

## A Case Study of Academic Challenges faced by teachers in Balochistan, Residential Colleges (BRCs)

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### Abstract

In this case study, aims to explore the Academic challenges faced by the teachers in Balochistan Residential colleges (BRCs). Academic challenges in BRCs are numerous because it is closed cadre system, in which teachers face many challenges that have an immediate effect on the teaching and learning process. Such as, classroom management, design, deliver the lectures, quality relevance, contents planning, awards, appreciation ,bonus/honorarium ,quality performance, professional approach ,continuous professional development coaching, mentoring ,training , monitoring and evaluation, follow up , delayed promotion process, non-availability of time scale, overcrowded class rooms and lack of workshops for teachers. The design of the research is qualitative case study and the research instruments include semi structured interviews, focused group discussions, document analysis and field notes and observations.

### Introduction

Salem al-Amarat (2011) stated that teachers deal with a variety of academic issues with their students that have an immediate effect on the teaching and learning process. These issues include: forgetting school supplies, being absent a lot, being inattentive, being hyperactive, having inappropriate conversations in class, being vandalized, being disobedient, being aggressive, and refusing to complete assignments and college work. As long as there are distinct personality traits and achievement variables in the classroom, there is no need for instructions or challenges. Also, classroom management and mastering order inside the classroom are the most essential components in the educational process and basic requirements. Rajam and Al-Alga (2006) claimed that behavioral and academic reasons have an impact. However, Al Hajj et al. (2009) noted that they contribute to difficulties in the classroom when they fail to clearly state their goals and when they neglect to organize their teaching strategies in advance. Traditional teaching approaches cause pupils to become bored and anxious, which increases the likelihood of disruptive behavior in the classroom. A teacher who demands that the classroom be quiet and busy at all times, with no breaks or changes to the activities, and who makes working and learning unpleasant for the students will increase the likelihood of discipline issues in the classroom. Last but not the least, Abu Nemrah (2006) said that teachers have difficulties in the classroom since certain students struggle with learning and take more time than their peers to complete tasks. These students exhibit a variety of traits, such as difficulties with language and oral expression, attention deficits, memory issues, and attention dispersal.

### Research Methodology

The design of the research was qualitative case study. While, the research instruments comprise of semi-structured interviews, field notes, observations, and document analysis. In case study research, there was an indepth analysis of a particular case (Bassey, 1999). Furthermore, the

sampling was purposive and the research participants include two principals, three associate professors, five assistant professors and five lecturers.

### **Nature of the study**

This was a qualitative case study research.

### **Population of the study**

The population of study includes 5 principals, 17 associate professors, 27 assistant professors and 149 lecturers of Balochistan Residential Colleges.

### **Sampling of the study**

The sampling of the study was purposive (convenient sampling). Furthermore, the sample of this research comprises of teaching and administrative staff from five BRCs. The research sample for semi structure interview included two Principals of (BPS- 20), two Associate Professors of (BPS-19), two Assistant professors of (BPS- 18) and three lecturers of (BPS- 17), three associate professors of grade (BPS-19), three assistant professors of (BPS-18) and three lecturers of (BPS-17). The selection of research participants were on the basis of their grades and seniority. And the rationale behind such selection was that they were more experienced and senior which may help the researcher to elicit more representative data.

### **Research Instrument**

The research instruments include semi-structured interviews, field notes, observations, and document analysis. The sample for semi-structured interviews comprises of twelve Semi-structured interviews. Akyildiz and Ahmed (2021) termed the interviews as very popular tools of qualitative research which provide a deeper insight of a phenomenon.

### **Data Collection**

The researcher was personally met research participants for data collection and they were asked about their consent for giving semi structured interviews. Consent forms were signed accordingly from them, after data collection for proof in record.

### **Analysis of data**

There was a thematic analysis of data. Data was transcribed, coded and categorized into different themes according to the research focus and findings of the research. It was stated by Clarke, V., & Braun, V. (2013) Thematic Analysis (TA) is an accessible, flexible, and increasingly popular method of qualitative data analysis. Learning to do it provides the qualitative researcher with a foundation in the basic skills needed to engage with other approaches to qualitative data analysis.

