

## An Analysis of the Problems Faced by Female Primary School Teachers in District Muzaffarabad

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### ABSTRACT

Teacher is the most important component of the education system. Any education system is only as good as the teacher. The study "An Analysis of the Problems Faced by Female Primary school Teachers in District Muzaffarabad" was descriptive in nature. The major objectives of the study were: to find out the real problems of primary female school teachers, to find out the causes of the problem and to suggest reasonable solution to those problems. The key research questions focused on the problems faced by female teachers and their causes and also to probe measures to overcome that problem. Study was limited to 15 Government Girls Primary School Teachers at Muzaffarabad District and sample is 40 Government Girls Primary School Teachers. Data was collected through questionnaire and the major findings were: the female teacher faced selection problem, lack of high level qualification, lack of professional/teaching training and Government negligence regarding female teacher issues. The study made the recommendation as; quota system should be increased; promotion of female teachers can be made faster, professional trainings, committee support and proper incentive.

On the other hand the study recommends this problem could be resolved by considering some basic measures e.g. system of accountability, schooling environment and education assets, providing ongoing talented advancement opportunities and incentives, making transparent appointments system and on merit promotions procedure, provide enough teaching and non-teaching staff to female primary schools and control political interference and involvement. The other side this paper will help policy makers and administrators to understand the core issues in the field and help them to overcome for future.

**Keywords:** Education system, problem analysis, reasonable solution, accountability system, policy suggestions

### INTRODUCTION

Teacher is the most important component of the education system. Any education system is only as good as the teacher. In most countries all teacher decisions are left to the teachers. The teachers are closest to their subjects and developments therein. They must make curriculum, teaching methods and grading decisions which are at heart of the education system. If this is adopted it would mean: Withdrawal of the system of centralized curriculum decisions to allow the teacher more autonomy to determine what needs to be taught. In all teaching decisions including hiring, working conditions, promotions and salaries increase of teachers as well as school equipment requirements, it must be the educators who are in charge. In current situation teachers are not seems to be happy with their

status and the way they are treated in the society. To them they are the only agents of change and source of quality education. For this purpose the feel if they paid well and should give them adequate prestige to make an attractive profession so that our best once again start taking up the academic profession the entire education establishment should try to create the product of quality education.

High literacy rate and quality education are directly related with primary school teachers which lead to sensible generation production. Thus it promotes healthy democracy which then leads to sensible generation production. Thus it promotes healthy democracy which then leads to honest leadership. So teacher's especially primary school teachers play pivotal role in society because he is the principal agency for propagating education.

As Pakistan is an underdeveloped country so here the teachers especially the primary school teachers are facing a lot of problems which needs prompt action for the solution both on the part of government and also on the part of society.

### Sample Study (Area Introduction)

Azad Jammu and Kashmir abbreviated as AJK and commonly known as Azad Kashmir, administratively divided into ten districts, is a nominally self-governing polity administered by Pakistan. The territory lies west of the Indian-administered state of Jammu and Kashmir, and was previously part of the former princely state of Jammu and Kashmir, which ceased to exist as a result of the first Kashmir war fought between India and Pakistan in 1947. Azad Kashmir has a total area of 13,297 square kilometers (5,134 sq mi), with an estimated population of around 4.6 million people.

Muzaffarabad is the capital and largest city of the Pakistani-administered territory of Azad Jammu and Kashmir, and is the gateway of Neelum Valley. The city is located in Muzaffarabad District on the banks of the Jhelum and Neelum rivers. The district is bounded by Khyber-Pakhtunkhwa in the west, by the Kupwara and Baramulla districts of Indian-administered territory of Jammu and Kashmir in the east, and the Neelum District of Azad Kashmir in the north.

According to the Pakistan District Education Rankings 2016, Muzaffarabad is ranked 37 in national rankings and 10th in provincial rankings with 73.09, 68.53, 54.35, 79.74 and 89.74 in Education Score, Enrollment Score, Learning Score, Retention Score and Gender Parity Score respectively.

Researcher pick this area as sample study and take 15 Government Primary Schools from the district Muzaffarabad equally from 5 Union Councils and select 40 respondents for questionnaire.

