachers at the secondary level. The study found that at the secondary level, teachers make use of interactive discussions before giving lessons to their classes, develop class rules in consultation with their students, develop a sense of responsibility for class tasks among their students, they are very much passionate about their classrooms, they take time to know their students individually, they assign roles to their students for arranging their classes, they set individual, pair and group work to their students in the grades, they give respect to the question and responses of all the students, they make use of humor to keep their students happy and engaged in the class, they make use of the boy language to overcome disrupting behavior in their classes. They avoid corporal punishment during their lessons. The second objective of the study was to identify problems in teachers' classroom management at the secondary level. The study determined that it is difficult for secondary school teachers to make rapport with their students at the beginning of the classes. The third objective of the study was to suggest strategies for effective classroom management at the secondary level. The study suggested the process of establishing rapport through interactive discussion enable teachers to manage their classes effectively, establishing class rules in consultation with students ensure quality classroom management, teachers' passion for their classes help them in overcoming problems of managing the categories, assigning roles to students in the grades assist teachers in the direction of their classes, using body gesture help teachers in the management of their levels and keeping the environment of pleasure and free from fear ensure effective classroom management of teachers.

Recommendations

The study recommend the effective strategies of classroom management as establishing rapport through interactive discussion enable teachers to manage their classes effectively, establishing class rules in consultation with students ensure quality classroom management, teachers' passion for their classes help them in overcoming problems of managing the categories, assigning roles to students in the grades assist teachers in the direction of their classes, using body gesture help teachers in the management of their levels and keeping the environment of pleasure and free from fear ensure effective classroom management of teachers.

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**An assessment of school-community relationship in the public secondary schools of Khyber
Pakhtunkhwa, Pakistan**

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Abstract

Human relationships directly influences the success of educational organization and therefore, constructive partnership of instructors, administrators, heads, and students is required to ensure the efficient achievement of academic goals. Keeping in view the significant influence of school-community relationship on schools' performance, the study investigated school-community relationship in secondary schools of Khyber Pakhtunkhwa, Pakistan. The objectives of the study were to explore school-community relationship in secondary schools and recommend strategies for effective school-community relationship. The study used mixed methods explanatory sequential design. The population of the study were all the 361 heads of secondary schools in Khyber Pakhtunkhwa. A sample of 65 heads was selected with simple randomly, while for qualitative data 10 heads were selected. Data were collected with self-developed questionnaires and semi-structured interview guides. Quantitative data were analyzed with percentages and chi-square test while qualitative data were analyzed thematically. The study found that school-community relationship was not friendly as didn't collaborate with school administrators and teachers, parents, community, PTCs, and BOGs were not cooperative for schools, educational authorities at district and provincial level didn't satisfy the needs of the school and political leaders and their influence destroyed the environment of school for learning. The study recommended active community participation in affairs of the school, friendly attitude of authorities and supportive role of policy makers for the betterment of school-community relationship in secondary schools.

Keywords: assessment, Khyber Pakhtunkhwa, Pakistan, relationship, secondary schools

Human beings are the first, most significant, and final inputs for the teaching-learning activity's process and commodity in the educational scenario. Students, teachers, heads of institutions, board members, ministerial workers, a game in control, planning committees, organizers, parents of wards, and people in the immediate vicinity are all involved in this activity. Any action has an unintended or overt influence on others (Sharma, 2006). The limits of the high school conform to those of the area it serves. It is not an autonomous island; instead, it is a collective unit that is inextricably bound to the population, families, and other social structures in the area (Reddy, 2006). The effectiveness of interrelationships inside and with relevant people is critical to the school's success as an open system and a social organization. What occurs in a classroom impacts society, and what happens in the community affects the school (Bakwai, 2013a). This implies that society constructs the classrooms and constructs their neighbourhoods (Sidhu, 2007). As a result, the interdependence of the school culture cannot be broken.

There is a mutually beneficial partnership. Both operate with the same company and have a substantial effect on one another. Schools must know a great deal about the environment and the communities from which the children come if they are to be active in their primary task of educating the community's children. This implies that a school cannot function in isolation but rather in collaboration with the society in which it is situated (Ihebereme, 2008).

The foundations for forming social relationships are the mechanisms of social contact. According to Calhoun, Light, and Keller (1998), social partnerships are the contact between two or more individuals that last for a long time. Most individuals have various social relationships, ranging from informal acquaintances to personal partnerships and family ties. The school-community partnership is a two-way symbiotic relationship in which the school and the

community work together to achieve the community's interests and vice versa. It refers to the level of mutual respect and understanding between the school and the society (Okorie, Ememe & Egu, 2009). As a teaching centre, school aids in developing students into effective social beings and prepares them to teach further and uplift citizens of society. The school is a unique atmosphere in which various events and professions of varying standards are offered to ensure a child's progress along desirable lines (Bakwai, 2013; Mishra, 2007).

The institutional expression of educational theory is the organization of a school. These ideas, such as school administration and management theories, are offshoots of previous management theories (Oyedeji, 1998). The classical school of management thought is the oldest established system of management thought. The Scientific Management Theory, established by Fredrick W. Taylor, is one of the most well-known management theories. Administration, according to this principle, is a means of growing staff efficiency. Taylor attempted to standardize the range of body activity used to complete a particular task at a specific period. He proposes that employees be compensated based on their performance or piece cost. They are provided with the right equipment for the job and qualified to perform a series of specified motions (Oyedeji, 1998). Taylor's classical theory, on the other hand, has been criticized for failing to acknowledge the importance of motivational, interpersonal, emotional, and situational influences. Instead of focusing on the amount of time an individual puts in, the quality of performance, teaching the boss to teach others, and coordination, Taylor focused on the amount of time a person puts in the science management philosophy places a strong emphasis on production and the measurement of employment. On the other hand, training deals with the individual imagination, making the mechanisms and outcomes impossible to assess (Bskwai, 2013b).

It is a general perception that teachers do not cooperate with their heads or superiors, according to the evidence examined in this article, and there are sometimes disagreements in schools that disrupt the smooth functioning of the school and administration. One of the heads stated in an interview with the researcher that there are two teachers: hard workers and dedicated teachers and non-committed and shirking teachers who do not obey the head or their colleagues. The vast number of interviewees, on the other side, saw topic specialists as uncooperative in the classroom and conflict-creators. Kariuki, Majau, Mungiria, and Nkonge (2012) discovered that principals/heads face many difficulties, including weak head-teacher relationships and teacher-teacher relationships, which confirms the observations of the researcher.

Increased parental interest in their children's education has been linked to higher student success rates in studies. According to Epstein (2009), the collaboration's main aim is to help students succeed academically while simultaneously strengthening the school environment and curriculum. Epstein(2009) and her co-worker created a framework at John Hopkins University's Center on Family, School, and Community Partnership that included six important and successful considerations for parental involvement. The six factors are contact, interacting with the community, functioning, parental involvement, making choices, learning at home (Barton, 2003; Belfield & Levin,2007; ETS,2007; NEA, 2008). Keeping in view the significant role of community in the success of schools, the study aims to investigate school-community relationship in secondary schools of Khyber Pakhtunkhwa, Pakistan.

Methodology

A Mixed Method Explanatory Sequential Design was used to conduction and reporting of the study. The population of the study was 361 Secondary School Principals in Khyber Pakhtunkhwa (EMIS, 2018). The researchers selected a sample of 65 principals through simple

random sampling for the collection of quantitative data and purposive selected a sample of 10 principals for the collection of qualitative data.

Questionnaire was developed validated and its reliability was established with pilot testing. The reliability co-efficient was .840. Semi-structured interview guides were developed on the basis of the quantitative findings of the study as this was meant for further explanation of the findings of the first phase.

The data were collected with self-administered questionnaires and individual interviews from the sampled respondents. The quantitative data were analyzed with percentages and chi-square test while qualitative data were analyzed thematically and this was done in the light of procedure recommended by Braun and Clarke (2006), i.e. getting familiarity with the data, identifying codes, developing themes, revising the themes, defining and naming themes and writing the report for explaining the findings of the quantitative section with qualitative findings.

