Abstract: Literacy rate of Pakistan is low due to various social, political and economic problems of the country. Lots of efforts have been done at government level but still it requires serious attention to improve education system at school level. Several organizations are working to enhance the education system and proposed various models to increase the literacy rate in the country. One of the models is volunteer teachers’ model. This study aims to investigate and compare the performance of volunteer school teachers and permanent government school teachers. Student satisfaction and motivation level is measured by randomly selected samples in all four provinces of Pakistan. Evaluation shows that Volunteer teachers are performing better as compared to government permanent school teachers when it comes to student motivation and satisfaction level.

Keywords: Volunteer teachers · Students · Government permanent teachers · Motivation · Satisfaction

INTRODUCTION

Human history tests that the knowledge is an important driver of human progress and allows it to put in more value to civilized life. Knowledge is an output of education. Those societies, who put emphasis on the significance of education, make progress as compared to those who rely on the comfort of ignorance, confining themselves to a cocoon of benign inactivity which retards growth of the nation and the individuals [1]. As societies prospered into states and countries, it is the responsibility of the state to make education as a legal right of every citizen of the state. Education provides the base for socioeconomic development. Thus, the countries have supported education and made it possible for the citizens of that state. Civilizations and states has no option to respond the changes in demands of development not to invest individually, socially and materially in education to embark on a path of development and realize their potential in the comity of nations [2]. Thus, education is the indisputable driver of progress of the individuals as well as the nation [3].

Education in Pakistan at School Level: Since its inception in 1947, Pakistan has been struggling in the Education sector. Table 1 presents Pakistan’s adult and youth literacy rates along with the figures of its regional neighbors as well as countries in BRIC grouping. The situation of Pakistan literacy rate requires serious attention [4].

Literacy rate is supposed to be the gauge through which one can measure the Education state of a country. First of all, it is important to know what Literacy actually means. There are different definitions of literacy found in the literature [5].

UNESCO defines an illiterate person as someone who cannot, with understanding, both read and write a short, simple statement on his or her everyday life. A person who can only read but not write, or can write but not read is considered to be illiterate. A person who can only write figures, his or her name or a memorized ritual phrase is also not considered literate; this definition is used mostly to describe the population census and investigations but its explanation varies from country to country. It depends on the national, social and cultural conditions. Moreover,
the concept of literacy includes a person who knows the basics of reading or writing. He/she might still be considered illiterate. Literacy measures the educational level in the developing countries. For young people in developing regions, literacy may be a better measure of education than enrolment since it usually reflects a minimal level of successfully completed schooling. Pakistan employed different definitions in different census reports to find out the Literacy rate of the country. Some definitions and the literacy rates according to those definitions are shown in Table-2 below.

There are many reasons behind the low literacy rate in Pakistan and many people have raised this point at various levels. The literacy rate of Pakistan (Table-1) is also quite less when compared to the countries in South Asian Association for Regional Corporation (SAARC). Basically, literacy rate is quite low in small cities and rural areas of Pakistan. Many organizations are working hard to improve the Education of the country and they have injected new models to increase the literacy rate. One model is introduction of volunteer teachers; they are taken from the community and are not paid by the Government; in fact they are paid by the community themselves. This study compares performance aspects of permanent government school teachers and the volunteer teachers. The comparison will be done on the satisfaction and motivation level of their students. In the following paragraphs we compare the performance of teachers working under the umbrella of government with those who are working voluntarily; and asked questions from students about their performance level [6].

Students’ Feedback on Government Permanent School Teachers: In survey we found feedback of the students about their school teachers. We have selected and distributed 500 questionnaires to the students of government permanent teachers randomly and asked various questions about their performance. We assess the data on descriptive analysis basis and the result is shown in the Figure 1(a-d).

The Figure 1(a-d) indicates that the students of the government permanent teachers are not that much motivated. One can analyze that more than 73% of the students are not happy with their teacher. We have tried to make the students feel comfortable while asking these questions and the teachers were not present in the class. 70% of the students don’t love to go to school. According to the survey, 65% of the students say that they are not being motivated by the teacher [7].

Students’ Feedback on Volunteer School Teachers: We performed survey to obtain the feedback of the students about their volunteer school teachers. We have collected data of 500 students randomly, which are taught by the volunteer teachers and the results are shown in Figure 2(a-d)
One can analyze easily from the Figure-2 (a-d) that the students who are being taught by the volunteer school teachers are satisfied from their teacher’s performance. A large number of respondents love to go to school; with one of the reasons is teachers’ attitude. The above results have shown that 71% students are being motivated from the teacher to learn more and that is a good sign. The students also want this teacher to continue teaching them.

