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Administrative Problems Faced by Newly Inducted Female Teachers and Their Potential Solution

Shagufta Jabeen*

Muhammad Ahmad Nawaz[†]Abdul Shakoor^{*}

Corresponding Author: Shagufta Jabeen (M.Phil Education, Department of School Education, Multan, Punjab, Pakistan. Email: shuguftaest88@gmail.com)

Abstract: This study was conducted to dig out the administrative problems faced by newly inducted female teachers with their potential solution. The researcher applied survey method for collection of data from 200 newly appointed female teachers of 4 tehsils of Multan through a self constructed questionnaire by using systematic sampling method. The researcher concluded that, among many other problems, the newly appointed female teachers also face administrative problems like; they face difficulties in starting of their salaries due to non cooperation of clerical staff, newly appointed teachers forced to teach those subjects on which they have no command, due to non experience newly appointed teachers face difficulties to manage school data, newly appointed female teachers also face many challenges from head teacher and senior staff, even newly appointed teachers are ignored by the supporting staff. The researchers also give some potential solution in the light of findings.

Key Words: Female Teachers, Problems, Administrative, Newly Inducted, Potential Solutions

Introduction

Teacher is an essential element of education system. The education system of any country is only good as the teacher. In most of the developed countries all associated decisions are left to the teachers because the teachers are closest to their subject and they know better about the development therein. Teachers must be autocratic in curriculum development, grading decisions and teaching methods. A sensible nation known due to her high literacy rate and quality of education is directly

associated with primary school teachers because they are the founder of the nation. Like many other developing countries Pakistani school teachers are also facing many problems which require immediate action for the solution at the level of government and as well as at the level of society (Farooq *et al.*, 2017).

Due to weak system of education, Pakistan remained behind in progress and national development. Pakistani education system could not able to progress due to many factors like; misuse of funds, weak democracy, state policies, fragile civil society, non serious

* M.Phil Education, Department of School Education, Multan, Punjab, Pakistan.

[†] PhD Scholar, Department of Media and Communication Studies, The Islamia University of Bahawalpur, Punjab, Pakistan.

^{*} Assistant Professor, Department of Mass Communication, Lahore Leads University, Lahore, Punjab, Pakistan.

attitude of bureaucracy, frequent military interventions, and unrealistic policies. Teachers of all sectors are known as social engineers and if they too remained helpless and disappointed for their future, how will they be able to move a nation on the path of development? (Zafar, [2003](#))

Teacher is considered as a backbone of education system while the quality of teachers in Pakistani schools is terrible. According to the report of UNESCO, the quality of teachers and teaching in Pakistani schools is very low. In remote areas of Baluchistan, Sindh and Punjab, the situation of schools is worst where teachers only available in documents not in actual and available teachers do not use new methodologies of learning and teaching. (Rehman & Khan, [2011](#)) Most of the teachers do not recognize about lesson planning which make them unable to deal with different issues in the process of learning and teaching. Even students do not know about the use of libraries in schools, that's why in students the reading habits are decreasing and teachers are responsible for this wreck. It is the prime responsibility of teachers to encourage the students for book reading (Ahmad *et al.*, [2014](#)).

Newly appointed teachers face many problems in the starting day of their jobs like; low salaries, overcrowded classes, low results, increase paperwork, absence of resources, teaching load, need for parental backing, non organizational support, students parental non cooperation, uneven behavior of student, new tasks, and absence of administration policies. (Anhorn, [2008](#); Liu, [2007](#); Yost, [2006](#)) One of the prime challenges for newly appointed teachers is for dealing with newbie's in the classroom (Murshidi *et al.*, [2006](#)). All above mentioned reasons caused to add displeasure, disappointment, stress and tension for newly appointed teachers.

Problems of Newly Appointed Teachers

Newly appointed female teachers faced various problems during the start of their career. Some of them are discussed as under;

Social and Culture Problems

Newly inducted female teachers faced many problems related to society and culture constrains. As many female teachers are not encouraged to start their job because their family norms and values not allow them to go outside the home or interact with others. Education system of Pakistan is highly politicized and many newly appointed female teachers also faced political interference during the hiring and transferring and promotion procedure (Bhutto, [2018](#)).

Transportation and Accommodation Problems

Newly appointed teachers are mostly appointed in far away areas and they faced transportation and accommodation problems because education department not provides any kind of transportation and accommodation facility to school teachers. Due to non availability of proper transport and accommodation newly appointed teachers are not able to perform their duties properly (Hussain, 2001).