It was founded by Braun, V., & Clarke, V. (2006) Thematic analysis is a qualitative research method used to identify, analyze, and interpret patterns and themes within a dataset. It involves

### **Findings**

In this section, we are to discuss the Academic challenges of BRCs such as classroom management, design, deliver the lectures, quality relevance, contents planning, awards ,appreciation ,bonus/honorarium ,quality performance, professional approach ,continuous professional development coaching, mentoring ,training , monitoring and evaluation, follow up , delayed promotion process, non-availability of time scale, overcrowded class rooms and lack of workshops for teachers.

### **Capacity Enhancement**

It was founded by Okokoyo (2012), that educational reforms have been implemented in order to provide a new approach to teaching and learning that is crucial in today's environment. Among these changes is a greater emphasis on student-centered, problem-solving, critical thinking, and active teaching-learning methodologies. Nonetheless, the teaching process—which includes both new and experienced educators—may entail and made ready to use these innovative methods in the classroom. Additionally, he mentioned that those in charge of

education are coming up with practical and affordable ways to motivate instructors to know their subject matter, comprehend the significance of reforms, engage students in a variety of age-appropriate, novel learning experiences, and work with professionalism and high morale. Leu (2004) noted that many nations are turning to school-based and cluster in-service programmers as the main means of providing professional support and enhancement for both updating and upgrading members of the current teaching force, in response to pervasive reforms and challenges in education.

It was clarified by Ukeje (1996), there is no way to overstate the strategic significance of teachers in both nation-building and the educational process. However, the education of teachers should receive greater attention than that of any other profession in every sector in every country in the world that is serious about national development. Additionally, these educators possess the ability to establish a basis or basis for the advancement of the country. While , Universal Basic Education (2003) discovered that the professional support program for in-service teachers, both school-based and cluster-based, is a school project intended to assist each teacher in bringing about change in the classroom through a cooperative and collaborative approach. The teacher is the "builder of the builders or builder of the nations," depending on how the educational goals are ultimately realized in the process of social development and country building. Therefore, in order to improve teacher capacity and promote national development, teacher training is essential.

### **Professional approach**

According to Wilkins (1996), there are at least three different—though admittedly related—meanings that can be assigned to the term "professional." The ethics of "that whole family of professions that we name "the professions,"" according to the most common interpretation of the term, is discussed. Individuals who agree with this interpretation make the assumption that a consistent set of standards can be found for determining which jobs qualify as professionals and that all individuals who appropriately fit this description will have significant normative obligations in common. As a result, the second meaning concentrates on a specific profession, like law, and seeks to pinpoint the normative traits that make it particularly "professional." Professional status according to some predetermined standards or that other professionals will inevitably share the "professional" values they designate. Rather, these theorists examine which ethical principles attorneys should uphold in view of the law profession's special place in society, taking professional standards for granted. Ultimately, the final application of professional ethics adopts a descriptive and instrumental perspective. Even while the majority of academics who study professional ethics recognize the significance of all three understandings, one of these perspectives has a tendency to predominate in each of the fields where professional ethics is typically taught. According to University Program (1986), Harvard University's Program in Ethics and the Professions was established in 1986. The program, which is co-sponsored by the Kennedy School of Government, the law school, the school of medicine, and the business school, aims to foster an interdisciplinary and cross-professional conversation about professions as well as professional ethics.

### **Continuous professional development**

It was stated by Essing and Witt (2007) that ongoing professional development refers to initiatives that use orientation, training, and support to help instructors advance their knowledge and abilities. According to Bolam and Bubb (2004) and Day and Sachs (2004), development is also likely to have an impact on attitudes and methods, which could enhance the caliber of the teaching and learning process. Additionally, Bredeson (2003) and Muijs et al., (2004) discovered that human resources associated with successful programs of ongoing professional development should first recognize and cater to the unique needs of teachers. While, Anderson (2001) noted that in order to assist teachers in applying the material and teaching methods in a confident and creative manner, activities must be carefully organized. Collinson (2000),

however, emphasized the need of enhancing both professional and personal growth through the expansion of knowledge, abilities, and positive attitudes. Furthermore, as noted by Bredeson (2003) and Muijs et al., (2004), continuous professional development must be an ongoing process that advances education generally in order to be successful.

