



RESEARCH PAPER

**Evaluation of Teachers' Status with Reference to UNESCO
Recommendations for Teachers' Status**

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ABSTRACT

The study was conducted to evaluate the teachers' status with reference to UNESCO recommendations. Moreover, this study was intended to find out the appreciation availed by the teachers, to compare the job demand levels of competence for teaching, conduciveness of working conditions for teachers and level of fulfillment of teachers' needs through the remuneration and the other benefits. Population of this descriptive study was consisted of all public primary school teachers from district Gujrat. Two stage systematic random sampling technique was used. Seventy schools out of 1396 and 336 PSTs were selected at second stage. Questionnaire on five points Likert scale was used to collect data. For analysis of data, descriptive statistics was used to find out Mean and Frequencies. It was concluded that teachers enjoyed their desired status in schools and society, whereas they reported that their pay package and health facilities were not up to the mark.

KEYWORDS Administration Appreciation, Professional Freedom, Social Appreciation, Social Security, Teachers' Satisfaction

Introduction

Teaching is a complex job because its goals, objectives require intrinsic and extrinsic motivation for their attainment. Thus the teachers' performance is also interconnected with teaching value and their resultant status. The current research, investigates the problem as whether the teachers avail their status as per the UNESCO recommendations (1966) for teacher's status. Thus, the study would be helpful for further policy making in various teacher education programs.

The UNESCO (1966) has recommended a specific standard of prestige for teachers to boost up their morale and enhance their performance in advanced quality of education (Hoyle, 2001). This research project has been carried out in public schools of Punjab Pakistan. So, theoretical framework of the research has been epitomized with recommendations of UNESCO (1966).

The purpose of the current study was to evaluate the teachers' status existing in public schools of Punjab Pakistan with reference to the UNESCO recommendation (1966) for teachers. This study is significant in school education. The UNESCO (1966) recommended teacher's status that assures the mental satisfaction of teachers and the mental satisfaction can be attached with their performance and hence enhance quality education at schools (Hargreaves, 2009). The ability of young people to engage in society and the knowledge economy of today is expanding, which in turn increases production and prosperity. Quality instructors are increasingly seen as the most significant aspect in children's learning and, consequently, in raising educational achievement levels. Particularly in impoverished areas and nations where there are frequent disputes that don't advance the social environment.

Growing national standards for the teaching profession are insufficient or nonexistent, and there is an uneven distribution of qualified instructors. These are all major causes of the significant equity inequalities in learning and access. The most disadvantaged communities, schools, and grade levels are frequently the ones that are most impacted. The UNESCO Institute for Statistics predicts that in order for nations to achieve universal primary education by the year 2020, they would need to hire a total of 10.9 million primary teachers (Bruns, Mingat, & Rakotomalala, 2003). Pre-suppository research in this respect highlight certain significant facts. Without our intervention, a crisis in global education is developing. Leaders agreed to "ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, inspired and supported within well-resourced, efficient and effectively governed systems" at the 2015 World Education Forum, which was held in Incheon, South Korea (Matsuura, Somavia, Derviş, & Nxesi, 2007).

The profession of teaching is a noble one as it molds young minds with knowledge, values and creativity. Today the scenario has changed because persons of other professions are considered more respectable members of the society as their contribution is quick, direct, visible and measureable. Teachers' invisible contribution to the betterment of individuals and in turn betterment of society is not being appreciated enough now a days. Direct and visible material contribution even by those less qualified attracts more recognition from the society. This has meant diminished importance of teachers. This social injustice is being recognized by those persons in power. To call him a nation builder and keep him in both material and social poverty, but publically condemning black marketers while still maintaining their social prestige and official patronage, has negatively affected the attitude of the teaching community which has resulted in feeling of low social status by the teachers.

The above discussion demands that there is dire need to assess and evaluate status of teachers they are availing at present, at their work place and in society, so that recommendations may be made to authorities to take necessary actions and measures on administrative level and public level. Teachers' performance is inter-connected with teaching value, recognition and their resultant status. As members of an educated community, teachers expect some sort of social status. They deserve to avail prestige, social standing and status in comparison with that of other professions (UNESCO, 1966). The current study has investigated as whether the teachers are availing the status as per UNESCO recommendations (1966). There is general perception prevailing in our society that teachers in our social settings are not availing recognition of their contribution towards nation building, social standing and status. Hence this study was conducted to probe into the given grey area of teachers' status in Pakistani society.