### REVIEW OF RELATED LITERATURE

According to educational policy (1972-1980) the following are the main objectives of education: Ensuring the preservation and promotion and practice of the basic ideology of Pakistan and making a code of individual and national life. Building of national cohesion by promoting social and cultural harmony compatible with our basic ideology through the conscious use of educational process. Building up and nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it

emerges from the objective study of reality: an individual able to comprehend fully the nature of technical and social change and having deep concern for the improvement of society. Providing academic freedom and due autonomy to educational institutions within the frame work of national objectives and equipment. Schwab (1975) stated that most of the suffered teachers are facing problems like anxiety, insecurity, nightmares, fatigue, irritability, headache, ulcers, hypertension and a number of other emotional and physical symptoms.

Ornstein (1980) concluded that one of the major aspect of teacher's problems with inadequate salaries and lack of promotional opportunities. Although teachers' salaries are presently increasing as compared to past but they are still fall far short of those of many other professional groups. Apart from this there is smoothing troublesome about a system where you hold teachers in the same position for 20 to 30 years without a promotion. Many are compelled to take second job after school time or during summer months or other vacation periods. He has maintained that salaries of administrative personal are typically high but much higher than the salaries of teachers and so teachers are tended that administration is more important function and lucrative then teaching.

Yogesh (2007) explored the factors that promote the usefulness of education reached at a valid conclusion to the effect that among various factors that influence the efficiency of education, so very important for the growth and development of the societies, the 'teacher' factor alone contributed 68% whereas all other factors like infrastructure, finance, role of leaders, political backing etc. altogether contributed only 32%. AERA, (2004) reported that there is broad empirical evidence for the influence of teachers on the learning of their students improving their teaching.

In a very broad based study by OECD (2005) Students' learning gains were observed to be several times higher when they were assigned to particularly well educated, trained and professional teachers. It had been claimed that, "differences among teachers explain up to 23% in students' test score performance". The impact of teacher education on student performance had been established through quite a few studies. Some had reflected a strong linkage between well-educated teachers and better grades, sound concepts and refined Behavioral patterns of students.

Imig and Imig (2007) in a study highlighted the crucial role of teachers in the development of a country from different aspects. . They stated that “The desire for better change in teacher education is everywhere. There is almost a universal quest for better teacher quality, and with it, exists a demand for higher quality teacher education. In the developed world, the quest for greater student learning and worker productivity has prompted much attention to teaching and teacher education. There is a growing insistence that every facet of the teacher preparation and professional development be improved. The presumption is that if only students had better learning their societies would be more competitive economically. For this, schooling needs to be changed and with it the way that teachers teach and the way they are prepared to teach must also be improvised.

Hillard (2001) observed that “Teaching is a profession and teacher education is essential education for this profession. The distinguishing characteristics of a professional developed through comprehensive teacher education programmes are that s/he is well learned and qualified to practice: s/he is not merely a learned person but one whose learning has been directed towards the acquisition of certain skills, the practice of which calls for appropriate knowledge. These qualities for sure can be developed through sound teacher education programmes, to adequately develop teachers’ potentials for the forthcoming responsibilities

Darling (2000) gave evidence that fully prepared and certified teachers were generally better rated and more successful at performance of students than teachers without this preparation. Well educated teachers explained curriculum topics in a more elaborative manner as per students’ age requirements, were more comfortable in handling problematic children and used teaching resources more skillfully.

Iqbal and Zafar (2006) highlighted the significance of teachers and importance of comprehensive teacher education programmes indicated that there is no denying the fact that the teacher occupies the most crucial position in the entire spectrum of educational activities. It is nobody else except the teacher, who influences the future personal, social and economic lives of people, hence needs to be educated with great care and expertise.

Henry Adams (2003) encompassing the wide range of effectiveness of the contributions made by teachers remarked that “A teacher affects

eternity; s/he can never tell where her/his influence stops. The teacher plays an important role in positively shaping and molding the habits, attitudes, beliefs, thoughts, manners and above all the character of students. S/he is a social engineer, constructing social order, the values and beliefs. S/he acts as the pivot for the transmission of intellectual traditions, and technical skills from generation to generation and helps to keep the lamp of civilization burning.

Fieman (2001) stated that People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education.

Darling-Hammond (2006) stated that Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers abilities are especially critical contributors to students learning and consequently the success of a nation to advance in its economic, social and political spheres.

Muhammad (2002) Primary education in Pakistan is faced with acute problem of lack of learning resources. This trend is more chronic in government schools where even schools do not have boards, textbook, library and other related learning resources to help teacher and student in the process of teaching and learning.