Results

Quantitative Findings

Table 1

The interest of PTC in the school affairs

Responses	Percent	Df.	Chi-square	P/Value
SD	27.1	4	15.32*	.004
D	33.9			
U	6.8			
A	22.0			
SA	10.2			
Total	100			

The above table indicates that 61.0% of principals disagree with the assertion that the teachers' council of parents takes part in school relations, while 32.2% support and 6.80 % are unsure. As the Chi-estimated square's value is higher than the table value at the .05 mark, the

disparity is also important. The table also points out that the teaching board of the parents is not interested in school relations.

Table 2

Parents' cooperation with heads

Responses	Percent	Df.	Chi-square	P/Value
SD	32.2			
D	42.4			
U	11.9	4	31.59*	.000
A	8.5			
SA	5.1			
Total	100			

The above table that 74.60 % of the Heads disagree with the assertion that the parents comply with the Heads, although 13.6 % support and 11.90 % remain unsure. The Chi-square estimated value (31.59) is greater than the .05 table value, and the disparity is important. The table also reveals that parents do not comply with school heads.

Table 3

Contacts with students

Responses	Percent	Df.	Chi-square	P/Value
SD	3.4			
D	15.3			
U	3.4	4	38.20*	.000
A	39.0			
SA	39.0			
Total	100			

The above table shows that 78.0 % of respondents believe that the termination rate rises because of a lack of communication with teachers and parents. In contrast, 18.7% disagreed with the assertion, and there was an undecided negligible 3.4 %. Likewise, the Chi-square estimated value is higher than the .05 extremely significant table value.

Table 4

Involvement of parents in schools

Responses	Percent	Df.	Chi-square	P/Value
SD	30.5			
D	45.8			
U	5.1	4	38.20*	.000
A	15.3			
SA	3.4			
Total	100			

The above table shows that 76.30 % of the directors disagree with the assertion that parents attend school to investigate their children's success. 18.7 %of the directors comply with the statement, and 5.1 % of the respondents remain unsure. Also, the estimated Chi-square value (38.200) is higher than the .05 table value.

Table 5

Attention of the community

Responses	Percent	Df.	Chi-square	P/Value
SD	44.1			
D	35.6			
U	3.4	4	40.24*	.000
A	8.5			
SA	8.5			
Total	100			

The above table shows that 79.70 % of respondents disagree that the group pays proper attention to school relations, whereas 17 % approve. The remaining 3.40 % remain unsure. Similarly, the Chi-square estimated value (40.24) is higher than the .05 level table value, which is quite important. It also shows that the city does not pay proper attention to the school's affairs.

Qualitative Findings

In view of principals the students and teachers don't have friendly relations, parents and society are not interested in the affairs of the schools. In this regard two of the heads (H7) and (H4) said:

“Teachers assign tasks to their students but they don't act upon the guidance and advice of the teachers in completions of those tasks. Similarly, teachers make complaints to me and

when I ask parents to come to school to know the progress of their children and their shortcomings so they don't cooperate. In the same manner people in the society don't cooperate with us when students get struck off and when we have problems in our school for the solution of which we need the cooperation of the society."

Regarding the cooperation of the society in the affairs of the school, the heads were of the view that members of the society and influential members of the society didn't participate in the activities of the school and they always wanted to make excuses when the heads tried to include them in the committee of the school. In this connection heads (H1, H5, H8 and H10) said:

It is mandatory for every school to have the Parents Teachers Council (PTC) and as per requirement of this committee we need two members, i.e. one elected representative and one influential person from the community of the school. Similarly, we also need one retired government employee to act as members of the council. But people of the society don't take any interest in the affairs of the school and whenever we ask them to become members they always discourage us and as a result we are compelled to make such people as members of the council who are not according to the criteria. This state of affairs create hurdles in the way of the solution of the problems of the school and owning of the school by the community.

The heads also told about unfriendly attitude of political people and educational authorities as creating problems for the smooth functioning of the schools. In this connection heads (H2, H3, H6 and H9) said:

The political people of the area don't take interest in the solution of the issues of the school and helping us in ensuring quality education in our school. Instead of facilitating us they make illegal demands from us and compel us to comply with their demands and if we resist then they create problems for us through educational authorities and discourage us to take initiatives

for the betterment of our institutions and when we make complains the authorities advise us to pass our time and don't become too much problematic for the political people of the area.

Discussion

Human capital is the most critical factor that determines whether an educational organization succeeds or fails. However, the evidence examined in this study revealed that community does not cooperate with their heads and that there are also disputes in schools that disrupt the smooth operation of the school and administration. Similar findings have also been reported by Mobegi, Ondigi and Simatwa (2012) found that principals/heads face various difficulties, including school community relationships, which corroborate the researcher's results.

The findings of this study showed that parents do not attend their children's schools or inquire about their success. According to them, parents' non-emolument in their children's education is seen as a result of numerous barriers and hindrances. Parents may believe that they should not receive reports from their children's schools unless they have misbehavior or misbehavior. Khaliq (2000), Kariuki, Majau, Mungiria, and Nkonge (2012) all published studies that exposed the same issue and its consequences for children. Educators, supervisors, executives, common residents, and even parents themselves see a shortage of parental interest as the most serious issue facing public schools worldwide (ETS, 2007).

The data analysis revealed that the community does not devote enough attention to the school's affairs or take an active role in the school's events. Since affluent representatives of the community typically send their children to private colleges, they are unconcerned with public schools. According to Epstein (2009) there is a strong and clear connection between community, parents, families, and students' learning outcomes and school growth.

Political intervention and influence are seen as the primary and root causes of all challenges, significantly impacting high school administration and teaching learning processes. Local governments nominate provincial, and district officials (Directors, DEOs, DDEOs, and ASDEOs) based on their own preferences for their interests that directly affect the education department. Such officials are then more responsive to political parties than to the department. In their studies in Pakistani context, Gul (2005) and Rehman and Begum (2013) mentioned the same problem and its consequences.

Recommendations

The study made the following recommendation for the betterment of school community relationship for efficient performance of the school.

- 1- There may be training sessions for community members and parents for their awareness regarding their due role in the affairs of the school and owning the school as a social institution.
2. To increase cooperation and sensitization among parents and the group, prominent representatives of the community (Khan, Malak, and Pesh Imams) should be invited to schools regularly and should be informed about school problems concerns.
3. To prevent tensions and undue political interference of the political people in the schools the education department may appoint officials on merit who may stand against the political pressure and mechanism may be developed for the complaint of such issues by heads of secondary schools.
4. Similar studies may be conducted in schools of primary level and schools of the private sectors.

Conclusion

The first objective of the study was to explore school-community relationship in secondary schools and the study revealed that community does not cooperate with their heads and that it also disrupts the activities of the schools and smooth operation of the school's administration. Parents do not attend their children's schools or inquire about their success. According to them, parents' non-emolument in their children's education is seen as a result of numerous barriers and hindrances. Parents believe that they should not receive reports from their children's schools unless they have misbehavior or misbehavior. The community does not devote enough attention to the school's affairs or take an active role in the school's events. Since affluent representatives of the community typically send their children to private colleges, they are unconcerned with public schools. Political intervention and influence are seen as the primary and root causes of all challenges, significantly impacting high school administration and teaching learning processes. Local governments nominate provincial, and district officials (Directors, DEOs, DDEOs, and ASDEOs) based on their own preferences for their interests that directly affect the education department. Such officials are then more responsive to political parties than to the department.

The second objective of the study was to recommend strategies for effective school-community relationship and the study recommended that there may be training sessions for community members and parents for their awareness regarding their due role in the affairs of the school and owning the school as a social institution, for increase of cooperation and sensitization among parents and the community, prominent representatives of the community (Khan, Malak, and Pesh Imams) may be invited to schools regularly and should be informed about school problems concerns and to prevent tensions and undue political interference of the political people

in the schools the education department may appoint officials on merit who may stand against the political pressure and mechanism may be developed for the complaint of such issues by heads of secondary schools.