Literature Review

According to results of a research study, researcher examined the possible influence of teachers' remuneration and their attitudes to work in cross river state; regularity in the payment of teachers' salaries influenced their attitude to work while payments of remuneration to teachers had an insignificant influence on their attitude to work.

There are teachers' concerns about their working conditions which have impact on their job satisfaction; these concerns also affect their job performance.

Ekpoh (2018) says that school physical environment has significant bearing on teaching and learning according to results of a research study, it was proved that there was a strong relationship between school physical environment and teacher' service delivery. The study recommended that adequate facilities such as laborites, library books, tables and chairs should be made available for teachers to use in order to enhance their service delivery.

Theme of the world teachers' day 2017 was 'teaching in freedom, empowering teachers' this theme underscores two ideas that are necessary to provide students with an education that inspires their imagination and curiosity and instills a lifelong love of learning:

1. Teachers must have the freedom to teach in ways that engage all students.
2. We must be free to advocate for the resources and support that students and our profession need.

Professional Status of Teachers

The professional standing of teachers is brought into sharper view as demands and accountability for teachers both rise. The easiest way to sum up professional status is to think of it as the result of the position, rank, or social standing that society accords a profession (Hoyle 2001).

Job Satisfaction of Teachers

Effectual functioning of any educational institution depends on professional commitment of teachers which results in their job satisfaction. The results of a study disclose that job satisfaction of teachers depends on their salary, working time and professional growth.

Concept of Social Status

It may be termed as some sort of social position in a society. Your society position in a society would be defined by the relationship, it has with other social position in the society. Status of person begins with his birth like that you are male or female and you are born in a specific religious family.

Sociologist Ralph Linton described the status as ascribed status that you are born into e.g. caste, sex, ethnicity and religious to some extent. On the other hand, status which a person buys and which is not given on birth is called achieved status. Examples of some achieved statuses are occupation (teaching, business etc.), educational level and income etc. Each status is linked with some sort of expectation of behaviors. Your status as a teacher would be certainly accompanied by certain expectations like teaching, guiding morally and socially your students.

UNESCO (1966) Recommendations emphasize on

- A) Educational decision making
- B) Choice and selection of teaching material and teaching aids
- C) Right for higher education
- D) Right for remote areas additional allowance and fund
- E) Right for medical treatment
- F) Involvement of teachers in new development of course of studies and curriculum.

So, researcher collected data on the basis of above mentioned references and will analyze valid research reports and data. The status of teacher is well summed up by Rizvi and Elliot (2005) when they state, "Government Primary Schools in Pakistan are characterized by large number of low-educated, under-trained, low-paid and most

important of all, low-valued government primary school teachers.” Dr. Manzoor adds the critical condition of primary schools to teacher’s status as a reason of bureaucratization of educational system.

These previous pieces of research have been conducted in order to evaluate status problem of teacher, yet, there is one which qualifies UNESCO recommendations (1966) in this regard. Hence, researcher aims to explore a new dimension of research.

Recent research deals with teachers’ present status according to UNESCO recommendations (1966) including teachers’ rights, responsibilities, hours of work, teacher exchange program, teacher’s training programs, teacher’s salaries, teacher’s leave rights, professional freedom and social security and so on.

Status of Teachers in Pakistan

Teachers’ role as embodiment of public service and catalyst of social change on one hand and group with little engagement with quality and a traditional conservative group ingrained with politics and practices, here is a mixed social status for teachers in Pakistan. Teaching has been considered as noblest and oldest profession as practiced by prophets, the ancient Philosophers and Sufis alike, but at the same time, It is the last career choice for merit-worthy, capable young people, “On international level, education forums like Global monitoring reports, Education International are recognizing the value of teaching profession and role of teachers in society as a cutting edge group for social renewal and human actualization. In (1966), ILO/UNESCO Recommendation puts forth re-following guide lines and guiding principles for the status of teachers.