Rasheed (2004) argues that the process of supervision in the education system is more beautifully mentioned in the policies but badly practiced in the fields. The process of supervision in primary schools is fraught with many weaknesses. The supervisors are professionally untrained.

Zafar (2003) stated that the primary system of education could not make progress due to many factors such as parochial feudal and state politicians, corrupt bureaucracy, authoritarian regimes, fragile civil society and weak democracy. The system of primary education was deliberately neglected in the country. Instead of developing the nation on the basis of free and quality education, the system was hijacked by so-called monsters of democracy and development.

The National Academy of Education Committee's Report (2005) wrote that On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning.

Shah (2003) stated that at the time of independence, Pakistan since its inception inherited a poor education system which was already financially handicapped. The primary education system could not get enough monetary allocations from the government which further weakened the system physically and academically.

Zafer (2003) stated that the system of checks and balance is very poor due to weak administration and coordination. Primary teachers are at the bottom of the whole system of education. Most of the time teachers remain uninformed about the policies and plans framed at the governmental level due to poor communication. All this affects the quality of teaching and learning in primary schools.

Shehzadi and perveen (2002) stated that the poor teaching and learning standards, weak management and supervision has led to increased drop outs at primary level. Consequently the parents are reluctant to send their children to those schools.

Farber (1983) stated that in schools, teachers are likely feel to be distressed by the physical condition of their schools. Crumbling walls and ceilings graffiti inside and outside the school building, classrooms with peeling paints, fixtures without light bulbs, windows that was not open, and bathrooms absent or without privacy, asbestos problems, heating problems. These are some of the complaints and problems that teachers make often futilely to their principals, union representatives or any Government high ups. Poor working condition in schools that are form inadequate supplies to a shortage of desk, black boards and books etc. may wear down both teacher and students.

Sutton (1984) has asserted that many teachers complained that serve as a single teacher in schools. So teachers in such schools may have to teach several different subjects area and

prepare lesson for several different grades. The review of curriculum is another problem. The curriculum is not harmonious to teachers training, to students' mental level and also to teacher's level. The amount of curriculum should be as such which should be covered easily within the specified time framework.

Gallup (1984) has asserted that real education is possible if parents constantly monitor what occurs in school and classrooms and cooperate and assist the teachers.

Saltzman (1986) says that supervisor and administrators hide behind the bureaucratic hierarchy. The bureaucratic rules and regulations and attitudes undermine teacher's authority and effectiveness and thus no useful, supportive, inspiring or appropriate feedback is provided to teachers.

Farber (1991) in his book "Crisis in Education" has stated the problems, stresses and issues of teachers. He describes low pay of teachers, urban social disintegration, lack of parental community support, community and social apathy, lack of public support, bureaucratic interferences, violent and miserable nature of schools, pressures over them, lack of administrative support, lack of respect and appreciation, no teaching rewards and incentives, lack of teachers rights, status, goals and work overload etc.

Burke and Fiske (1991) have estimated that a large number of teachers nationwide are beaten, robbed and assaulted. In primary schools they are mostly single teacher and so overload.

Dutt (1991) stated that apart from lack of parental support, general public support is another problem. Without general public support teachers feel more alone and emotionally drained and with this more and more teachers become distressed and burnout. A survey conducted about the condition of teaching in 2008, 90% of all teachers nationwide reported the lack of general public support.

The Government of Pakistan has set itself the target of achieving 68% literacy rate by the year 2015. Pakistan cannot eradicate literacy without making primary education totally free and compulsory and expanding investment on literacy and basic education programs.

Pakistan institute of Legislative Development and Transparency (PILDAT) in a paper published in January 2008 opined a few strategies to solve

the teachers' problems and issues. These strategies include; (www.google.com. 2014)

The recommendations of the education policies were highlighted in the next five year plans of the country and the targets were set accordingly, however, meager resources were generally allocated to education and the education sector could not get a lion's share in any of the budget proposal. (Ministry of Education 1956).

The first National Education Conference was held in Karachi on 27th November to 1st December 1947. It produced a strong philosophy of education as well as a number of ambitious recommendations indicating the future goals of education in Pakistan. However, many of its recommendations remained in documentary form only for the lack of institutional or economic resources to pursue them. It had no corner for teacher's welfare. (Ministry of Education.1947).

