Improving teacher motivation and performance.

Quality Education. (UNICEF-2000), includes:

Standards of quality education in Pakistan are as under.

- Inputs (availability of qualified teachers and Missing facilities like furniture, Labs, science Equipments and Exam: Halls etc).
- Processes (Governance, conducive school environment by providing Basic Facilities like electricity, Drinking water, Boundary Walls & Laterines)
- Out puts (good examination results).

1. **Curriculum.** Curriculum is a set of courses and their contents offered at school or university level. It has been derived from the Latin word “race course” referring to the course of deeds and experiences through which children grow to become adult.

2. **Text Book.** Text book is a manual of instruction in any branch of study.

3. **Assessment.** It is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experience.

4. **Quality Teachers.** In addition to academic and professional qualification, a good teacher should have the following attributes.
   
   a. Come to class prepared
   
   b. Maintain positive attitudes about teaching and about students
   
   c. Hold high expectations for all students.
   
   d. Show creativity in teaching the class
   
   e. Treat and grade students fairly
   
   f. Display a personal, approachable touch with student.
   
   g. Cultivate a sense of belonging in the classroom.
   
   h. Deal with student problems compassionately.
   
   i. Has a sense of humor and does not take everything seriously.
   
   j. Respect students and does not deliberately embarrass them.
k. Forgive and does not hold grudges.
l. Admit mistakes

5. **Learning Environment.** Conducive environment in the educational institution. The school/educational institutions are supposed to be equipped with all sorts of basic and missing facilities.

6. **Relevance of education to practical life.** The education should be imparted keeping in view the local environment and its usage after completion of particular sets of courses in the educational institutions.

**Teacher motivation and performance.**

1-**Attracting the best into the teaching profession:**

According to the survey conducted by Dr. Muhammad Tayyab Alam (2011),

- 40% of the respondents showed that teaching was not their first preference as profession and they wanted to go to some other profession
- 12% respondents showed that someone pressurized them to choose this profession
- 22% respondents agreed that they didn’t get admission in professional college/higher education for further studies therefore they started teaching
- 33% respondents showed that they did not get any other job.

The above statistics clearly indicate the lack of will in people of our society towards teaching profession and hence there is a dire need to attract the best into this profession, which can be achieved by raising the socio economic status of a teacher – to provide better salaries, better opportunities, rewards and appreciation can help the cause.

2-**Enhancing the status of teachers:**

Our society promotes the idea of teaching being a comparatively low profession hence no parents ever encourage their children to open up to this field and the ones who end up as teachers have a sense of insecurity in them. This stereotypical mind set combined with the unsatisfactory salary is negatively affecting the status and morale of a teacher.
The following statistics were revealed in the 2011 survey of the secondary school teachers of Rawalpindi, Pakistan.

- 10% teachers said that necessities of life were available to them, whereas,
- 90% of them believed that the economic status of life needed to be improved.
- 80% were of the view that they received less salary as compared to their work,
- And 64% teachers were in favor of the statement that their teaching is affected due to less salary, which needs to be raised

These statistics highlight the importance of rise in salaries of the teachers to improve their performance and to do justice to their workload and importance in the society. There is also a strong need to create awareness in the society to recognize the status and important role of teachers in education of students. Mass media – TV and radio program can better achieve this target. Print media can also be taken on board for this aim.

3-Professional development and collaborative learning:

To improve the teaching profession and motivational level of teachers, it is important that academic enhancement and professional growth of teachers is being emphasized upon. It is recommended that no teachers should be appointed without a professional training in education and that refresher and in service courses should be arranged for the teachers at regular intervals of time. It will update the teachers in the contents of the related subjects as well as in the area of teaching skills. The implementation of aptitude tests at the time of selection of teachers both for the pre-service teacher training and for the appointment of teachers will help in identifying positive attitude of teachers towards teaching profession.

4-Enabling Environment for teachers:

Surveys have proved that teachers find examinations to be a constraint on their teaching as they are accountable to the principals of their respective institutes for the results of their classes. In the 2011 survey:
76% believed that the students should be held responsible for showing low results
- 16% teachers were of the view that they should be given incentives according to their abilities and
- 50% stated that they should be rewarded for showing good results and their efforts should be acknowledged.

It is recommended that incentives should be provided to the good teachers so as to acknowledge their efforts and to motivate them to continue with their better performance. It will also be an incentive for other teachers and they will follow good teaching practices. Recognition of teachers’ work on showing good results may be an incentive for the improvement of their efficiency.

Education is the strength of a nation and teachers are the building blocks of it and to improve the education system, there is a dire need to work on teachers’ training and their recognition.

