

# ***Teachers' Attributes and Children's Exclusion: A Study of Southern Punjab, Pakistan***

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## **ABSTRACT**

*The present article examines the teachers' attributes and educational exclusion of children in Southern Punjab, Pakistan. The limited studies focused the relationship between teachers' attributes and educational exclusion of school age children in Southern Punjab. The current study was conducted in the 3 districts, "Multan, Dera Ghazi Khan and Bahawalpur" of Southern Punjab, Pakistan. The researcher used the multistage random sampling and selected 975 household heads as a sample. Interview schedule was used as a tool for gathering the data because majority of the respondents were illiterate and had poor*

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socio-economic status. It was found that teachers' attributes have a great influence on the enrolment of the school age children. The study reported that majority 4.0154, (1.16449) of the respondent did "Agree" that teachers mentally tortured/ Bullied the children; majority 3.6615, (1.28181) of the respondents did "Agree" that non-availability of female teacher was the key factor in the exclusion of primary school children; majority 3.5651, (1.37206) of the respondents did "Agree" that shortage of teachers in their native schools was one of the major causes of children's educational exclusion; majority 3.5569, (1.30965) of the respondents did "Agree" that teachers were giving the corporal punishment to the student; majority 3.5426, (1.96658) of the respondents did "Agree" that teachers came late in the schools. Majority 3.5282 (1.00562) of the respondents did "Agree" that teachers were absent from schools; majority 3.5200, (1.00377) of the respondents did "Agree" that teachers did not teach properly to the students; majority 3.4482, (1.17692) of the respondents were "Neutral" that teachers used abusive language in the schools; majority 3.2185, (1.06487) of the respondents were "Neutral" that teachers were biased/ prejudiced against students. It is suggested that the education department should have to recruit the new teachers on urgent basis where they are needed without discrimination of sex and organize frequently professional teachers training to tackle the above mentioned issues to achieve the Sustainable Development Goals (SDGs).

## **Introduction**

Primary education is a fundamental and universal right of every child without any discrimination. To achieve this fundamental right there were different efforts done at national and international level. The constitution of Pakistan 1973, article 25-A, declared primary education compulsory for every school age children without any discrimination. The Millennium Development Goals (Goal 2) also emphasized the provision of primary education "to getting achieved equality in access to primary education for all males and females by 2015" (UNESCO, 2010). It was reported by United Nations Educational, Scientific, and Cultural Organization, Institute for Statistics (2018) that globally 63.4 million children were out of school in 2016 of which 34.3 million were girls and more than 29.1 million were boys; 10.3 percent of children were excluded in South Asia and 22.9 percent of children of developing countries were excluded from primary education. The previous researches showed that the poorest children were excluded five times more than the rich household children in 2007-13 in developing countries furthermore it was also found that 34.4 percent children of the poorest families and 6.5 percent children of the rich family did not complete primary schooling (The Millennium Development Goals Report, 2015, p. 26).

Pakistan is a poor country in which countless people are facing the active and passive exclusion. It could be argued that teachers are the main stakeholders in the education process and played a vital role in up-gradation of the quality of education through their behavior, educational skills and intellect. There are a number of factors that are contributing in the exclusion of weaker part of the society. In this research the primary aim was to highlight the teacher's attributes in the exclusion of school age children in Southern Punjab, Pakistan. It is world-wide observed that the disadvantaged group of children face biased and un-ethical attitude in the schools due to their ethnic, religious, linguistic or any other identity (Glock & Kleen, 2019). Tamim and Tariq (2015) also highlighted that teacher's treated the children

with respect to their caste, parental occupation and had a biased attitude with the children having the poor socio-economic status. This discriminatory attitude not only hit the children's academic performance but also effected their psychological thinking as well (Agirdag et al., 2013). The teachers also had lower academic expectations from these marginalized children (Tobisch & Dresel, 2017) and the teacher's views stemmed stereotypes (Jussim et al., 1996).

The marginalized group of children faces more discrimination in the schools. Farooq (2016) also verified the above mentioned factors that poor interaction between the teacher and students was one of the main factors of children exclusion from primary education. Other than teachers' biased attitude, there are many other deficiencies of teachers that are highlighted by different researchers. Rumberger (1985) and Sattar (2012) found that teachers' absenteeism strongly hit the children educational inclusion and forced the parents to exclude their children from schools.