The National Education Commission 1959 (Sharif Commission) was presented on 26th August 1959 consist of 350 pages but it also did not possess any workable package or incentive for teachers. (Ministry of Education.1959)

The New National Educational Policy, 1970 does not possess any recommendations for teachers as like previous conferences and commissions and also all government turned a deaf ear to the problems of teachers especially primary school teachers. (Ministry of Education. 1970)

The National Educational Policy (1972-1980) did somewhat for education and teachers. This policy announced teachers training, salaries increase and other incentives for teachers. Indeed it was not implemented as much as it was expected. (Ministry of Education. 1972-80).

The National Educational Policy, 1979 emphasized universal primary education. Training institutes for primary school teachers would be upgraded to elementary colleges. This policy announced that 30,000 teachers would be recruited in the next five years.

However, this was also a good policy but its recommendations were not implemented as much as it was expected. (Ministry of Education. 1979).

The National Educational Policy, 1992 announced promoting education through a combination of non-formal and distance education modes but announced nothing for the welfare of teachers. (Ministry of Education. 1992).

The National Educational Policy, (1998-2010) emphasized universalization of primary education and increasing literacy rate. A package of intensives would be provided for the teachers to attract better talent but its implementation is also looks a dream. It possesses no specific direction and guideline for teachers. Due to lack of support and interest of government, society, community and parents, the problems and issues of teachers are increasing day by day which need the earliest solution to make Pakistan a developed and prosperous country in the comity of nations. (Ministry of Education. 1998-2010).

### STATEMENT OF THE PROBLEM

This study is designed to analyze the problem of Government Girls Primary School teachers. As it is universally accepted that teachers are the most potent factor for change. Teacher is the backbone of teaching learning process. If teacher is financially on a better position, he will be dedicated to his profession and if he is ignored by the Government and society, then the whole education system will suffer. There a lot of teachers at primary level who face many problems but the Government do not seem to take action against such problems. That is why the researcher dared to conduct a research study and collect the data from the field through which provide gateway to the Government towards the solution of problems for the enhancement of literacy rate and quality education in the country.

### SIGNIFICANCE OF THE STUDY

This study is significant in the sense that; it will provide help to the administration, policy makers and teachers themselves. This study will also provide help to Secretaries, Directors, E.D.Os and other educational officers to know the problems of the primary teachers. It will help to bring reforms for the improvement of educational system. Objectives of education can be achieved and implemented in the best manner. Teachers will perform their services well and to entire satisfaction. The study will provide basis for further researcher in the field of education. So the standard of education can only be raised by solution of problems of primary school teachers. It needs serious attention of the Government, society and other Government related functionaries and agencies.

### Objectives of the Study

The objectives of this research study are;

- To find out the real problems of primary Female school teachers.

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- To find out the causes of the problems of the primary school teachers.
- To suggest reasonable solution to those problems.

### Research Questions

- What are the problems faced by female primary school teachers?
- What are the causes of the problems of female primary school teachers?
- What measures will be taken to overcome all the problems?

### Tools of the Study

#### Questionnaire

A questionnaire for Government Girls Primary School Teachers was developed and got back the filled questionnaire by the researcher in person.

#### FGS's (Focus Group Discussions)

Researcher use some FGD,s for collecting casual evidences and historical discussions.

#### Nature of the Study

The nature of study is descriptive. The data is collected by the researcher through questionnaire from the female primary school teachers of district Muzaffarabad.

#### Population

The population of the study is the Government Girls Primary School Teachers of District Muzaffarabad. The total number of Government Primary School is 696. Out of this the total number of girls' primary school are 388. The total enrollment in primary school are 134278. Out of this total number of girls enrollment is 44841. The total number of teacher in primary school is 3600. Out of this total number of girls school teacher is 1338.

#### Sample

The sample of 15 Government Girls Primary School will be selected. Total 40 Government Primary School Teachers will include in the study.

#### Procedure of Data Collection

The researcher developed a questionnaire for the female teachers of primary schools of and distributed to by person and got back the filled questionnaire written in the specific time.

#### Data Analysis

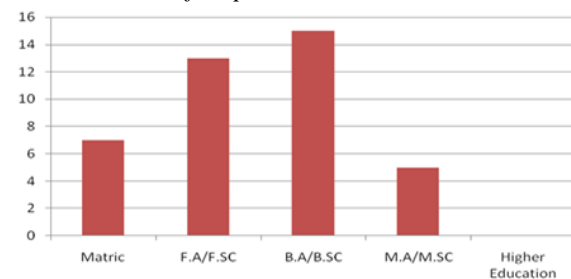
This chapter is meant to give data analysis of the collect data for this study. So the data

obtained through the questionnaire has been presented, tabulated, interpreted and analyzed in this chapter.