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**The administrative role of principals: Insights and implication in secondary schools of
Mardan District**

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Abstract

Secondary schools are educational establishments tasked with preparing students for postsecondary education and professional training. Principals are the primary stakeholders entrusted with administrative positions in secondary schools to meet society's demands and provide quality education to students. The study aimed to examine the administrative function of principals in secondary schools in Mardan district, Khyber Pakhtunkhwa, Pakistan, in light of their organizational role at the secondary level. The study's goals were to look at the administrative position of secondary school principals and suggest methods for more effective secondary school administration. The research included 100 government male high school principals from the Mardan district. A reliable instrument was developed, validated, and pilot tested. The information was gathered using a unique administration instrument and evaluated using mean scores, standard deviation, and the chi-square test. The study discovered that principals play a primarily administrative function in high school administration. They develop the school's vision and mission, provided school facilities, organize the teaching-learning process, plan co-curricular activities, supervise school activities, identify students' needs and demands, maintain the school's records, ensure financial management, collaborate with parents and society, coordinate with educational authorities, track, and evaluate the school's activities. For effective secondary school administration, the study proposed providing instruction for new principals at the time of admission and capacity building for current principals in financial management, record keeping, staff management, service law, and ICT skills.

Keywords: administrative role, Mardan, Pakistan, principals, secondary schools

Secondary schools prepare students for the workplace by improving their life skills and preparing them for successful tertiary education (National Education Policy, 2009). Secondary school students need adequate instruction to make a good transition into the world of work and higher education (Watson, McMahon, Foxcroft & Els, 2010). Secondary education is a vital part of the educational system, and principals at this level are in charge of school administration. They create the school's vision and mission, coordinate the teaching-learning process, and maintain overall discipline (Sawchuck, 2008). A principal's administrative work is much more difficult because it necessitates efficiency to fulfill administrative obligations (Fullen, 1998). Principals' duties and demanding executive positions have increased the need for qualified high school principals. Principals who are more dedicated, patient, and empathic in their administrative roles are more likely to be effective (Day, 2004). To be successful in their administrative capacity, principals must be passionate about what they do (Harvey & Donaldson, 2003).

Principals' primary function in the administrative realm is to supervise the teaching-learning process. Still, in today's world, they are also in charge of planning, management, and developing human relationships in their schools. They are given administrative and instructional leadership responsibilities (Ginsberg & Thompson, 1993). Principals in schools are responsible for instructional leadership and policy development, record keeping, and human relationships (Cooley & Shen, 2000). The position of principals in schools has become much more complex and diverse due to increased demand from governments and state organizations in response to societal needs (Winter, Rinehart & Munoz, 2004). According to Deal and Peterson (2009), principals are charged with recognizing the school's vision and mission and then transferring the vision and mission plan to realistic teaching-learning experiences and co-curricular activities to

realize the school's vision missions. Principals must effectively communicate with students, teachers, and parents, as well as meet their standards. They must also make decisions in the event of an emergency.

Trail (2000) investigated principals' administrative positions and concluded that principals are in charge of instructional leadership, finance and budgeting, supervision, and evaluation of overall school activities. He says that principals are also in order of facilities maintenance, human relations, and teacher accountability. According to Alberta Education (2009), the roles of schools as organizations have become multifaceted, and the position of principals in terms of managerial and administrative responsibilities has become complex. Principals' functions have been established in designing school missions, setting goals, managing budgets, using human resources, outlining school development plans, maintaining good relations with society, creating oversight and accountability mechanisms, gathering information, and establishing rapport with education department officials. Lunenburg (2010) identified three administrative positions for principals: philosophical, technological, and individual. According to him, successful principals were also involved in building social relationships, managing time, improving interpersonal relationships, planning academic events, and developing budgets and finances.

According to Allen and Gawlik (2009), school principals are responsible for administrative duties such as providing physical and learning facilities for students, keeping financial records, selecting and recruiting employees, overseeing budgets, working with school officials, and admitting students to schools. Germeten (2011) looked into the administrative position of principals and discovered that they face challenges such as a shortage of funds, a lack

of resources, and a heavy workload. The principal also had to deal with a lack of support from the authorities when implementing new curricula.

Principals are administrators and prominent personalities in secondary schools, as shown by a study of research studies. They are in charge of planning the school's vision and mission, keeping records, managing personnel and budgets, maintaining relationships with society and school officials, and tracking and evaluating school activities. As a result, the researchers looked into the administrative position of principals in secondary schools in the Pakistani district of Mardan, Khyber Pakhtunkhwa.

Methodology

Population Sample and Sampling

The research included 100 principals of male government secondary schools in the district of Mardan in Pakistan's K.P. province. Due to the homogeneous existence of the population, the researchers collected data from 100 principals to study the administrative position of principals in secondary schools.

Instrumentation

The researchers created a data collection tool, with twelve items and five choices in November 2020, to gather information on the administrative position of secondary school principals. With piloting, the questionnaire was validated, and reliability was established. The questionnaire's reliability was found to be 0.89. The dependable instrument was used to gather information from high school principals.

Data collection and analysis

Personal administration of questionnaires to study participants, i.e. high school principals, was used to collect data. The data was organized into tables and analyzed using descriptive and

inferential statistics. SPSS was used to evaluate the results, including mean ratings, standard deviation, and the chi-square test of significance.

Results and Discussion

Table 1

Principals' role being an administrator (n=100)

Statements	N	Mean	S. D	χ^2	P
Develop school vision and mission	100	2.60	.765	70.21	.000
Provide school goals	100	2.66	.771	67.43	.000
Enhance teaching-learning	100	2.59	.777	88.96	.000
Facilitate co-curricular activities	100	2.44	.798	87.57	.000
Having holistic view	100	2.60	.871	78.46	.000
Answer school demands	100	2.61	.780	70.56	.000
Keeping school-record	100	2.70	.764	122.77	.000
Having financial management	100	2.71	.665	90.98	.000
Involve society and parents	100	2.80	.667	99.78	.000
Communicate with highups	100	2.62	.766	86.96	.000
Enhance instructional time	100	2.81	.659	97.58	.000
Keep balance in rewards and punishment	100	2.56	.865	80.55	.000
Cumulative	100	34.55	2.890	40.66	.000

The table emphasizes the administrative position of secondary school principals.

Participants accept that principals plan the vision and purpose of the schools, have school priorities, improve the teaching-learning process, and facilitate co-curricular activities, as shown by mean scores of 2.60, 2.66, 2.59, and 2.44 with standard deviations of .765, .771, .777, and .798. The answers are not dispersed from the mean.

The mean scores of 2.60, 2.61, 2.70, and 2.71, with standard deviations of .871, .780, .764, and .665, show that participants agree that principals should have a comprehensive view of the school, respond to school demands, maintain the school's records, and ensure the school's financial management. The answers are not dispersed from the mean.

Participants accept that principals cooperate with parents and community, communicate with school authorities, increase teaching and learning time, and ensure equitable reward and punishment, as shown by mean scores of 2.80, 2.62, 2.81, and 2.56 with standard deviations of .667, .766, .659, and .865. The answers are not dispersed from the mean.

The average score was 34.55, with a standard deviation of 2.890 indicates that participants agree on the administrative position of high school principals. The results of the chi-square test show that they are statistically meaningful. The T-Test correlation between the items were ranged between .65 and .88.

Discussion

The study looked at the administrative position of secondary school principals and discovered that they play a significant organizational and administrative role in secondary school administration. Principals prepare the school's vision and mission and the school's physical plant, the teaching-learning process, and co-curricular activities. They supervise the school's operations, recognize the needs and expectations of the students, keep track of the school's records, and oversee the school's financial management. They also work with parents and the community, cooperate with educational officials, track and assess school personnel, and provide rewards and punishment. Principals of secondary schools are responsible for school administration, according to the results of the report Sawchuck (2008). They create the school's vision and mission, coordinate the teaching-learning process, and maintain overall discipline (i.e., Ali, 2017a; Ali, 2017b; Ali et al. 2016).

The same results are stated by Day (2004), who claims that principals are responsible for the school's administration and that they demonstrate empathy and responsibility in carrying out their administrative duties. Principals also supervise the teaching-learning process, organize

school events, manage schools, and create human relationships, according to Ginsberg and Thompson (1993). Cooley and Shen (2000) found that principals were responsible for instructional leadership, decision making, record keeping, and building human relationships. According to the report results, principals are charged with recognizing the school's vision and mission and then transferring that vision and mission plan to realistic teaching learning experiences and co-curricular activities to realize the school's dreams and missions. They must effectively communicate with students, teachers, and parents, as well as meet their standards. They must also make decisions in the event of an emergency.