So, the evaluation shows that volunteer teachers are performing better as compared to government permanent school teachers when it comes to student satisfaction level and motivation[8].

Teachers are a very important pillar of the Education system. If the teacher is not good enough, he/she can destroy the world’s best system and if the teacher is good, he/she can do wonder [4]. In other words teachers are the king makers of the system [5]. Based on our survey from students, the volunteer school teachers performed much better. In order to find out the reason behind the performance of volunteer school teachers, we also did survey by asking questions directly from both government public school teachers and volunteer school teachers.

Response of Permanent Government School Teachers: These teachers are permanent employee of the Government. A survey is performed by asking directly from 500 permanent school teachers that are selected randomly from all four provinces of Pakistan, with focus on a question “why people chose to be a government school teacher”, Figure 3 [9].
Fig. 3: Shows survey of permanent government school teachers

Why people chose to be a Government Teacher?

- 20%: Couldn’t get any other job
- 15%: Love Teaching
- 10%: Handsome salary package
- 10%: Respect
- 5%: Life time consuming job
- 5%: Permanent Job

Fig. 4: Shows survey of volunteer school teachers

Why people chose to be Volunteer Teachers?

- 35%: To help the society
- 20%: Nothing else to do
- 17%: Community pressure
- 13%: Hopping to get permanent teacher
- 10%: Love teaching
- 5%: Other

According to survey result of permanent government school teachers, 30% replied that it is hard to find any other job, 20% response is that it is permanent job of government while the “love teaching” has very less percentage of 5%.

Volunteer Teachers: Many organizations are working in Pakistan that are focusing on community ownership programs and encourage volunteer teachers to teach in schools. Volunteers are also helping in relatively less developed areas, where they build their own schools because government schools are not established. These teachers have spirit for their society [6]. Some of the organizations that are encouraging volunteer teachers [7] are NCHD, UNICEF, CERP. In NCHD projects, Shami Kazmi [12] explain in his research about formal and non-formal report by identifying and analyzing reasons for the poor forms of education but he argued that real help is required in the non-formal kind of schooling. Also in NCHD feeder teacher program, the volunteer teachers help improving the teaching system [9], to decrease the student teacher ratio in school, which may go as high as 1:250.

In order to find the response from volunteer teacher, we performed a survey and distributed 500 questionnaires to the randomly selected volunteer teachers from all four provinces of Pakistan. Our main focus in the survey is seeking reply of “why people chose to be volunteer teachers?”

We found that 35% of respondent replied to become volunteer teachers because they want to help their society and 30% love teaching, Figure 4 [10].

Discussion and Concluding Remarks: In this study a comparison has been done, using quantitative survey approach, between permanent government school teachers and volunteer teachers. We have performed sampling from all four provinces of Pakistan. In order to get feedback from the 500 randomly selected school students of both permanent government teachers and volunteer teachers, we distributed questionnaires; and asked various questions about satisfaction and performance level of students. According to the survey result a large percentage of students of government school are not happy with their teachers and they don’t want to attend the school. On the other hand the students of volunteer school teachers are quite satisfied and they love to attend their classes happily[11].

In order to evaluate the difference of teaching style of both types of school teachers, we also performed survey by asking questions directly from randomly selected government school teachers and volunteer school teachers from all four provinces of Pakistan. The survey of the results shows that there are many reasons why people chose to become teacher. The most common reasons of government permanent school teachers is that the job is permanent as well as it is hard to find any other job than the teaching job in schools. On the other hand, the reasons of choosing this job by volunteer school teachers are very much different. They have been joining this career because they would like to help their society and they love teaching.

There are numerous problems that are directly or indirectly linked with the school education system of Pakistan, especially at less developed areas [10]. Apart from that there is brain drain problem as well [11].

Kazmi [12], suggested preparing a comprehensive report by identifying and analyzing reasons for the poor performance of past educational policies in Pakistan. Quality of teachers teaching at school level is still questionable. It is evident that without proper teachers’ transformation program, we cannot transform the education system for improving the quality of education [13]. Based on our survey analysis, one of the main reasons behind this appears to be teacher’s attitude. School teachers are not only to teach the students, but
also they should motivate their students to learn more and lead their lives better. It is suggested that in the light of above survey results, government, policy makers and other organizations that are related directly or indirectly to the education, should redesign the selection procedure of government permanent school teachers as well as government should encourage a systems in which they will be able to increase the participation of volunteer teachers in school education.

REFERENCES