**Table1.** Academic qualifications of Government Girls Primary School teachers

Sr#	# of Respondents	Academic Qualification
1	07	Matric
2	13	F.A/FSc
3	15	B.A/BSc
4	05	M.A/MSc
5	00	Higher Edu.

Total numbers of respondents are 40.



**Figure1.** Teachers and their academic qualification

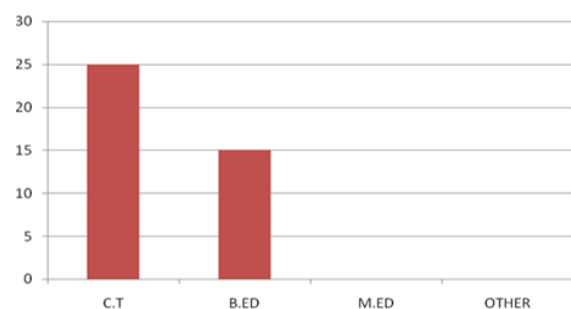
#### Discussion

The above table shows that 7 teachers are matriculate, 13 are F.A/F.SC, 15 respondents are B.A/B.SC, and 5 are M.A/M.SC qualification respectively. None of them has higher qualification. The above facts and figures can be observed from the following graph also.

**Table2.** Showing the professional qualification of the teachers

Sr#	# of Respondents	Academic Qualification
1	25	C.T
2	15	B. ED
3	00	M.ED
4	00	OTHER

Total number of the respondents are 40



**Figure2.** Teachers and their professional qualification

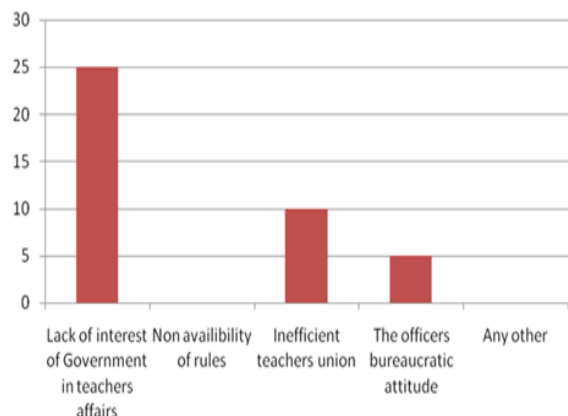
#### Discussion

Table # 2 shows that 25 have C.T qualification, 15 have B.ED qualification respectively. The above fact and figures can be observed from the following graph also.

**Table3.** Showing social security system for teacher

Sr. #	# of Respondents	Social Security Factors
1	25	Lack of Govt. Interest
2	00	Rules Non-availability
3	10	Inefficient teacher Union
4	05	Office Bureaucratic Attitude
5	00	Any other

Total number of respondent are 40



**Figure3.** Social security for teachers

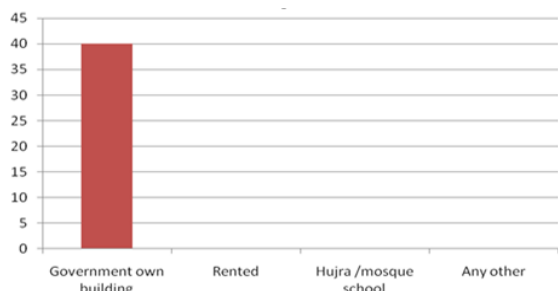
**Discussion**

Table # 3 shows that 62.5% girls Government Primary School teachers under the study responded that Government has no interest in the teacher affairs. Similarly 25% primary school teachers opined inefficient teachers union while 12.5% primary school teachers opined the officers' bureaucratic attitude.

**Table4.** Indicating the status of school

Sr#	# of Respondents	Status of schools
1	40	Govt. own Buildings
2	00	Rented
3	00	H/Mosque school
5	00	Any other

Total number of respondents are 40.