Similarly, Trail (2000) investigated the administrative position of principals and concluded that principals are responsible for instructional leadership, funding and budgeting, oversight, and evaluation of overall school activities. He says that principals are also in charge of facilities maintenance, human relations, and teacher accountability. Lunenburg (2010), in a similar vein, classified the administrative positions of the principals as intellectual, technological, and individual. According to him, successful principals were also involved in building social relationships, managing time, improving interpersonal relationships, planning academic events, and developing budgets and finances.

Allen and Gawlik (2009) found that principals in schools were responsible for administrative duties such as providing school physical and learning facilities, managing budgets, staff selection and recruitment, monitoring finances, communicating with school authorities, and student admission to schools.

Conclusion

The study's first goal was to look at the administrative position of secondary school principals. The study discovered that principals play a primary executive function in high school

administration. Principals prepare the school's vision and mission and the school's physical goals, the teaching-learning process, and co-curricular activities. They supervise the school's operations, recognize the needs and expectations of the students, keep track of the school's records, and oversee the school's financial management. They also work with parents and the community, cooperate with educational officials, track and assess school personnel, and provide rewards and punishment.

The study's second goal was to develop recommendations for running secondary schools more efficiently. The study suggested that principals receive training before taking on the position of principal in high schools and capacity building for current principals in financial management, record keeping, staff management, and service laws. Principals must also receive computer skills training to run their schools effectively.

Observations and suggestions

The researchers made the following suggestions, keeping in mind the study's goals:

1. At the time of the entry of new principals, there could be skill-building training for principals in school administration to help them become successful heads of schools and operate the schools smoothly.
2. Refresher courses in financial management, record keeping, staff management, service rules and performance, and disciplinary practices can be offered to current principals.
3. To aid in the successful administration of their schools, principals can be given training in the use of information and communication technology.
4. Research into the administrative position of elementary school principals should be performed.
5. Research on the administrative positions of female high school principals should be performed in the same way.

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Educational Challenges in Pakistan: Facts or Falsity

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Abstract

This is a review type research focusing on educational problems in Pakistan. Fifteen related researches were sampled. Education lays the basis for every country's political, social, and economic growth. A sustainable school framework allows the country to accomplish national targets. As a developing world, Pakistan has faced crucial educational problems since its birth, so the education system has struggled to perform on the nation's expectations. Until now, schooling at any stage trains the individual for the next level until he brings the person to tertiary industry; therefore, there is a strong link with Pakistan's education and growth; obviously, the indicator doesn't reflect positive outcomes. There is an untrained teaching workforce with fluctuating enrollments and limited-resource facilitation, a dual educational medium, inadequate assessment mechanism, and government allocating low budgets to the education system. It was concluded that Pakistan has serious educational problems. Suggestions were made based on the findings. Moreover, there is a shortage of study that encourages innovative methods of handling decision-making, and gender inequality is often seen as an issue that cannot be ignored, so this subject is chosen as a domain to focus on and advice to address.

Keywords: development, education, educational budget, educational problems, Pakistan

Recognizing that schooling is the bedrock of every nation's growth is apparent. The initial condition of nations represents how China, Bangladesh, Germany, South Korea, Nepal, and the Maldives have contributed to several good examples through educational assistance. Economists see schooling as an essential ingredient of human resources, apart from knowledge, expertise, and healthcare (Sheikh, Waqas & Khan, 2018). Education eradicates analphabetism and encourages jobs, generating a sense of obligation among people, accompanied by economic growth in nations, towards sustainable economic growth aimed at each country; maintaining steady GDP growth (Ahmaed, 2014). Training provides the desire to educate and show our children the small-value status quo by education. Its fundamental aim is to build a person teaching how to make an honest living by spreading education healthcare (Sheikh, Waqas & Khan, 2018). Another pattern is that the information economy predominates overproduction, manufacturing, and government. Gupta (2018) has discussed global primary policies and issues

Education is the pathway to national prosperity. It generates a sense of duty among the citizens. Based on knowledge, citizens fulfill their duties (e.g., Galston, 2001). This sense develops society's culture of confidence and collaboration. Education fosters sustainable growth, and accordingly, citizens flourish and perform their respective positions in the overall national evolution (Zaki, 1989). Pakistan is an evolving region, and its economy is poor. Constitutional order is lacking in the world (Held & McGrew, 1998). Besides, the world is in the profound grasp of growing political instability, spreading insurgency, Incessant ethnic strife, societal unrest, and degeneration. Both these issues are explicitly or Indirectly the offshoot of poor, polarized, non-unified schools. Today, Pakistan faces multiple problems, including hunger, insecurity, sectarianism, and extremism (Mishra, Thakur, Koirala, Shrestha, Poudel & Jha, 2010). The causes behind these issues are loss of tolerance, lack of general knowledge, and analphabetism by

inadequate teaching. Education's critical presence in Pakistan has been ignored. Low production in all life sciences. Education was viewed like a step-child. The lowest budget After creating Pakistan, which has disrupted the education system Value base of the education sector. The school system struggled to lift the country physically, politically, and socially. After a half-century and over 25 years' adoption of educational policies, the school sector has struggled to remove the country from the growing legal, political and social chaos (Ahmad, 2014; Rehman & Khan, 2011). In contrast the United States has covered its educational problems mostly (Pounder, Galvin & Shepherd, 2003).

Ahmad (2014) studied the problems associated with Pakistan's education system. He argued that there is a lack of policy implementation, lack of adequate budget, inadequate physical facilities, flawed examination system, lack of education policies, lack of teacher quality, low enrollment directionless education, political interference, high-scale dropouts, corruption, outdated curricula, inadequate supervision, and management. Therefore, schooling reveals and enhances individuals' latent potentialities. Founders envisaged the education sector as the guiding power behind all national goals (Ahmad, 2014). At the 1974 First National Education Conference in Karachi, it was agreed that the education system must run according to Pakistan's national expectations. The education framework will be genuinely relevant to Pakistan's people's needs. Quaid-e-Azam Muhammad Ali Jinnah nation's parent, the key aim of Pakistan's education system was to grow the Pakistani generation national character. This national character will include a strong sense of duty, societal dignity, selfless contribution by the citizens of Pakistan to the country, and morals.

Various educational commissions and committees were created to improve the position of education. Yet, ironically, the execution was relatively poor (Ahmad, 2014). Because of this, the

country's educational standard suffered instead of making gains. Another issue that adversely impacted the system is the widening disparities between educational establishments and society. Parental participation in the education process is key to quality assurance. Home is a child's first kindergarten. Without parental engagement in schooling, successful policy enforcement would remain a far cry.

Literature review

Pakistan's system of education is not so powerful and successful. Pakistan has faced a great deal of developmental, political, and social turmoil, and both of these leading causes are an alphabetism that should be looked at seriously. The problems such as budgetary constraints, curricula, teachers' quality, examinations system, directionless education were studied (Ahmaed, 2014). There should also be a collaboration with international educational institutions (Ahmad, Aw, Edrak *et al.*, 2014).

A new policy is made at any time without reference to the reason for the previous policy's failure. The 5-year planning programs found curriculum improvements unrealized with unsatisfactory targets and extended dates. The paper reflected the inadequate consideration of education and not of previous experiences. This is why the national literacy rate has risen just above 1 percent in the past two decades and takes a long time to reach a 100 percent literacy rate (Ahsan, 2003).

Students in Pakistan concentrate on learning and memorizing in school rather than on polishing and learning abilities such as decision making and problem-solving, which will become a significant component of the future of their lives. The status of citizen education is fewer; the study suggests that Islamic education does not vary from people based on curricula and textbooks.

They are one of the primary sources of educational expansion. Teacher education program (Sheikh, Waqas & Khan, 2018).

Following too many years of democracy and policy, Pakistan's education sector needs solidarity and delivery. The education predictor has been saddened with low literacy levels, ghost schools, and primary education rates to 73 percent, dropping to 24 percent in secondary schools with low administration. Without a clear understanding of the structure of the educational policies, any amount of human and financial help will not develop a better education system (Sheikh, Waqas & Khan, 2018).

A uniform education system

The education structure in Pakistan is not founded on uniform principles (Ahmad, 2014). Different education programs operate concurrently throughout the region. The program is not standardized because various fields of thinking have been developed.

Teacher growth

Schools can look at the preparation and development of teachers that enhance teacher productivity and skills. Teachers in Pakistan have fewer teaching opportunities, but there are training centers to operate. Most instructors do not know how to schedule classes and help children solve problems or participate in libraries or other extracurricular programs. There is no training in teaching according to child power, where children are expected to memorize and take the test. (Ahmaed, 2014).