Anderson (2001) stressed that in order to meet the needs of each participant, workshops and programs for ongoing professional development must accommodate variety. He went on to say that ongoing professional development should give educators the chance to put their newly learned skills into practice. To assess their own effectiveness, teachers must be guided in developing and experimenting with their own ideas. As a result, assessment need to be a crucial component of ongoing professional development, and educators ought to have the opportunity to share their findings with peers. Additionally, he stated that with regard to the workshop itself, its goals should be to improve education generally, plan it formally and methodically, state its purpose clearly, emphasize critical thinking, reflection, and self-direction, and develops excellence through competence, confidence, and enjoyment, and respect teachers' contextual needs.

### **Coaching**

According to Berg and Karlsen (2016), project management and coaching are challenging roles that call for a leader with the ability to oversee a single, intricate event that involves a wide range of activities. Moreover, they demonstrated that the role of a coach is to oversee, plan, staff, supervise, assess, manage, and guide the project team from the beginning of the project to achieve the final fulfillment.

Additionally, Zwikael and Unger-Aviram (2010) noted that leading the team is one of the primary responsibilities of a project manager. Furthermore, Ng and Walker (2008) claimed that it is challenging to lead, inspire, and coordinate the project team due to the intricate interactions between power, influence, accountability, and responsiveness. However, leadership was cited by Pinto and Kharbanda (1996) as a "critical component in project success." They stated that In addition to specific behavioral considerations and advanced management tools, this endeavor calls for the development of leadership abilities. Furthermore, according to Gevers et al., (2001), a lot of project managers and coaching project teams deal with stress and time constraints as a result of project clients' strict deadlines. In addition, Hall et al., (1999) noted that managers who do not receive coaching are less likely to be goal- and relationship-oriented and to offer less direction than leaders who do. In addition, they exhibit a greater desire to learn, enhanced self-awareness, and a higher level of personal development. While, managers may have the best of intentions when it comes to using coaching, Cox et al. (2010) noted that one major factor contributing to coaching failure is managers' insufficient time spent with staff members.

### **Mentoring**

It was founded by Douglas (1997), mentorship is a close-knit relationship in which an experienced individual supervises a less experienced person's career and psychological growth. He added that mentors offer knowledge about the customs, ethics, and behaviors unique to the organization. According to Craig (1996), coaching is similar to mentoring but often lasts less time and is more concentrated. Coaches, on the other hand, use high-impact feedback, training, and demonstration to complete job-related activities or abilities. Furthermore, according to Grey (1988), coaches are highly knowledgeable about particular skills and can teach them by dissecting the abilities into their component behaviors, modeling the behaviors, watching the behaviors, and then giving feedback. Both coaching and mentoring are crucial elements of developing a leader. The process of coaching and mentoring can give proteges a compass that points them in the proper way. Mentoring can help one develop a deeper knowledge of their identity as an administrator, according to one principle who participated in the study. Another administrator discussed how mentorship accelerates learning, emphasizing that "principals have

an urgent need to improve for the benefit of teachers and students, and there is no time to waste." A seasoned mentor can raise their own bar by putting in with fresh directors. Others said that among its many advantages, mentoring "sharpened my skills" and "caused me to reflect on my own skills." Some even went so far as to say that the process "increased my status and self-esteem," pointing out that helping others is satisfying. (Thompson, 2016)