Financial Problems

Due to low salaries of teachers, education sector is considered as unattractive profession in Pakistan and teachers are mostly considered poor in their social circle. Most of the teachers are appointed in far away areas from their home town and major part of their salaries spent on the transportation and accommodation and they are forced to start their side business to meet up their expenses which retreats the process of quality education in the country (Zafar, [2003](#); Shahzadi & Perveen, [2002](#)).

Workplace Problems

Newly appointed teachers take too much time to adjust in school because in many cases school head and senior teachers and supporting staff can't cooperate with the newly appointed teachers. Newly appointed female teachers are often young and they also faced ridicules and harassing behavior from male colleagues and staff. There is also a culture of flattering,

slurring, leg pulling, backbiting and tormenting among the teachers in schools, which directly affected the process of quality of education (Saeed *et al*, [2013](#))

Training Problems

Teaching is a profession which requires continuous knowledge updating. Trainings or refresher courses keep aware the teachers about new changes and skills applying around the world and more flourishes their teaching skills. Induction trainings are necessary to enhance the teaching abilities of newly appointed teachers. Newly appointed teachers faced ridiculous behavior from male trainers and they remain reluctant to ask question about any query which minimized the learning ability of newly appointed teachers (Suleman, [2015](#)).

Administration Problems

Newly appointed teachers face the problem of lack of coordination among staff, policy makers, parents of students and community which creates misunderstanding among the stakeholders. Teachers remain at the receiving or implementing end as they are not consulted in curriculum designing and other policy making regarding education. Newly appointed teachers are forced to teach those subjects in which they have no expertise or even they are assigned to manage school data which creates big hassle for them (Abeid, [2015](#)).

Literature Review

The researchers find out the challenges of newly appointed teachers that disturbing their academic performance and also recommended actions to tackle these type of problems. The population of the research was all newly appointed female secondary school teachers of Pakpattan, Okara and Sahiwal districts of Punjab while the sample of the study was comprised on randomly selected from 45 school's 206 newly appointed teachers. Data was collected by using a self-developed questionnaire. The researchers found many problems facing newly appointed teachers like; lack of suitable environment of school, non-

supportive behavior of head teacher, lack of teaching skills, and disturbing activities of students are the difficulties that create hindrance for newly appointed teachers in performing their duties effectively. The researchers also suggested that supportive attitude of head teachers and favorable environment of school remain helpful for newly appointed teachers to continue their job (Ahmed *et al*, [2020](#)).

A research article published by Suleman ([2015](#)) investigated the managerial challenges that faced by secondary school heads who are directly appointed in public sector institutions. All newly direct appointed heads of secondary schools of Kohat Division (Khyber Pakhtunkhwa, Pakistan), all secondary school teachers and students are the population of the research. Although the research was delimited to only sixty directly selected secondary school heads, one hundred twenty teachers and three hundred students by using technique of simple random sampling. The researcher used questionnaire as a tool for data collection while statistical tools were used for data analysis. The results of the study point out many managerial challenges which directly selected secondary school heads face in schools. Some of the challenges which newly appointed secondary school heads face are; non competent staff, negative approach of teachers & supporting staff, absence of teaching & supporting staff, threats of parents, disturbing behavior of students, poor results of students and insufficient budget.

In education system teacher is the most essential component. An education system can't become successful and useful without a good teacher. The main purpose of the research was to uncover the actual problems of primary female school teachers with their reasonable solutions. The research was limited to 15 primary school teachers of Muzaffarabad and sample was 40 GGPS teachers. The researchers dig out many problems of primary female school teachers like; lack of high qualification, selection problems, lack of professional trainings and negligence of Govt. regarding issues of female teachers. On the behalf of

collected data the researchers also made recommendations as; more professional trainings required, quota system should be increased, committee support, promotion of teachers can be made faster and proper incentives. The researchers also recommend sorting out said problems by taking some basic measures like; accountability of system, providing incentives and opportunities to talented teachers, control political involvement and provide sufficient staff (Farooq *et al*, 2017).

Newly qualified teachers faced many challenges in beginning of their careers like; lack of resources, lack of ability to complete syllabus, manage discipline, content knowledge deficiency and time management. The researches collected the entire data of their research through content analysis, interviews and observation. The researches finds out that newly qualified teachers were not able to solve their entire faced problems. The researchers also dig out some methods that newly qualified teachers used to solve their challenges are; modifying their teaching, improvising equipment and regular talking with parents of students. It was also recommended that schools should be supplied with equipments & materials and also teachers should be skilled up to coup their challenges (Boakye & Ampiah, 2017).