It should be acknowledged that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realisation of these aims and objectives. "The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives. The role of teachers is very important in every society. They infact, are agents of change for a society. We can't enhance status of teachers only by legislation and issuing some notifications, rather there is dire need of societal approach where every person from every walk of life recognizes the indispensable and potentially constructive and positive role played by teachers in providing quality education.

Steps taken by School Education Department to uplift Teacher’s Status

A bold and positive step towards recognition of teacher’s performance and their appreciation on administrative level was issuance of a notification issued by Secretary School education department Govt. of Punjab, Dr. Allah Bakhsh Malik, regarding the matter mentioned above. According to this notification, service and performance shown/ rendered by teachers was acknowledged in such words, “Honorable” teachers have central and key role in the implementation of Article 25-A of the Constitution of Pakistan and Sustainable Development Goals 4(SDG 4) that focuses on “ensure on inclusive and equitable quality education and promote lifelong opportunities for all.”

The need of Respect and motivation was felt at their higher level. The Competent Authority (The Secretary SED), therefore directed all concerned to officially address all graduate teachers by adding prefix “honorable” before their names while communicating them letter of appreciation and promotion orders **vide order No. SO (A-I) 8-39/2012/P-II**. It has been a gesture of good thinking on the part of the competent Authority. All the teachers, offices in the Department took it a good administrative step on the part of the higher authorities to extend due honor and respect to the graduate teachers. It was first time in the history of SED, that such position and motivational step was taken which was felt in positive sense.

In spite all these steps, teachers in Pakistan even today suffer a ‘compromised status’ in society. This profession is generally considered as low-paying and a semi profession in this country. ‘Remembering empowering teachers’ (volume 1 & 2) (ITA 2009 & 2013) supported by UNESCO is a book of 200 stories of empowerment my teachers and their students to reflect and express their transformational work.

The Govt. of Pakistan (2009) provided National Professional Standards are another initiative to raise teachers’ status in Pakistan is Anita Ghulam Ali award.

Material and Methods

Research Design

The main approach that was adopted to conduct the study was survey questionnaire. This type of study was descriptive survey study by nature. The researcher investigated the factors affecting the status of teachers, teachers (PST) are availing in public primary, elementary, secondary, higher secondary schools of district Gujrat and measures to be taken to raise the status of teachers within the department and overall in the society as well.

Delimitations of the study

This study was delimited to primary school teachers because they avail the lowest basic pay scale of teachers and clear picture of teachers’ status may be presented by these teachers. Moreover, this study was also delimited to public school teachers because private school teachers have diverse background characteristics.

Population of the Study

The population of this study was consisted of primary school teachers working in Gujrat district Gujrat. Reason for selecting only PST Teachers for this study was, that in our country, PST teachers are those ones, who are generally least qualified and low-paid teachers and hence enjoying least status in the society, though their pivotal role in engraving some life-long concepts, attitudes and skills on the clean minds of young off-springs is very important.

Sampling

A systematic random sampling technique was used to select the sample. Out of total 1396 public schools in District Gujrat, 70 schools were selected randomly. Every 20th was selected from the list of total number of schools. As the focus was PST teachers working in these public schools, therefore if 20th school was a school without primary section where there was no PST working in that school, very next school was selected for research study. The sample schools consisted of 5% the total number of schools. Total 336 teachers (PST) were working in 70 selected schools (boys & girls). All these teachers were treated as sample of the study.

Research Instrument

Questionnaire consisted of forty items aligned with eight areas recommended by the UNESCO (1966) was formulated on five points Liker scale. Table of specification showed the key areas of instrument development

Table 1
Table of specification

Sr. No.	Key areas for instrument development	No. of Items
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1	Social appreciation	5
2	Administrative appreciation	5
3	Need higher level of knowledge	5
4	Refinement of skills	5
5	Professional freedom	5
6	Teachers' satisfaction about physical facilities including conducive environment,	5
7	Appropriateness of monthly remuneration	5
8	Better social security	5
	Total items	40

Validity and reliability of the instrument was ensured through expert opinion and pilot testing. CVI of the instrument was found .85 while reliability was calculated as .74 that was considered as valid according to criteria described by Ishaque and Zaman (2022). Criteria for the level of teachers' satisfaction regarding their status is provided in the following table.