### **Methodology**

The study was conducted in the three divisions of Southern Punjab, Pakistan namely (i) Multan (ii) Bahawalpur and (iii) Dera Ghazi Khan. At the first stage three Divisions (Multan, Bahawalpur and D.G Khan) were selected. At the second stage total number of tehsils were selected and at the third stage four union councils from two tehsils of each district were selected from the given population size (Punjab Bureau of Statistics, 2016). The data were collected from the household heads whose children were laid between 5-9 years of age bracket. Total numbers 975 household male heads were selected in this study. The logic behind the household male heads selection was that they were the main stakeholders of family in studied area. Interview schedule was use as a tool for data collection because majority of the respondents were illiterate. The data were analyzed by using the Statistical Package for Social

Sciences (SPSS) version 19. The researcher used the descriptive statistics which included frequency, percentage, mean, standard deviation and inferential statistics.

**Table 1**  
**Demographic Information of the Respondents (n=975)**

<b>Variables</b>	<b>Frequency and Percentage</b>	<b>Variables</b>	<b>Frequency and Percentage</b>
<b>Age</b>		<b>Parents Information</b>	
< 46 Years	607 (62.3)	Both mother and father are live	573 (58.8)
46-55 Years	346 (35.5)	Father died	123 (12.6)
Above 55 Years	22 (2.3)	Mother died	80 (8.2)
<b>Total Number of Children</b>		Both mother and father died	199 (20.4)
< 3 Children	287 (29.4)	<b>Occupation of the household Head</b>	
4-6 Children	529 (54.3)	Laborer	348 (35.7)
7-9 Children	120 (12.3)	Self-employee	338 (34.7)
> 9 Children	39 (4.0)	Private employee	54 (5.5)
<b>Academic Qualification of the household head</b>		Government employee	76 (7.8)
Uneducated	513 (52.6)	Other	159 (16.3)
Primary	188 (19.3)	<b>Academic Qualification of the Household head Wife</b>	
Secondary	175 (17.9)	Uneducated	679 (69.6)
Higher Secondary and above	99 (10.2)	Primary and Above	296 (30.4)

## Results

The results showed that out of 975 respondents 607(62.3%) respondents were less than 46 years old; 346 (35.5%) respondents were between 46-45 years old and 22 (2.5%) respondents were above than 55 years old. Majority 529 (54.3%) of the households' children were between 4-6 children. Majority 573 (58.8) of the households were with both mothers and fathers, whereas there were 199(20.4) households in which both mothers and fathers were missing. Majority 348 (35.7%) of the respondents were laborer whereas only 76 (7.8%) respondents had government job. 513 (52.6%) respondents were uneducated and majority 679 (69.6%) of the wives or caring women were also educated (Table 1).

**Table 2**  
**Teachers attribute**

St. No	Statements	Variables	Frequency	Percentage	Mean	Std. Deviation
1	Mental torture/ Bullying the children	Strongly Disagree	39	4.0	4.0154	1.16449
		Disagree	77	7.9		
		Neutral	188	19.3		
		Agree	197	20.2		
		Strongly Agree	474	48.6		
2	Non-availability of female teacher	Strongly Disagree	65	6.7	3.6615	1.28181
		Disagree	159	16.3		
		Neutral	154	15.8		

		Agree	260	26.7		
		Strongly Agree	337	34.6		
3	Shortage of teachers	Strongly Disagree	102	10.5	3.5651	1.37206
		Disagree	138	14.2		
		Neutral	195	20.0		
		Agree	187	19.2		
		Strongly Agree	353	36.2		
4	Corporal punishment	Strongly Disagree	91	9.3	3.5569	1.30965
		Disagree	142	14.6		
		Neutral	175	17.9		
		Agree	267	27.4		
		Strongly Agree	300	30.8		
5	Late coming to school	Strongly Disagree	45	4.6	3.5426	0.96658
		Disagree	104	10.7		
		Neutral	198	20.3		
		Agree	533	54.7		
		Strongly Agree	95	9.7		
6	Absence from school	Strongly Disagree	42	4.3	3.5282	1.00562
		Disagree	115	11.8		
		Neutral	234	24.0		

		Agree	454	46.6		
		Strongly Agree	130	13.3		
7	Not teaching properly	Strongly Disagree	44	4.5	3.5200	1.00377
		Disagree	122	12.5		
		Neutral	207	21.2		
		Agree	487	49.9		
		Strongly Agree	115	11.8		
8	Abusive language of teachers	Strongly Disagree	66	6.8	3.4482	1.17692
		Disagree	158	16.2		
		Neutral	222	22.8		
		Agree	331	33.9		
		Strongly Agree	198	20.3		
9	Prejudice / hatred	Strongly Disagree	78	8.0	3.2185	1.06487
		Disagree	156	16.0		
		Neutral	295	30.3		
		Agree	367	37.6		
		Strongly Agree	79	8.1		

Scale= strongly disagree=1; Disagree=2; Neutral=3; Agree=4, strongly Agree=5

The researcher asked the different questions to know the role of teachers attributes in the educational exclusion of school-age children in Southern Punjab, Pakistan. The first



question was "the children face the mental torture from teachers' side". It was reported that 39(4.0) percent respondent did "Strongly disagree"; 77 (7.9) percent respondents did "Disagree" 188 (19.3) percent of the respondents were "Neutral"; 197 (20.2) did "Agree" and 474 (48.6) percent of the respondents did "Strongly Agree" that their children faced the mental torture from teacher' s side. Majority ( $\mu=4.0154$ ) of the respondents did "Agree" that their children faced the mental torture from teacher' s side. Farooq (2016) endorsed the above mention results that there was a close relationship between the teacher' s harshness and educational exclusion of the school age children.