Education without guidance

For any nation in the world, a sound structure of education is essential. Each nation is developing its generation based on vigorous civil, political, economic, and ideological education and training. As a result of being directionless and frail, the Pakistani education system could not

build and lead its citizens on proper political and social grounds. The scheme lacks consistency and is more susceptible to general education that does not put professional workers into the workforce. As a result, unemployment is rising. This condition will encourage the masses to feel deprived (Tayyaba, 2012). As a result, cultural and political instability is present in society. Besides, science and technology neglect educational resources. This polishes the growth of student thought, logic and imagination.

Disparity in Gender

Women should be part of education relatively not because of the sense that women are the breeders or equal males, but because of the sense of obligation for better parental education; the rate of female literacy is sixty percent compared to that of men 84 percent. (Memon, 2007), males receive 56 percent of education facilitation compared with 44 percent of female students.

Strength Class

This is another elementary-school classroom, where children have more potential than the government or private school with a sole teacher overlooking a large class due to the inadequate standard of schooling and poor decorum upkeep.

Lack of instructor career growth

Quality performance training is important. Teaching is a difficult task. Teachers in Pakistan neglect teaching facilities. And there are different institutes for teacher training in the region. There are These Institutes are not well resourced or poorly managed because of a shortage of funds and qualified human resources by those trainers and managers. In public teaching institutions, there are no formal training requirements.

Educational budget

Most training institutes were discontinued because of a shortage of funding. The courses in teacher education are old and somewhat conservative, which does not improve knowledge, The teaching medium: There is a dilemma as to whether English and Urdu should be medium, where state schools use Urdu as a means of learning, and regional languages are often part of the curricula, while private schools emphasize English and often teach Urdu forcibly before their secondary level. Teachers' Encouragement and Content (Sheikh, Waqas & Khan, 2018).

Lack of teachers of excellence

The teacher is the cornerstone of the scheme of schooling. The condition of teachers is deplorable in Pakistani colleges. According to a UNESCO survey, the standard of teachers and teaching in schools is low (Ahmad, 2014). In rural areas of Punjab, Sindh, and Baluchistan, this condition is worse, and teachers are not even present in colleges. Research has shown that teachers could not utilize modern teaching and learning practices and strategies (Rehman & Khan, 2011).

Therefore, the reading patterns of students are diminishing. Teachers are so dear to all of this chaos. It is their technical task to instruct students in book reading. Teachers depend on reading methods that give students the ability to engage as involved members of the training phase. You only remember and memorize the knowledge to pass the test. So students are assessed based on memorizing data and details instead of performance.

Monitoring

There is a thin line between stern and hard-working teachers that often have authoritarian attitudes towards students, both in private and governmental schools, where teachers will quickly penalize students in extreme, often unacceptable ways that demoralize students. This represents the teachers' inadequate supervision. (Ahmaed, 2014).

Alarming losses of students

As classrooms are not efficiently managed, schools and other educational facilities neglect discipline, contributing to high-level dropouts. This pattern has so significantly increased that 40 lakh students have dropped out of school in Pakistan. This pattern is attributed to discipline in classrooms, low motivation, or unattractive schooling conditions, and in part to the weakness of parenting. Child labor and hunger were also some of the factors why classrooms are abandoned. Approximately 30 percent of primary school children achieve the matric standard. This pattern has also increased Pakistan's low literacy rate.

Curriculum outdated

Unemployment in Pakistan has risen as the workforce on the economy cannot be qualified. The main explanation is the situation in schools with less chance of science and technology (Ahmaed, 2014).

Enough education

Curricula ought to be any school priority, but the circumstances in Pakistan are deplorable. Our current curriculum consists of textbooks and topics not updated regarding state-owned schools with old-fashioned texts, not the updates with the emergence of technology that has modified education methods. (Chisti, 2011).

Examination system

The examination is the assessment of the learning of the pupil. The assessment of students' results can be focused on qualitative and quantitative techniques. The criteria must ensure that the protocols included in the evaluation phase are accurate and reliable. The fundamental objective of the evaluation is to determine student results. The assessment method in Pakistan is obsolete and lacks the standard to assess students' results thoroughly. The Pakistan assessment scheme only checks pupil recall. The assessment was not made in all areas of learning (Ali, 2017), which denies

the strong intellectual capacity of learners in school, such as independent thought, reflection, analytical skills, etc. The results and success of students are not measured.

Allocation of resources

School infrastructure is weak in rural places without good benches, stationary facilities, power, and water. For the state owners with low maintenance, the fee system for private schools is intense but rare. Moreover, science education does not have good conditions because laboratories are insufficient with no or old equipment and chemicals urgently needed for the region's economic growth (Ahmad, 2014; Sheikh, Waqas & Khan, 2018).

Implementation of policy

Since Pakistan was launched, a range of education policies has been developed. The successive government has lacked the political courage to enforce policies aggressively. The proposals were very bold, but they could not be executed in true meaning and message. There have been problems of graft, shortage of funds, and gross inconsistency in Pakistan's successive policy planning. Also, teachers were ignored in the overall policy formulation. They are considered the unimportant factor that contributed to the dissatisfaction of teachers and the education system.

Low discretionary school allocation

Finance is regarded as every system's driver. Pakistan's school sector has been crippled essentially because of low financing. The successive regimes have given the education sector less than 2.5 percent of the expenditure, which is insufficient for the nation's rising educational needs in times of change. Fund appropriations for education have risen in several emerging regional countries, such as Sri Lanka and Bangladesh. In Pakistan, however, it declines daily (Zaki, 1989).

According to the International Crisis Community, Pakistan is among the 12 countries that spend less than 2 percent of their GDP on the education sector (Ahmad, 2014). With this

inadequate expenditure allocation, the country can hardly achieve its goals of universalizing primary education by 2015 and further as a signatory to the MDG objectives of the Dakar Conference.

Gratification

Potential acts of gratification, among other factors, is the major contributing factor in Pakistan's education system. There is an inadequate structure of checks and balances and transparency that has allowed numerous corrupt elements to misuse money, unlawfully exploit the power, and have undue favors. Transparency International notes that Pakistan is one of the world's most corrupt countries (Rehman & Khan, 2011). Owing to too low wages, teachers need a better quality of living and retaining their minds and trying to achieve unequal means of test and diploma, degree, etc.

Conclusion

This paper adds that schooling improves citizens in all fields of life, including physical, moral, spiritual, social, and economic issues. The people of the future of Pakistan are aimless because of the flawed education system that has not raised the country on solid economic, cultural, social, and ethical grounds.

Produces degree holders who lack high-quality living skills, such as contemplation, criticism, study, science, and imagination. Instead, the school system concentrated on feeding people with obsolete facts and skills, which is less important to today's rapidly evolving environment. Students from the Pakistani school system are technically sound but cannot practice what they hear from their institutions because of the conventional learning methods.

In conclusion, a change of Pakistan's education system is urgently needed, and for this reason, the following recommendations are made by this research.

Recommendations

The expenditure allocation for learning in the total Gdp should be adequate. This provides the machine with the resources to breathe new life. Quality organizations should be developed primarily for the professional advancement of teachers to higher standards. To this end, the current teacher education program should be financed by trained human capital to administer teacher preparation programs regularly. The transparency mechanism must be enhanced, and all practitioners involved with the education system must be trained to have personal and social commitments. Support in this create a sense of control and functions of the device. The curriculum should be assessed annually. A massive survey should be undertaken to seek the views, aspirations, and insights of students, parents, and the neighborhood. In this respect this and the professional advice of educational scholars should redefine the curriculum priorities and develop some curriculum that addresses the psyche and values of the customers, and the country without anycast, color, and creed prejudice. As little political intervention as feasible can take place. This enables the device to operate smoothly and without prejudice. Frequent political interference introduces machine holes that have contributed to corruption as well as other evils. Without delay in time and money, policies can be applied. The government should have a clear political commitment to enact policies without hesitation. Poor policy execution has contributed to public and government deficits and confidence deficits. The method of examinations should be free of arbitrary means, corruption, and unlawful gratuity. To this end, the monitoring and inspection method might be functionally and technically changed. The government should increase wages and educators so that its tendencies do not turn to wicked ways of obtaining favors and support. Study culture in educational institutions should be encouraged. To this end, the acceleration of research-oriented curriculum and learning initiatives in educational institutions should be increased, particularly at

higher levels across the world. For this reason, the government could raise the amount of funding for the higher education board.