### **Training**

In order to give instructors the chance to discuss their teaching practices, Ullah (2018) noted that the significance of teacher training and other professional development programs for teachers has been underlined. Steadman (2008) further noted that it provides teachers with up-to-date information on important teaching difficulties and solutions, as well as contemporary trends in teaching. It gives educators the tools they need to support their students' learning. Furthermore, Simon (2013) demonstrated that, despite the fact that teacher training programs have a good impact on teachers' teaching practices, there are not enough high-quality programs to enhance teachers' qualifications. Additionally, despite the fact that this is the situation in the majority of the countries in the region, the government and Ministry of Education departments have attempted to address this concern by establishing teacher training centers in their own nations ( Dudzik & Nguyen, 2015; Nguyen, 2015; Nguyen & Thuy (2015). For instance, Pakistan is home to several universities and teacher training programs that were founded to help local educators advance their credentials and pedagogical expertise. Furthermore, according to Widiati and Hayati (2015), in order to raise the calibre of instruction, the government has also required the establishment of a faculty professional development program for both pre-service and in-service teachers. Supriatna (2015), however, noted that certain research on teacher education and English language instruction in the ASEAN(Association of Southeast Asian Nation)As area has looked into a number of areas related to teacher preparation courses. Many of these studies focused on the efficacy of the program, as well as its issues and fixes. According to Ullah (2016), Pakistan's Commission on Higher Education and Department of Education both mandate that teachers maintain and improve their instructional techniques.

### **Monitoring and evaluation**

It was stated by Rambo and Osogo (2018), Monitoring and Evaluation (M&E) is a procedure that helps project managers accomplish their goals and enhance performance. Monitoring and evaluation, according to the United Nations Development Program (2015), are intended to enhance output, outcome, and impact management both now and in the future. Williams (2014) stated that how monitoring gives management and the primary stakeholders in a development intervention insight into the degree of advancement, the attainment of anticipated outcomes, and the advancement about the utilization of funds allotted. Additionally, Ballard (2013) stated that while monitoring is a component of the assessment process overall, it also provides essential inputs for evaluation. An organized and impartial appraisal of a completed or ongoing policy program, and its implementation and outcomes is called an evaluation. The goal is to promptly give evaluations of the interventions' applicability, efficacy, efficiency, and sustainability as well as the overall progress made towards the initial goals. In any case, monitoring and evaluation are processes that let programme implementers use objective data to make well-informed decisions about service delivery, programme efficacy, and programme operations. Furthermore, Acevedo et al., (2010) said that training and capacity building for that monitoring and evaluation reporting is vital once a team to implement a project has been identified. This is true regardless of how experienced individual members are. Most significantly, Acharya et al., (2016) said that training should be provided to all parties participating in project implementation, since they are also partners in the execution of monitoring and evaluation. To guarantee that individuals in charge of putting the system into place and operating it are knowledgeable about its layout, design, and methods for using the tools for monitoring and

assessment, implementers get purposefully interactive training in these areas. Lastly, Gosling and Edwards (2013) demonstrated how programme personnel and project partners are constantly in need of training in planning, monitoring, review, evaluation, and impact assessment.

### **Follow up**

Lloyd and Lilly (1981) stated that the resource consulting teacher receives training on techniques that can help general education pupils who have mild behavioral and learning issues. In particular, the resource consulting teacher is equipped to work with pupils who have modest behavioral and learning issues without using a categorical approach. According to Maestas (1983), to function as a liaison with parents, a resource teacher, a consulting teacher, and a member of a multidisciplinary team. Furthermore, Maestas et al., (1983) stated that a number of factors may be significant indicators of how well special education teachers collaborate with classroom teachers as teacher consultants. Among these factors, one of the most significant factors may be the kind of Teachers have received training in teacher consultation, associated concepts, and strategies crucial to productive teacher collaboration.

### **Conclusion**

In this case study we have highlighted all those Academic challenges faced by teachers in Balochistan residential colleges. Whatever, it is recommended for ensuring quality of learning standards and following quality procedures, standards of curriculum and textbooks. Furthermore, it recommends for a better human resource support system to teachers. Further all the participants urged that class room size should be minimized and not more than 25 -30 students to satisfy the teachers and students in teaching learning process. it's also strongly recommended that professional approach may maintain to enhance in the process of quality education. However all the participants of semi structure interview urged that the government of Balochistan Education Department should take serious steps to tackle these challenges in the Institutions?

All the interviewee of this case study research recommended that the stakeholders of Balochistan should promote all these Institutions for the promotion of quality education and resolve the challenges of teachers to have their Academic life as well as strong command on their concern subjects.

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