The next question was "is there was a non-availability of female teachers' in nearby school?" It was reported that 65 (6.7) percent respondents did "Strongly disagree"; 159 (16.3) percent respondents did "Disagree" 154 (15.8) percent of the respondents were "Neutral"; 260 (26.7) did "Agree" and 337 (34.6) percent of the respondents did "Strongly Agree" that there was the non-availability of the female teacher in nearby schools. Majority ( $\mu=3.6615$ ) of the respondents did "Agree" that there was a non-availability of female teachers in nearby schools. Pakistan is a traditional society in which parents strongly held the normative patterns. Parents preferred the female schools and female teachers for their daughters. Due to the shortage of educational budget there were a number of schools where there were co-education in primary sections and became strongly hit the girls' education. Herz and Sperling (2004) also found that the female instructors were a source of motivation for the girls especially in the rural setting.

The next question was "is there a shortage of teachers?" It was reported that there were 102 (10.5) percent respondent did "Strongly disagree"; 138 (14.2) percent respondents did "Disagree" 195 (20.0) percent of the respondents were "Neutral"; 187 (19.2) did "Agree" and 353 (36.2) percent of the respondents did "Strongly Agree" that there was a

shortage of the teachers in the nearby school. Majority ( $\mu=3.5651$ ) of the respondents did "Agree" that there was the shortage of the teachers in the nearby schools. Motiram and Nugent (2007) conducted the research in 100 countries and found that the enrolment of the children were higher in developed countries and lesser in the developing countries because the developed countries fulfilled the prescribed standard criteria of teachers, students ratio whereas the developing countries had lesser enrolment due to the shortage of the required teachers. The report Education for All (2010) showed that there were 1.9 million new teacher posts were required in primary section in 2015. The Researches showed that shortage of teachers increased the teaching burden on the teachers who were working in the schools (Nestvogel, 1995; Khalid, 1998; Ahmad et al., 2013; Saeed, 2013; Saleem, 2002). Hayes (1987); Khan (2010) and Annual Status of Education Report (2015) also endorsed that shortage of teachers was one of the one main reasons for educational exclusion of school age children. Rana et al. (2003) conducted a research in Bengal and found numerous issues confronted by primary school sector. One of the most prominent issues was shortage of schools and absenteeism of teachers that was the strongest stumbling block in the educational inclusion of school age children. The shortage of teachers increased the workload of teachers who were working there and in that way they did not teach the students properly.

The next question was "do teachers were physically punished the children?" It was reported that there 91 (9.3) percent respondents did "Strongly disagree"; 142 (14.6) percent respondents did "Disagree" 175 (17.9) percent of the respondents were "Neutral"; 267 (27.4) did "Agree" and 300 (30.8) percent of the respondents did "Strongly Agree" that teachers physically punished the children. Majority ( $\mu=3.5569$ ) of the respondents did "Agree" that teachers physically punished the children. The literature showed that physical punishment could hamper the physical, psychological and emotional development of the children.

Ketsela and Kebede (1997) conducted a research in rural and urban Ethiopian schools. The study highlighted that 80 percent rural and 76 percent urban children faced corporal punishment from the teachers. Baker et al. (2009) also found that violence was independently linked with poor school attainment among children attending government and urban schools in Jamaica.

The next question was “do the teachers come late in the school?” It was reported that 45 (4.6) percent respondents did “Strongly disagree”; 104 (10.7) percent respondents did “Disagree” 198 (20.3) percent of the respondents were “Neutral”; 533 (54.7) did “Agree” and 95 (9.7) percent of the respondents did “Strongly Agree” that teachers came late in the school. Majority ( $\mu=3.5426$ ) of the respondents did “Agree” that teachers came late in the school. Fobih et al. (1999) conducted the research in Ghana to examine the teachers’ dutifulness. It was found that that majority of the teachers was irregular and came late and wasted the time of the students.