Disclaimer: This paper is presented solely for academic discourse with no intention to criticise the policy or regime of any governments.

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Combating the Harassment of Women at Workplace: An Analysis of Legislation in Pakistan

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Abstract

The 3 P's, i.e., the security, promotion, and provision of fundamental rights to its people, are widely regarded as the hallmarks of an effective legal system. These 3Ps are enforced in both formal and informal legal structures. Gender-based violence (GBV) at work is the most well-known form of GBV in culture, which is marked by patriarchy and gender segregation. When harassment occurs in the workplace, it makes a female's working experience unpleasant, harmful, and aggressive. It makes it difficult for her to obtain a legitimate position and respect in the workplace. According to a survey, 77 percent of Pakistani women employed in different occupations are unaware of their human rights in cases of sexual abuse. According to the National Commission on the Status of Women, 50 percent of women interviewed from the public and private sectors had been sexually harassed and were hesitant to report the truth. The Protection against Harassment of Women at Workplace Act of 2010 was enacted in Pakistan's history to protect women from mischief and ensure a safe workplace. It manifested constitutional protections enlisted under Fundamental rights. Non-traditional job structures, such as farm work, domestic and home-based work, are part of Pakistan's socio-economic culture. Even on non-traditional job bases, the Act of 2010 made it possible to directly contact the Office of Ombudsperson or file a criminal complaint. This article aims to examine the current state and efficacy of workplace discrimination legislation.

Keywords: act, harassment, Ombudsman, Pakistan, workplace

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Harassment at the workplace is a universal emergent problem in every sector of the public and private nature. According to International Labour Organization Violence and Harassment Convention, 2019 (No. 190), Harassment is not confined only to physical abuse; it extends to various forms like deliberate overloading of work, embarrassing words, gestures, and awkward actions. Harassment at the workplace is defined as "Any unwarranted sexual advance, request for sexual favors either expressly or in writing or physical conduct of a sexual nature or sexually demeaning attitudes, causing interference with work performance or creating an intimidating, hostile or offensive work environment, or the attempt to punish the complainant for refusal to comply to such a request or is made a condition for employment" ("the Protection against Harassment of Women at Work Place Act, 2010"). The definition noticeably indicates that verbal assault also amounts to harassment and is a criminal act.

According to "International Labour Organization Convention 111, 1958" on "Discrimination in Respect of Employment and Occupation," that harassment is a form of discrimination if it is based on one of the prohibited grounds of discrimination such as caste, creed, femininity, culture, age, sexual orientation, and religious preference. These bases of harassment can vary from one state to another and from one social context to another. Under the provisions of the Convention, Harassment at the workplace may take forms like; Physical Harassment, Verbal Harassment, Visual Harassment, Gestural Harassment, Written or graphic Harassment, and Psychological/emotional Harassment. The effects of harassment can be physical, emotional, and psychological. Harassment is under continuous mental stress and physically uncomfortable, which becomes a hurdle in performing her due role (Prevention, Prohibition and Redressal) Act, 2013).

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Hersch (2017) opines that earlier to the 1970s, "sexual harassment at the workplace" was a forged concept and met a blank look's fate. People and the states of the world had no idea about the severity of harassment as an act or having consequences. The expression "sexual harassment" was coined in 1974-75, and a judicial decision passed in the United States of America in a landmark complaint i.e. Carmita Wood vs Boyce McDaniel, A group of women at the University of Cornell, Carmita Wood, an employee of the University, filed a claim for unemployment benefits after resigned from her job owing to harassment caused to her by a boss. In 1980, Employment Opportunity Commission (EEOC) issued a guiding principle whereby Sexual Harassment at the workplace has defined, and the scope has been determined under international standards. EEOC has recognized sexual harassment as a social evil; other states of the World also adopted the same definition and scope of Sexual Harassment.

The report reveals that harassment mostly occurs against female junior, younger migrant employees, and low-income families. Harassment left adverse effects upon the victim of harassment and organization. A study has been made at international law whereby 100 states are taken for specific regulations regarding promoting women's rights, particularly in cases of harassment. Seventy-eight countries have relevant laws on harassment at the workplace. For example, "Europe, America, Cambodia; China; Fiji; Malaysia; Mongolia; Philippines; Thailand, Albania; Armenia; Azerbaijan; Bosnia, Herzegovina; Croatia; Latvia; Lithuania; Macedonia; Romania; Russia; Mexico, France; Germany; Italy; South Korea; Poland; Portugal; Spain; Sweden; Switzerland; United Kingdom, Bangladesh; India; Pakistan; Sri Lanka, Angola; Benin; Burkina Faso; Congo; Ethiopia; Kenya; South Africa; Tanzania" (Hersch, 2017).

Keeping in view the importance of females' rights, Pakistan's Government also passed an Act against female harassment at their jobs. Hadi (2018) believes that although legislating law on

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harassment at the workplace, yet socio-cultural factors can be used as a molding tool in combating harassment in patriarchal society prevailing in Pakistan. According to UN women survey conducted in Delhi regarding women's rights in the Asian region, it was indicated that 28 countries do not have any legislation to protect women from sexual abuse at the workplace. India, Pakistan, Nepal, Japan, China, Bangladesh equipped with laws and incurred criminal penalties for sexual harassment in public spaces and at work. However, these laws face significant implementation hurdles, including a lack of awareness among most women (Keplinger, 2019). Apart from the Asian region, harassment is also a problem in developed areas of the World. In the United States of America, "Me Too" and "Times Up" movements recently resulted in the most extensive social action strengthen the working women to stand against sexual assault and harassment at their workplaces which are in the streamline with the provisions "The American Title VII of the Civil Rights Act of 1964".

Literature Review

Saeed and Hussain (2010) believe that earlier to The Act 2010, Pakistan's legislative account regarding the protection of female rights is silent about female harassment. In this context, steps were taken by AASHA (Alliance against Sexual Harassment) for the first time with the government of Pakistan People's Party by introducing "The Code of Conduct for Gender Justice." After the likely results of the said code, AASHA endeavors to provide it with legal covers. The bill was presented, discussed, and enacted as "Protection against Harassment of Women at Workplace Act 2010".

Before 2010, harassment was not taken as a crime. After the promulgation of the said Act, it was made punishable and declared an unbearable Act against women. President Ayub Khan paid attention to promulgating Muslim Family Law Ordinance 1961 to protect women's

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rights. President Musharraf highlighted female rights' safety by introducing the Women Protection Act 2006 and the Code of Criminal Procedure (Amendment) Ordinance 2006 (Noreen & Mussarat, 2013). The 12th National Assembly, during its tenure from 2002 to 2007, had paved the way for pro-women law. Women parliamentarians showed their strengthen by moving around about 17 Bills on inheritance issues, marriage with Quran, citizenship entitlement rights, uplifting women's status and curbing injustice and discriminations against women, and even on customary practices. But no law specifically addressed female harassment, which is one of the matters of great concern in employment A literature review of the Civil Service Laws in Pakistan reveals that even service laws do not contain any specific provisions regarding female harassment at employment (Hussain and Bhatti, 1997). Perusals of the Civil Services Laws at the Federal and Provincial levels are concerned. Only word misconduct is used in the sense of taking any undue financial gain or profit (ESTA Code, Compilation of Civil Services Legislation, 2016).