Research Question

Are the newly recruited female teachers having different educational qualifications and areas of posting face administrative problems?

Hypotheses

- H₀:** There would be no significant association with regard to administrative problems of the newly recruited teachers having different educational qualification and areas of posting in Multan.
- H₁:** There would be significant association with regard to administrative problems of the newly recruited teachers having different educational qualification and areas of posting in Multan.

Significance

Teaching is considered as phenomenon of education. In the current study the researchers tried their level best to highlight the administrative problems of newly inducted female teachers and also provided their potential solution on the basis of results of the study. Professional educationalist and policy makers have now acknowledged that newly appointed teachers should be trained and supported for being capable to teach. Our education system is not very modern to cope with different situations. This is why newly recruited teachers lose motivation and directly affect students' ability to learn. Numerous researches have been done relate to the topic of research. This study points out the administrative problems of newly appointed female teachers and their potential solution. This study is designed out to identify the administrative problems faced by newly appointed female teachers so that can be addressed by the relevant authorities and they can organize such type of training programs that may be remain helpful for upcoming new teachers. This research will remain helpful for the policy makers and administration to plan out the induction programs and how to deal with the newly appointed teachers for effective output.

Methodology

For this study the researcher selects survey method to dig out "Administrative Problems of Newly Inducted Female Teachers and their Potential Solution". All female teachers of Multan District (Multan City, Multan Saddar, Shujabad & Jalalpur Pirwala) were considered as universe of the study while population of this research study includes all newly appointed female teachers in 2018 of Multan District. The researcher used systematic random sampling method to choose the sample from population at regular interval. The sample size of the research is 200 newly appointed female teachers of Multan by using interval method. The researcher selected every 3rd newly appointed teacher of Multan from the list because it was not possible for researcher to

gather data from all 745 newly appointed teachers due to time constrain and lack of resources.

Results

Findings of gathered data are presented in the shape of graphs, tables and description of all gathered data in the light of constructed categories.

Table 1.
Demographic Characteristics

Variables	Category	Results	
		Frequency	Percentage
Age Group	25-30 years	84	42.0
	31-35 years	87	43.5
	Above 35 years	29	14.5
	Total	200	100.0
Area (Multan)	Multan City	45	22.5
	Multan Saddar	90	45.0
	Shujabad	32	16.0
	Jalal Pur Pirwala	33	16.5
Education	Total	200	100.0
	Graduation	5	2.5
	Master's	112	56.0
	M. Phil.	78	39.0
	PhD	5	2.5
	Total	200	100.0

Table 1 shows that 84(42.0%) respondents were between ages of 25- 30 years, 87 (43.59%) respondents were between ages of 31-35 years, and 29 (14.5%) respondents were above 35 years. 45 (22.5%) respondents were from Multan city, 90 (45.0%) from Multan Saddar, 32 (16.0%) from Shujabad while 33 (16.5%) respondents were from Jalal Pur Pir

Wala. Above table also illustrates that mostly newly inducted female teachers are highly educated as 112 (56.0%) respondents were Master degree holder, 78 (39.0%) were M.Phil, 05 (2.5%) were PhD degree holders while only 5 (2.5%) respondents were graduation degree holder.

Table 2.
Frequency Distribution of Administrative Problems

Statement No.	N	SDA		DA		N		A		SA		M	SE	SD
		f	(%)	f	(%)	f	(%)	F	(%)	f	(%)			
1.	200	5	(2.5)	15	(5.0)	24	(12.0)	73	(36.5)	83	(41.5)	4.07	.073	1.030
2.	200	5	(2.5)	10	(5.0)	5	(2.5)	114	(57.0)	66	(33.0)	4.13	.062	.876
3.	200	0	(0.00)	5	(2.5)	10	(5.0)	115	(57.5)	70	(35.0)	4.25	.047	.663
4.	200	5	(5.0)	10	(5.0)	14	(7.0)	117	(58.5)	54	(27.0)	4.02	.062	.876
5.	200	5	(2.5)	10	(5.0)	15	(7.5)	115	(57.5)	55	(27.5)	4.03	.062	.882
6.	200	10	(5.0)	5	(2.5)	15	(7.5)	97	(48.5)	73	(36.5)	4.09	.070	.993
7.	200	0	(0.00)	10	(5.0)	4	(2.0)	102	(51.0)	84	(42.0)	4.30	.053	.743