Table 2
Criteria for the levels of teachers' satisfaction regarding their status

Sr. No.	Mean range	Level of teachers' satisfaction
1	1.00-2.00	Fully unsatisfied
2	2.1-3.00	Not satisfied
3	3.1-4.00	Satisfied
4	4.1-5.00	Fully satisfied about their status in terms of social appreciation

Levels of satisfaction regarding teachers' status below undecided level that is at disagree and strongly disagree level was considered as "not satisfied" whereas falling at agree and strongly agree level was considered as "satisfied".

Data analysis

Data was analyzed through SPSS. Data was interpreted according to the criteria given in table 2. Findings of data is shown in table 3.

Table 3
Factor wise Analysis of data

Factor	N	Mean	S.D.	Teachers' Status
Teachers' Social appreciation from society	336	4.30	0.47	Fully Satisfied
Teachers' Social appreciation from organization/department	336	3.90	0.70	Satisfied
Professional knowledge	336	4.0	0.54	Satisfied
Refinement of Pedagogical knowledge	336	4.20	0.51	Fully Satisfied
Professional freedom	336	3.80	0.51	Satisfied
Teachers satisfaction about physical facilities including conducive environment	336	4.30	0.62	Fully Satisfied
Sufficient monthly remuneration	336	2.49	0.85	Not Satisfied
Better social security	336	2.29	0.77	Not Satisfied
Total scale Mean on Teachers' status	336	3.69	0.34	Satisfied

Table 3 showed that teachers were fully satisfied from social appreciation from society (M=4.30, SD=0.47); refinement of pedagogical knowledge (M=4.20, SD=0.51); and teachers' satisfaction about physical facilities including conducive environment (M=4.30, SD=0.62). Moreover, teachers were found satisfied from social appreciation from department (M=3.90, SD=0.70); professional knowledge (M=4.0, SD=0.54); and

professional freedom (M=3.80, SD=0.51). Furthermore, data revealed that teachers pointed out some grave concerns and found unsatisfied from sufficient monthly remuneration (M=2.49, SD=0.85); and better social security (M=2.29, SD=0.77). Additionally, total scale mean was 3.36 with standard deviation 0.34, which revealed that teachers' were satisfied with their social status.

On the basis of results of analysis, some item-wise significant findings for viewing the data trend, as well as teachers reported point of view on indicators are presented in the following.

Factor wise findings

Teachers' social appreciation from society and organization

Results of the study on the first factor of teachers' status, i.e., 'social appreciation', were with mean score (N=336, M=4.30, SD=0.47) which showed that majority of teachers were satisfied with the appreciation they received from their society and the organization where they were working.

Teachers administrative appreciation from the department

As per teachers opinions there were only 21% of teachers who did not agree with the administrative appreciation they received from their organization, whereas 79% of them agreed about such administrative appreciation. Mean score (M=3.90, SD=0.70) also show that majority of teachers was satisfied about the administrative appreciation they received from their organization.

Need for higher level of professional knowledge

As per teachers opinions there were only 17% of teachers who did not agree with the need for higher level of professional knowledge, whereas 83% of them agreed about the need for higher level of professional knowledge. Mean score (M=4.07, SD=0.53) also show that majority of teachers was satisfied about their status in terms of their needs for higher level of professional knowledge.

Pedagogical Skills

As per teachers opinions there were only 23% of teachers who did not agree with the refinement their pedagogical skill, whereas 77% of them agreed about the refinement of their pedagogical skills. Mean score (M=4.2, SD=0.51) also show that majority of teachers was satisfied about their status in terms of their refinement of their pedagogical skills.

Professional freedom

As per teachers opinions there were only 30% of teachers who did not agree with the professional freedom available to them by their heads of institutions, whereas 70% of them agreed about the professional freedom they enjoyed in their institutions. Mean score (M=3.8, SD=0.55) also show that majority of teachers was satisfied about their status in terms of professional freedom given by their heads of institutions for effective teaching and attainment of good results.