5. School leadership and teacher management.

The quality of administrative support and leadership is another critical element in school processes, both for students and for teachers. At a more macro level, the following are essentials.

- Ensuring financial resources for education, especially for recurrent budgets is a necessity.
- Teachers need governments who are supportive of education systems.
- Organizational support for teaching and learning takes many forms, including such measures as advocating for better conditions and professional development, respecting teachers’ autonomy and professionalism and developing inclusive decision-making processes. In Malawi, for example, supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice (Miske, Dowd et al., 1998).
Gaps in teacher’s motivation and performance in Pakistan. (Education Department FATA Secretariat 2014).

- **Market oriented curriculum.** The curriculum in Pakistan does not correspond to the needs and requirement of open market. The graduates do not find jobs to make their both hands meet which leads to their frustration and involvement in negative activities.

- **Under qualified teachers.** Teachers in Pakistan are under qualified academically as well as professionally. Quality and standards in education can be imparted through a well trained and qualified teacher.

- **Say in curriculum development.** Teachers in Pakistan have no say in the development of curriculum. They are supposed to teach in the school and their opinion is ascertained regarding evolution of curriculum.

- **Multi-grade teaching.** Due to shortage of posts, teachers teach multi-grades in the educational instts: with special reference in the Primary schools. No functional specialization exists at the pre-primary or primary level.

- **Obsolete trainings (PTC, CT, BEd, MEd).** In Pakistan the obsolete training courses of PTC,CT, Bed etc have been partially replaced by ADE & BEd (Hons), and not yet fully replaced.

- **Students learning outcomes assessment.** There is not trend of periodic home examinations and test of students to measure their potentialities. Stereo-type examination, are given to the students on annual basis up to the Middle level which can’t be termed as assessment in the real sense.

- **Teacher’s performance Assessment.** No proper teacher’s assessment body with the exception of students as community does no play any role in this regard.

- **Capacity of teachers for teaching new curriculum 2006.** The existing lot of teachers being under-qualified academically as well as professionally do not have the capacity to teach new curriculum 2006.

- **Provision of budget for in-service trainings.** Continuous professional development is a tool to keep pace with the changing requirements of teaching and learning process. But, Pakistan is confronted with resource crunch and in-
service professional development of teachers is considered a luxury instead of need and exclusively depends on the helping hands of NGOs and donors.

- **Skill for community motivation.** Teachers in Pakistan have no skill for community motivation. They neither know the techniques of community motivation nor have roots in community.

- **Implementation of Edn: Policy 2009.** The Education Policy 2009 and its provisions have not been implemented so far.

**Way Forward for improving teachers motivation and performance in Pakistan.**

**Pre-service.**

- The Directorate of Curriculum and Teachers Education (DCTE) established in various provinces and regions in Pakistan are required to be authorised to issue accreditation certificate. Teachers shall not be offered job until and unless he obtains accreditation certificates.

- **Incentives (pay package & job security).** Handsome pay package and job security will pave the way for high status in society for teachers.

- **Local appointments/postings.** In order to facilitate teaching learning process local appointments shall be preferred.

- **Appointment on merit (NTS).** The existing out dated recruitment procedure needs to be done away with and replaced by the selection of teachers through NTS.

- **Joining academy for teaching practice and their assessment.** The teachers after selection shall join academy to learn more and more regarding morality, discipline and ethics etc.

- **Continuous monitoring.** Teachers are required to be checked and monitored thoroughly to ensure their presence in the schools and class-rooms.

- **Provision of accommodation in the school premises.** In order to make the teachers work according to the satisfaction of the superiors, accommodation within the premises of the schools.
- **Rewards.** Rewards like Contributory Pension Schemes, Life insurance and subsidies on daily use items.
- **Free education** for the wards of teachers.
- **Better school environment.** The schools should have all Basic Facilities and Missing Facilities.
- **Adequate class-rooms.**
- **Zero political interference in appointment.** The politicians as well as other influential shall not interfere in the appointment of teachers. 
  
  **In-service.**
- **NTS for promotion.** In-service NTS of teachers in the relevant grades for promotion to the next higher scale.
- **Training Need Assessment.** Need assessment shall be carried out to address the in-service training needs of the teachers.
- **Performance based promotion.** Seniority cum fitness shall be the standing rules for promotion to the next higher scales.
- **Continuous induction.** Continuous induction of professional teachers after retirement of teachers from time to time to avoid shortage of teachers.
- **Performance Evaluation Report.** It shall not be on annual basis rather it shall reflect the teacher’s evaluation after every 03 months.
- **Refresher courses.** Refresher courses shall be arranged for the teachers to keep them abreast with the modern techniques and knowledge.
References