SDA=Strongly Disagree, DA=Disagree, N=Neutral, A=Agree, SA=Strongly Agree, N= Numbers, M=Mean, SE=Standard Error, SD=Standard Deviation

Above table 2 demonstrates the results of Part G (Administrative Problems) of questionnaire. 83(41.5%) respondents remained strongly agreed with the statement No.1 that 'attitude of school head remain extreme cooperative with newly appointed female teachers', 73(36.5%) remained agreed, 15(7.5%) remained disagreed and 5(2.5%) remained strongly disagreed while 24(12%) respondents remained neutral with M (4.07), SE (.073) & SD (1.030). 114(57.0%) respondents remained agreed with the statement No.2 that 'whether head of school allow two leave in a month', 66(33.0%) strongly agreed, 10(5.0%) remained disagreed and 5(2.5%) remained strongly disagreed, while 5(2.5%) respondents remained neutral having M (4.13), SE (.062) & SD (.876). 115(57.5%) respondents remained agreed with the statement No.3 that 'newly inducted female teachers face hurdles in starting of their salaries due to non cooperation of clerical staff', 70(35.0%) remained strongly agreed, and 5(2.5%) remained disagreed while 10(5.0%) respondents remained neutral with M (4.25), SE (.047) & SD (.663). The table illustrates that 117(58.5%) respondents remained agreed with the statement No.4 that

'newly appointed teachers face difficulties to manage school data', 54(27.0%) remained strongly agreed, 10(5.0%) remained disagreed and 5(2.5%) remained strongly disagreed, while 14(7.0%) respondents remained neutral having M (4.02), SE (.062) & SD (.876). Results of gathered data shows that 115(57.5%) respondents remained agreed with the statement No.5 that 'most of the teachers are forced to teach those subjects on which they have no command', 55(27.5%) remained strongly agreed, 10(5.0%) disagreed and 5(2.5%) remained strongly disagreed while 15(7.5%) respondents remained neutral with M (4.03), SE (.062) & SD (.882). 97(48.5%) respondents remained agreed with the statement No.6 that 'newly appointed teachers are ignored by the supporting staff', having M (4.09), SE (.070) & SD (.993). 102(51.0%) respondents remained agreed with the statement No.7 that 'newly inducted female teachers faced many challenges from head teacher and senior staff', 84(42.0%) remained strongly agreed, and 10(5.0%) remained disagreed while 5(2.5%) respondents remained neutral with M (4.30), SE (.053) & SD (.743).

Table 3.
Frequency Distribution of Administrative Problems

Statement No.	N	SDA		DA		N		A		SA		M	SE	SD
		f	(%)	F	(%)	f	(%)	f	(%)	f	(%)			
8.	200	5	(2.5)	10	(5.0)	5	(2.5)	121	(60.5)	59	(29.5)	4.09	.061	.860
9.	200	44	(22.0)	53	(26.5)	20	(10.0)	54	(27.0)	29	(14.5)	2.86	.100	1.409
10.	200	5	(2.5)	20	(10.0)	15	(7.5)	102	(51.0)	58	(29.0)	3.94	.070	.996
11.	200	48	(24.0)	55	(27.5)	25	(12.5)	49	(24.5)	23	(11.5)	2.72	.097	1.368
12.	200	73	(36.5)	49	(24.5)	16	(8.0)	19	(9.5)	43	(21.5)	2.65	.107	1.520
13.	200	68	(34.0)	50	(25.0)	19	(9.5)	38	(19.0)	25	(12.5)	2.51	.102	1.439
14.	200	54	(27.0)	24	(12.0)	15	(7.5)	79	(39.5)	28	(14.0)	3.01	.104	1.472

SDA=Strongly Disagree, DA=Disagree, N=Neutral, A=Agree, SA=Strongly Agree, N= Numbers, M=Mean, SE=Standard Error, SD=Standard Deviation

The table shows that 121(60.5%) respondents remained agreed with the statement No. 8 that 'newly inducted female teachers need school heads' administrative & academic support for job satisfaction', 59(29.5%) strongly agreed,