The next question was “do the teachers usually remain absent from the school?” It was reported that there 42 (4.3) percent respondents did “Strongly disagree”; 115 (11.8) percent respondents did “Disagree” 234 (24.0) percent of the respondents were “Neutral”; 454 (46.6) did “Agree” and 130 (13.3) percent of the respondents did “Strongly Agree” that teachers remained absent from the school. Majority ( $\mu=3.5282$ ) of the respondents did “Agree” teachers usually remained absent from the schools. Jaffar (1990) found that non-availability of teachers was one of the most prominent reasons of educational exclusion of the school going age children. Bennell and Akyeampong (2007) conducted the research in Sub-Saharan Africa and Asia to examine the issues of primary school students and found that children extremely suffered due to the teachers’ absenteeism and the quality of education was also affected due it. Rasheed (2004) found that poor monitoring of Pakistani schools was the reason for children exclusion in Pakistan.

The next question was “do teachers not teach properly in the schools?” It was reported that 44 (4.5) percent respondents did “Strongly disagree”; 122 (12.5) percent respondents did “Disagree” 207 (21.2) percent of the respondents were “Neutral”; 487 (49.9) did “Agree” and 115 (11.8) percent of the respondents did “Strongly Agree” that teachers did not teach properly in the schools. Majority ( $\mu=3.5200$ ) of the respondents did “Agree” that teachers did not teach properly in the schools. The research conducted by Memon (2007) verified the results that there was an absence of quality in Pakistani schools. The teachers did not have the grip on the new courses and resultantly they did not teach properly the students and still teaching the orthodox and traditional “authoritative” method of teaching. Nestvogel (1995) and Ingersoll (2001) also highlighted that shortage for teachers’ was one of the main reasons of teacher’ s lack of teaching interest.

The next question was “do teachers use abusive language with the children?” It was reported that there were 66 (6.8) percent respondent did “Strongly disagree”; 158 (16.2) percent respondents did “Disagree” 222 (22.8) percent of the respondents were “Neutral”; 331 (33.9) did “Agree” and 198 (20.3) percent of the respondents did “Strongly Agree” that teachers used abusive language with the children. Majority ( $\mu=3.4482$ ) of the respondents were “Neutral” that teachers used abusive language with the children. It was found that less qualified teaches were not trained to teach the students in an appropriate way and the children faced a lot of issues from their side. It was highlighted by Pakistan Education Statistics 2015-16 (2017) that there were 370 public teachers whose qualification was middle, 47683 teachers were matriculation qualified, 55596 teachers were working as public school teachers whose qualification was intermediate and there were only 68 Ph.D. government primary school teachers throughout Pakistan. In this way, we could state how it was possible that these less qualified (middle, matriculation and intermediate) teachers could teach properly and treat the students without biasness. The

curriculum of the primary classes was updated and the less qualified teachers could not teach properly.

The next question was "have teachers prejudice/hatred attitude towards children?" It was reported that 78 (8.0) percent respondents did "Strongly disagree"; 156 (16.0) percent respondents did "Disagree" 295 (30.3) percent of the respondents were "Neutral"; 367 (37.6) did "Agree" and 79 (8.1) percent of the respondents did "Strongly Agree" that teachers had prejudice/hatred attitude with the children. Majority ( $\mu=3.2185$ ) of the respondents were "Neutral" that teachers had prejudice/hatred attitude towards the children. It was reported by the Department for International Development (2005) that almost 891 million persons faced social exclusion in the name of their ethnic and religious identity. Habermas (1984) highlighted that communication gap between teachers and students were the reason for the children's exclusion from the schools. It was found that if the head teacher took the decisions without the collaboration of community members, children of school going age would suffer from school exclusion.

### **Conclusion**

It could be concluded that due to the teachers' deficiencies the primary school age children were highly affected. The results depicted the non-satisfactory situation of the respondents regarding teachers' side. The study reported that majority 4.0154, (1.16449) of the respondent did "Agree" that teachers mentally tortured/ Bullied the children; majority 3.6615, (1.28181) of the respondents did "Agree" that non-availability of female teacher was the key factor in the exclusion of primary school age children; majority 3.5651, (1.37206) of the respondents did "Agree" that shortage of teachers in their native schools was one of the major causes of children's educational exclusion; majority 3.5569, (1.30965) of the respondents did "Agree" that teachers were giving the corporal punishment to the student; majority 3.5426, (1.96658) of the respondents did "Agree" that teachers came late in the schools. Majority 3.5282

(1.00562) of the respondents did “Agree” that teachers were absent from the schools; majority 3.5200, (1.00377) of the respondents did “Agree” that teachers did not teach properly to the students; majority 3.4482, (1.17692) of the respondents “Neutral” that teachers used abusive language in the schools; majority 3.2185, (1.06487) of the respondents were “Neutral” that teachers were biased/ prejudiced against students. It is suggested that the education department should have to recruit the new teachers on urgent basis where they are needed without discrimination of sex and organize frequently professional teachers training to tackle the above mentioned issues to achieve the Sustainable Development Goals (SDGs).

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