Pakistan labor laws' evolution history can be split into two phases: Pre Independence Period (1757-1947) and Post-Independence Period(1947-1969). Labour legislation was transmitted as the legacy of the Indian subcontinent to Pakistan in 1947 and implemented as inherited. Trade Union Act 1926, Industrial Employment (Standing Orders) Act 1946, Industrial Dispute Act 1926 and factories Act 1934. These laws formed the basis for labour laws and policy making in the country and were advanced as they allowed trade union activities in all sectors and the workers had the rights of collective bargaining and even strike. The Trade Union (Amendment) Ordinance 1960, containing provisions of the earlier Act, was promulgated in 1960 and it established the principle of compulsory recognition of trade unions by employers. It also included the unfair labour practices, both on the part of Employers and Employees. The

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Industrial Dispute Act 1926 was replaced by Industrial Dispute Ordinance 1959, in the Ayub regime, changed the system, more enterprises were included in the public utility definition strikes were eventually banned. The compulsory adjudication system made workers going from one court to another court for years in the quest for justice. During Yahaya Khan Regime, the second military dictator, labour legislation was rewritten with emphasis on two points: the trade union movement should remain factory based and delinked from the party politics. The martial law regimes, just after the first decade of independence, on the one hand did bring increased industrialization and jobs but on the other hand, also brought retrogressive labour laws and the system of repression which still continues. During Ayub Khan's era, rights given to trade unions and employees were weakened, and most of the time was suspended. Later on Yahya Khan's period, Pakistan had experienced increased industrialization without making any progress in labor legislation. Considerable labor legislation was introduced in Zulfikar Ali Bhutto's regime, whereby Labor rights became part and parcel of the Constitution of Pakistan (Articles 11, 17, 18, 25, 27, 37(e) and 38 of the Constitution of Pakistan, 1973).

In Pakistan, about 70 legislation is in labor laws that protect and promote labor dignity and worth. In 1969, Industrial Relations Ordinance was passed by the Parliament of Pakistan as a complete text on labor rights. Industrial Relations Act, 2012 grants broad powers to labor unions (Iftikhar, 2017). Federal and Provincial labor legislation is enacted by the Parliament of Pakistan and Provincial Assemblies from time to time, i.e., "The Industrial and Commercial Employment (Standing orders Ordinance), 1968, The Payment of Wages Act, 1936, The Apprenticeship Ordinance, 1962, The shops and establishment Ordinance, 1969, NIRC (Procedure and Functions) Regulations, 1975, Martial law regulations No.51, Martial Law regulations No.52, Essential services(maintenance rules, 1962), Employment of Children Rules,

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1955, Bonded labor System Act, 1992" etc. (Farani, 2013). A perusal of enacted labor legislation in Pakistan reveals that any of these legislation does not provide harassment as an important issue. All are silent regarding the issue of harassment. Sexual harassment at the workplace is not even included in acts amounting to unfair labor practices on employers and employees (Industrial relations Ordinance, 2012), provisions of said Ordinance evaluates standards of misconduct, unfair labour practices and ancillary matters about the performance of employees and employers but acts like harassment of either form inter employees and between employees and employers is not taken into account.

Word Misconduct used in Standing Orders, 1968 doesn't contain sexual harassment at the workplace as one of the grounds or acts of misconduct. Civil Services Laws regulate the services of the public servants. The Parliament of Pakistan enacts service Laws, i.e., "The Civil Servants Act, 1973, The Removal from Service Ordinance, 2000, The Service Tribunal Act, 1973, The Government servants (Efficiency and Discipline) Rules, 1973, Government Servant Conduct Rules, 1964, The Ex-Government Servants (Employment with foreign Governments), Act, 1966, The Federal Public Service Commission Ordinance, 1977", "The Civil Servant (amendment) Act, 2016" were enacted. Still, none of these provided for sexual harassment against women at the workplace.

At the International level, the Charter of International Labor Organization is silent on the issue. Still, in 1964 it adopted Employment Policy Convention 1964 (No. 122) at its forty-eighth session whereby policies were introduced for the provision of a safe environment by the member states of the International Labor Organization to male employees in general and female employees in particular (Circular No. 543, 2004).

Research Methodology

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The methodology of the research paper is descriptive-analytical. Pakistan is a patriarchal society where males and females are segregated in every sphere of life. In this regard, raising a voice against women's harassment is an important issue and requires meticulous methodological and ethical considerations. The research will analyze (will why) the provided laws to combat the problem of harassment at the workplace against women. Statutory enactments of Pakistan, available literature, scholarly articles, and library material are approached and considered for analyzing Laws.

Result and Discussion

(a)Legislative upholdness of Harasment as crime

After having through the literature view over the legislative texts for protecting the rights of working women, Constitutional guarantees, international conventions, and national legislations have not tackled the issue of harassment. "The Protection against Harassment of Women at Workplace Act 2010" is found only the text provided for the taking legal action in the event of sexual harassment against women at workplace both at federal and provincial levels in Pakistan. The Act, 2010 against harassment is proved as a haven for women. It comprises thirteen sections meant to protect working women (Section 1, the "Protection against Harassment of Women at Work Place Act, 2010"). Explanation of harassment is given in Schedule attached to this Act, 2010 whereby following actions would amount to causing harassment at the workplace;

1. Misuse of authority by an employer, management official, a director will come under harassment at the workplace.
2. Establish an environment of hostile nature by demanding favor of sexual nature from subordinate by the individual in the superior position.

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3. Reprisal and pressurizing someone due to non-acceptance of the offer made by an employer will also amount to harassment [Section 2(h), "the Protection against Harassment of Women at Work Place Act, 2010"]].

The definition clause contains the clarification of terms harassment, complainant, employer, employee, inquiry committee, organization, workplace, and Ombudsman. Section 3 of the Act, 2010 contains provisions regarding the constitution of the Inquiry Committee. Under the Act of, 2010 it is mandatory to form an inquiry committee to investigate harassment cases. The committee must be composed of three members. It is also desired under the Act that one of them must be a woman. Members represent management, employee class, and one must be from outside to keep balance. It is also provided that if there is a complaint against any of the Inquiry Committee members, that member is replaced by another for that specific complaint (Section 3(3)). Sections 4 and 5 of the Act, 2010 provide for conducting an inquiry, powers, and committee functions. Under The Act, 2010, within three days of receiving a written complaint, the Inquiry Committee shall inform the accused about the allegations made against him. Accused is directed to submit his instance in defense within seven days of receipt of the charge sheet. Committee will also inform him that in his default, the committee has got the power to decide the matter ex-parte. A written statement is submitted by an accused within the prescribed time; then, it becomes the committee's liability to inquire into the matter by taking shreds of evidence from parties.

Under the Act, the 2010 committee has been empowered to conduct rules of procedure to regulate its plate form. There are certain limitations impose by The Act, 2010, i.e., the evidence, whether documentary or circumstantial, produced before the committee, must be kept confidential, and the complainant and the respondent may have the right to be represented or

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accompanied by a Collective Bargaining Agent representative, a friend or a colleague. The committee has the power to make an order for the appearance of parties, produce evidence, and record the statements of witnesses. Committee will ensure the protection of the complainant or the witnesses and further keep a check that creates any hostile environment between a complainant and accused.

The Inquiry Committee shall reduce into writing its findings and the reasons within thirty days of application submission. The committee is abreast with recommending either entitle for minor or significant punishment for accused to be proved guilty mentioned under section 4 of the Act, 2010. The inquiry committee is empowered to monitor the precise enforcement mechanisms of penalty recommended by the committee. An inquiry committee has the power to constitute a medical board or order for making social counseling for the complainant if required. The committee can refer the inquiry in hand to the Office of Ombudsman if it is found that allegations are frivolous and stale.

The Act, 2010 provides for the Ombudsman Office's role in being an appellate forum for addressing the issue of harassment at workplace, powers, and functions, establishment and qualification of Ombudsman at Federal and provincial levels. Concerned Governments will appoint an ombudsperson for four years (Section 6, 7, 8, 9, and 10). Under "President's Order No.1 of 1983," government will assign Wafaqi Mohtasib (Ombudsman) with immense powers and functions to provide speedy justice to citizens and make access to justice smooth (Section 3, Establishment of the Office of Wafaqai Mohtasib (Ombudsman) Order, 1983).

The provisions of Act, 2010 Office of Ombudsman could serve in two capacities: Direct Complaint lodge before Office of Ombudsman: An aggrieved can made complaint direct to the Office of Ombudsman in case of harassment at workplace. The Office of Ombudsman shall,

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within three days of receiving a complaint issue, summon the respondent for submission of his written statement within five days. In default to do so, Ombudsman has the power to proceed as ex-parte. Ombudsman can inquire into the matter and record its decision. An appeal can prefer by aggrieved to the Office of Ombudsman against the departmental inquiry committee's findings. The Act, 2010 contains the statutory remedy for selecting a decision to an upper forum for correction incapacity of an appeal. Hence aggrieved has the right to prefer a request to the Office of Ombudsman within thirty days of the inquiry committee's findings. Ombudsman has the power to set aside, amend, confirm or reject the results of the inquiry committee (Section 8, the Protection against Harassment of Women at Work Place Act, 2010).