10(5.0%) disagreed and 5(2.5%) strongly disagreed, while 5(2.5%) respondents remained neutral having M (4.09), SE (.061) & SD (.860). 53(26.5%) respondents remained disagreed with the statement No. 9 that they

are satisfied with the present curriculum, 44(22.0%) remained strongly disagreed, 54(27.0%) remained agreed and 29(14.5%) remained strongly agreed while 20(10.0%) respondents remained neutral with M (2.86), SE (.100) & SD (1.409). Gathered data shows that 102(51.0%) respondents remained agreed with the statement No. 10 that 'present curriculum is out dated', 58(29.0%) remained strongly agreed, 20(10.0%) remained disagreed and 5(2.5%) remained strongly disagreed, while 15(7.5%) respondents remained neutral having M (3.94), SE (.070) & SD (.996). Results of table explains that 55(27.5%) respondents remained disagreed with the statement No. 11 that 'present curriculum is according to the student's mental level', with M (2.72), SE (.097) & SD (1.368). 73(36.5%) respondents remained strongly disagreed with the statement No. 12 that 'present curriculum fulfill the needs of students and society' having M (2.65), SE (.107) & SD (1.520). 68(34.0%) respondents remained strongly disagreed with the statement No. 13 that 'government consults with school teachers

in designing and planning the curriculum' with M (2.51), SE (.102) & SD (1.439). While 79(39.5%) respondents remained agreed with the statement No. 14 that 'teachers face difficulties to cover present curriculum because it is too lengthy' having M (3.01), SE (.104) & SD (1.472).

Research Questions Testing

R.Q1: Are the newly recruited female teachers having different educational qualifications and areas of posting face administrative problems?

H₀: There would be no significant association with regard to administrative problems of the newly recruited teachers having different educational qualification and areas of posting in Multan.

H₁: There would be significant association with regard to administrative problems of the newly recruited teachers having different educational qualification and areas of posting in Multan.

Table 4.

Descriptive Statistics

Variable	Obs	Mean	Std. Dev.	Min	Max
Social & Cultural Problems	200	21.77	6.837	8	31
Transportation Problems	200	29.665	3.366	21	35
Financial Problems	200	23.725	2.974	16	30
Workplace Problems	200	25.125	3.248	16	30
Training Problems	200	24.77	2.987	15	30
Administrative Problems	200	50.67	5.225	36	64

Above table illustrates the descriptive statistics of the variables as administrative problems with highest value of Mean (50.67) & Standard Division (5.225).

ANOVA Results:

Ap	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Area	0	.	.	.	.	.	.
Multan Saddar	3.58	.909	3.94	0.041	1.787	5.373	*
Shujabad	6.117	1.157	5.29	0.001	3.836	8.399	***
Jalalpur P	6.919	1.116	6.20	0.001	4.718	9.12	***
Education:	0	.	.	.	.	.	.
Masters	-3.865	2.278	-1.70	0.010	-8.357	.627	*
M. Phil.	-2.135	2.278	-0.94	.35	-6.627	2.357	.
PhD	-2.58	3.133	-0.82	.411	-8.759	3.599	.
Constant	50	2.12	23.59	0.000	45.819	54.181	***

Mean dependent var	50.670	SD dependent var	5.225
R-squared	0.202	Number of obs	200
F-test	8.125	Prob> F	0.000
Akaike crit. (AIC)	1196.891	Bayesian crit. (BIC)	1219.979

*** $p < .01$, ** $p < .05$, * $p < .1$

Statistical Analysis

The ANOVA test of significance as reflected by above table 4.9 clearly shows that newly recruited teachers having different educational qualification and areas of posting were facing administrative problems. According to the statistical significance as represented in the tables where ($F=8.125$) and $p<0.05$ conveniently conveys that teachers posted in remote areas of the district Multan were facing administrative problems. Similarly, teachers having master degrees were also facing administrative problems. Thus, this prediction is strongly approved and the null hypotheses is rejected and the research hypothesis stands approve.

Conclusion

The main purpose of the study was to know about the administrative problems faced by newly inducted female teachers and their potential solutions. It may be conclude on the

basis of findings that newly inducted female teachers faced many kind of administrative problems in the initial days of their job like; they face difficulties in starting of their salaries due to non cooperation of clerical staff, newly appointed teachers forced to teach those subjects on which they have no command, due to non experience newly appointed teachers face difficulties to manage school data, newly appointed female teachers face many challenges from head teacher and senior staff, even newly appointed teachers are ignored by the supporting staff. The researchers also give some potential solution in the light of findings that special professional training program regarding school management and administration should be institutionalized before appointed of female teachers, school heads must provide conducive environment and maximum administrative and academic support to newly inducted teachers so that they can perform their duties effectively.

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