**Figure4.** Status of schools

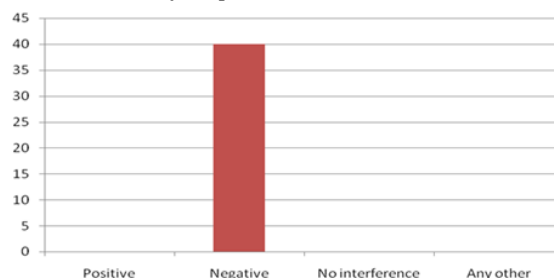
**Discussion**

Table # 10 indicates that 100% girl's primary schools under the study have government own building.

**Table5.** Indicated political interference in school

Sr. #	# of Respondents	Political interference in schools.
1	00	Positive
2	40	Negative
3	00	Non-Interference
4	00	Any other

Total number of respondents are 40



**Figure5.** Status of schools Political interference in school

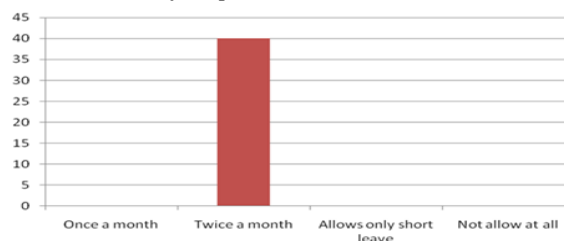
**Discussion**

Table # 5 indicates that 100% girl's primary school teachers under the study are observing negative political interference in their schools.

**Table6.** Indicating whether head of school allows leave

Sr. #	# of Respondents	leave permission
1	00	Once a Month
2	40	Twice a Month
3	00	Short Leave
4	00	Not allow

Total number of respondents are 40



**Figure6.** Teachers and their leave permission

**Discussion**

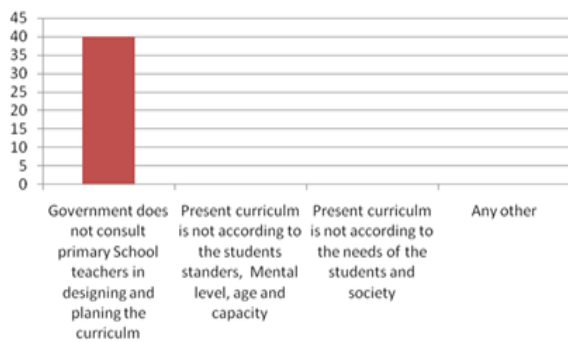
Table # 6 indicates that 100% girl's government primary school teachers respondent that they availed their leave only twice a month. They do not allow short leave.

**Table7.** Indicating whether teachers are satisfied with the present curriculum

Sr. #	# of Respondents	curriculum
1	40	Govt. not consult
2	00	Present curriculum....
3	00	Present curriculum....
4	00	Any other

Total number of respondents are 40

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**Figure7.** Teachers and curriculum

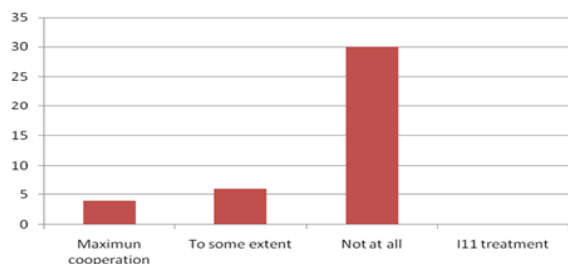
### Discussion

Table # 7 indicates that 100% Government girl's primary school teachers responded that Government did not consult them in designing and planning the curriculum. All the teachers agreed that the curriculum is out dated and is not according to the needs of the students and the society

**Table8.** Showing the parents cooperation with teachers

Sr. #	# of Respondents	Parents cooperation
1	04	Max..
2	06	To some...
3	30	Not at all..
4	00	Treatment..

Total number of respondents are 40



**Figure8.** Teachers and curriculum Parents cooperation with teachers

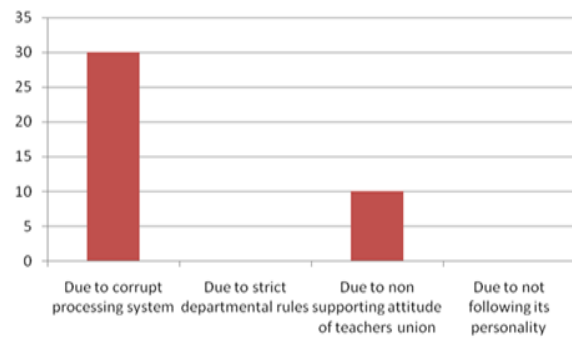
### Discussion

Table8 indicates that 10% girl's primary school teachers answered maximum parent's cooperation. 15% girl's primary school teachers enjoy parents' cooperation to some extent while 75% girl's primary school teachers enjoy no parent's cooperation at all.