This Act describes the powers of the Ombudsman. Office of Ombudsman has all the powers of Civil Courts confer by Code of Civil Procedure, 1908(Act V of 1908), for disposing of the civil suit. The Office of Ombudsman is also vested with the powers to be exercised by Magistrate for awarding penalties under Code of Criminal Procedure, 1898. The Act, 2010 provides for the right of the second appeal to the aggrieved person. The President's second appeal against the Federal Ombudsman and Governors' decision in case of the Provincial Ombudsman within thirty days (Section 9). The Act imposes obligations upon the employers, management, and directors to ensure the execution of Harassment laws within the concerned workplace. It is further charged that copies of the Act must be displayed at the entrance points, so all the employees are well versed with the Act. The government also desired that this law be embodied in the Service Rules as the code of conduct that shall not violate (Section 11 and 12).

This Act also empowered the federal government to properly implement the Act by making supplementary Rules (Section 13).

"Code of Conduct for Protection against Harassment of women at the workplace, 2010."

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The Schedule attached to the Act elaborates the two provisions contained in the Act, 2010. An employer must insert the provisions of Act 2010 in its code of conduct settled down for employees as guidelines to be followed compulsorily. An employer should treat the matter of harassment as a formal complaint and hold the inquiry. The employer shall make adjustments so that the respondent and the complainant do not have any interaction for official purposes during the investigation span (Schedule sections 2(c) and 11, Code of Conduct for Protection against Harassment of women at the workplace, 2010).

"Wafaqi Mohtasib (Ombudsman) Order, 1983, President's Order No. 1 of 1983."

Office of Ombudsman was established under "the Wafaqi Mohtasib (Ombudsman) Order, 1983, President's Order No. 1 of 1983", whereby it empowered to investigate in the matters where injustice is done based on Gender, caste, and religion for speedy justice. Office of Ombudsman is introduced as defender and custodian of fundamental rights of citizens. It is pertinent to mention that jurisdiction is not extended to deal with harassment cases specifically. Still, after the enactment of Act 2010, this noble Office is entrusted with dealing with matters of harassment against women at the workplace. "The Federal Ombudsman Institutional Reforms Act, 2013" Reforms are made to strengthen the institution of Ombudsman, scope and jurisdiction are formally extended to entertain the cases of harassment against women at workplace (The Federal Ombudsman Institutional Reforms Act, 2013).

Furthermore, the Office of Ombudsman's operation is made practical and authoritative by applying the Principle of sub-judice to proceedings pending before the Ombudsman forum. Under this law, steps have been taken for appointing women as Ombudsman to provide substantial relief in cases of sexual harassment at the workplace. "Wafaqi mohtasib (investigation and disposal of complaints) Regulations, 2013" are the rules and regulations

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introduced and implemented by the Federal Ombudsman by exercising his authority to make rules for efficient, expeditious disposal of grievances of a citizen. Ombudsman has the power to review decisions passed by him within thirty days on the application filed by aggrieved. At provincial level Provincial Ombudsman Acts, i.e. 'Provincial Ombudsman (Mohtasib) Sindh, Secretariat,' 'Establishment of the Office of Ombudsman for the Province of Baluchistan Ordinance, 2001', "The Khyber Pakhtunkhwa Provincial ombudsman act, 2010 (Khyber Pakhtunkhwa Act No. XIV of 2010)" and "The Punjab Office of the Ombudsman Act 1997, Act X of 1997" serve speedy justice in cases of harassment against women at jobs.

"Pakistan Penal Code (Act XLV of 1860) and Criminal Procedure Code, 1898."

The criminal Law of Pakistan contains provisions regarding female modesty and honor, but sexual harassment at the workplace was not addressed (Section 509, Pakistan Penal Code, 1860). Later on, amendments have been made whereby harassment at the workplace is specially incorporated in Pakistan Penal Code 1860 and Criminal Procedure Code, 1898, respectively (Section 509, Subs by Criminal (Amendment) Act 1 of 2010). It is pertinent to mention that harassment at the workplace is 1st time regarded as a criminal offense under the criminal justice system and is punishable with imprisonment, which may extend to three years or with a fine of up to five hundred thousand rupees or with both. The amendment is carried out to negate the social evil from society by declaring it a criminal offense. This amendment will not only make the workplace safer for women, but it will open up the ways for more women to pursue professional life with dignity and honor. The Criminal Code, Amendment of Schedule II, Act V of 1898 entries have been made to Schedule relating to Section 509 of Pakistan Penal Code, 1980 according to amendments made (Farani, (2012)).

(b) Judicial approach in form of Human rights cell

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The Supreme Court of Pakistan established a cell for protecting and promoting the citizens of Pakistan's fundamental and guaranteed rights. The Supreme Court of Pakistan takes public interest litigations and sou moto notices(taking legal action at its own motion); directions are being implemented through the Cell. The Cell also considers the impacts of violations on the upcoming generations and social effects on society. It grants speedy and economic relief in matters relating to breaches of guaranteed Rights enumerated in the Constitution of Pakistan 1973. The Cell performs its role under the directions and support of the Hon'ble Chief Justice of Pakistan. It addresses the applications directly addressed to the Chief of Pakistan as a custodian of citizens' rights. The Cell has paved the way for so many statutory reforms on social concern issues; legislators took benefits from the Cell for impacts and subjects of legislation (Important Human Rights Cases, Supreme Court, 2017). The Cell proved to be engine of change in addressing human rights violations. According to annual report 2016-2017, Human Rights Cell, Applications received in HRC generally ranges from 2500 to 3000 per month. During 2017-2018, The Human Rights Cell disposed of 43263 applications.

Conclusion

It is concluded that since the inception of Pakistan, Pakistani women have lived in a world structured by strict social, cultural, religious, family, and tribal norms and customs. This discrimination in the shape of violence against women, honor killing, and acid attacks becomes a nationwide issue, cutting across all cultures, provinces, social, and age groups. Sexual harassment at the workplace is the leading form of Gender-based violence faced by working women today in Pakistan. Women empowerment has become the prime national policy of stakeholders of Pakistan. To address sexual harassment at the workplace, the protection against

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harassment of women at the workplace Act 2010 has been developed and implemented as significant initiatives in this regard. The Act 2010, along with other legislation, is in the field to combat female harassment; it is now a liability of the employer/management cadre to implement the Act 2010 in its true spirit. The Act 2010 should be taught in professional ethics to create awareness in public. The Victims of harassment should play their role by raising their voice in the cause. The article suggests healthy interventions to provide women training and think over disturbing factors like harassment at the workplace. The best mechanism to eliminate sexual harassment in education, training, and prevention.

Harassment or Gender-based violence or Gender perspectives and priorities should be incorporated in curriculums to train the mind and for the sake of awareness. Employees should be provided with pre, in-service, and post-training to deal with such situations. Strict internal policies should be made by management to implement the Act, 2010 effectively. Legislators should look into the implementation criteria by keeping and introducing check and balance mechanisms. Civil society's role also matters as it is of great importance that the general public should not negate a female's personality as a dignified phenomenon. The Office of Ombudsman and Higher Judiciary should keep special focus on cases on female rights, and strict action should take against the wrongdoer. An analysis of the protection against Harassment of Women at the Workplace, Act 2010, reveals three main measures for combating harassment: an inter-departmental complaint system within the Department/Organization concerned. According to the said Act, it is the liability of employers/managers/directors to display the Act's copies, 2010 inconspicuous place of Organization/Department to provide a safe working environment to the females. The Act contains directions regarding the inquiry committee's constitution within every Organization/Department to investigate the truth of allegations of harassment. The Act

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enumerates the penalties for the wrongdoer as well. Statutory remedies of 1st and 2nd appeal are conferred by the said Act to the Office of Ombudsman and President of Pakistan/Governor of the concerned Province, respectively. The role of media can't be ignored; electronic media, the printing sector, and advertising agencies should create awareness among societies. Judiciary, especially trial courts, prosecutors, and forensic institutions, the police department can improve their faculties and facilities to investigate sexual assault and crimes. Conceptually LIVES (Listen, Inquire, Validate, and Enhanced Safety) should be practiced in sexual abuse and harassment cases by Governmental institutions. Referral networks should be established, identify, adequately coordinated, and provided to the victims of harassment.

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