Conducive environment of classroom

As per teachers opinions there were only 17% of teachers who did not agree with the need for availability of physical facilities including conducive environment of classrooms, whereas 83% of them agreed about the need for conducive environment of

classrooms. Mean score ($M=4.3$, $SD=0.03$) also show that majority of teachers was satisfied about their status in terms of their need for availability of physical facilities including conducive environment of class rooms.

Sufficient Monthly Remuneration

As per teachers opinions there were 73% of teachers who did not agree about the sufficiency of their monthly remuneration, whereas 27% of them agreed that their monthly remuneration was sufficient to maintain their social status in the society. Mean score ($M=2.48$, $SD=0.04$) also show that majority of teachers was not satisfied about the monthly remuneration they received to meet their needs and to maintain their status in the society.

Better Social Security

As per teachers opinions there were 81% of teachers who did not agree with the availability of better social security including proper health care facilities and financial assistance to them and their family members, whereas only 19% of them agreed about the availability of such better social security. Mean score ($M=2.28$, $SD=0.02$) also show that majority of teachers was not satisfied about the availability of better social security services to them and their family members by their department.

Total Scale Mean

Mean score ($M=3.68$, $SD=0.01$) also show that majority of teachers was satisfied about their status in their society in spite of several concerns they showed regarding health facilities and their monthly remuneration, their department provided to them in terms of their needs for higher level of professional knowledge.

Discussion

This study was conducted to evaluate teachers' status with reference the UNESCO recommendations. It was concluded that primary school teachers were enjoying their status in teaching profession from different aspects. Teachers were fully satisfied from social appreciation from society, refinement of pedagogical knowledge, and teachers' satisfaction about physical facilities including conducive environment. There were some factors where teachers found satisfied. Among these factors, social appreciation from the department, professional knowledge, and professional freedom were common. On the other hand, there were some grey areas like social security, less remuneration, and lack of health facilities. Teachers were unsatisfied with their salary packages and health facilities provided by the Govt. Even it was reported that no health facilities were provided to the primary school teachers by the Govt. These findings were not aligned with UNESCO recommendations (1966) for teachers' status.

Recommendations

1. Process of teaching is inter-linked between students and teachers. On one hand, if society extends appreciation towards teachers; on the other hand, it is responsibility of teachers to do their best to perform their role as social, moral guide.
2. Teachers are satisfied about the departmental appreciation, they receive from their department, yet there is space for improvement. Teachers deserve more facilitating attitude from administration and ministerial staff to resolve their problems.
3. During recent years, Education Department, discourages the in-service teachers for attainment of higher qualification, but it is recommended that the Department may encourage the teachers for attaining higher qualification as in return, they might

teach their students more effectively fruitfully using their updated academic and professional knowledge.

4. Teachers showed their satisfaction about need for higher level of professional knowledge and pedagogical skills. The present recruitment policy for teachers may be reconsidered by the Govt. according to which there is no need for professional qualification for recruitment as educators.
5. Teachers are required to complete the contents of a course within due time-frame. It is recommended that they may be given more professional freedom in terms of division of course-work as per their choice according to importance of difficulty level of the contents/concepts of a subject.
6. Physical facilities including conducive class-room environment have their own impact on teaching-learning process. Teachers may play their positive role to make best use of physical facilities if provided and create conducive environment in the classroom so that every student may avail equal and maximum chances of learning and participating in classrooms instructional activities.
7. Teachers have shown their grave concern about sufficiency of their monthly remuneration. Majority of them is not satisfied with their present remuneration. It is recommended that present structure of their salaries may be reconsidered by the Govt. Their increase in pay-package may be linked with their performance.
8. Health care facilities available to teachers, being govt. servant, are not of high standard and quality. Teachers like employees of other departments may also be allowed to avail quality treatment from private hospitals as well. Their department may pay charges incurred on their treatment of complex and chronic disease.
9. Media (Electronic and print) may play its positive role in highlighting teachers' contribution towards nation-building. Teachers unions and Associations role in policy making process may be acknowledged by the govt.

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