**Table9.** Indicating of teachers regarding their arrears and bills well in time

Sr. #	# of Respondents	Difficulties....
1	30	Due to corrupt ....
2	00	Due to strict...
3	10	Nonsupport...
4	00	No following..

Total number of respondents are 40



**Figure9.** Difficulties of teachers regarding their arrears and other bills well in time

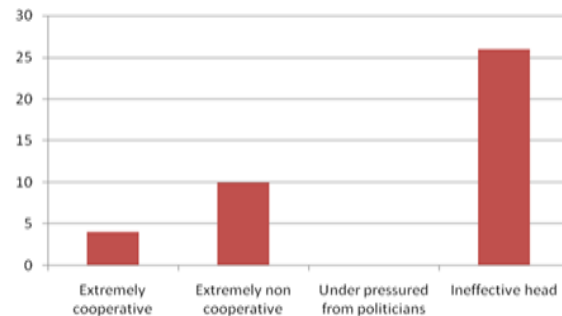
### Discussion

Table9 indicates that 75% girl's primary school teachers have difficulties and problems in receiving their arrears and other bills well in time due to corrupt processing system while 25% responded that they did not get their arrears and other bills well in time due to not supporting attitude of teachers unions.

**Table10.** Showing the attitude of school head towards teachers

Sr. #	# of Respondents	Attitude ...
1	04	Extreme cooperate
2	10	Extreme non cooperate...
3	00	Under pressure...
4	26	Ineffective..

Total number of respondents are 40



**Figure10.** Attitude of school head towards teachers

### Discussion

Table10 shows that 10% girl's primary school teachers answered that their head of school were extremely cooperative, 25% extremely non cooperative while 65% girl's primary school teachers termed their head of school as ineffective respectively.

## FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

On the basis of analysis of data recorded in the previous chapter, the researcher arrives at the following findings and conclusions.



### **Findings**

- 100% girls Government primary school teachers asserted that they were completely deprived of selection grade due to non-availability of service rules and service structure.
- 8.75% girls Government primary school teachers possess metric qualification, 50% inter, 28.75% bachelor's degree, 12.5% master degree while none of them have M.Phil. Or Ph.D. qualification.
- Likewise 56.25% possess C.T qualification. 37.50% B.Ed. and 6.25% have M.Ed. qualification.
- About 70% primary school teachers regretted that Government has no interest in the teachers' affairs.
- 100% girl's primary schools under study have government own building.

### **Conclusions**

The researcher came with the following conclusion of the study:

- All primary school teachers have no special seats for appointment of teachers' son/offspring.
- No service structures exist for the rapid promotion of primary school teachers.
- Majority of the parents and the community as a whole do not cooperate with teachers.
- All primary school teachers complained negative political interference in the schools.
- Majority heads of schools do not take serious and personal interest in solving their teacher's problems.
- Department head and officers are remained under pressure from politicians.
- Majority of primary school teachers complained that government has no interest in teachers' affairs, problems and issues.

### **Recommendations**

In the light of the study conducted, the following recommendations are here by forwarded:

- As special seats for appointment of teachers sons/offspring were exist but then sometimes cancelled by the government. So teacher son's quota in the appointment may be restored as before.

- Service rules and service structure for the teachers may be framed for their rapid promotion.
- In primary schools the head teachers are chosen which a wrong and illegal procedure is. In such cases it is possible that they may not be honest, efficient, effective, interested and also not cooperative and supportive to their subordinates. Therefore heads of the primary schools may be selected both on merit basis and seniority. Approaches system and political pressure may totally be avoided and prohibited.
- Community and parents may take keen interest in teachers affairs and fully cooperative with them.
- Negative political interference in the schools may be avoided in order to run the schools smoothly. The elected representatives only furnished recommendations and suggestions to government about teachers and institutions. They may not give the power and authority to interrupt directly in the school matters and affairs.

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**Citation:** Muhammad Sabil Farooq et al. "An Analysis of the Problems Faced by Female Primary School Teachers in District Muzaffarabad" *International Journal of Research in Humanities and Social Studies*, vol 4, no. 11, 2017, pp.30-39.

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