

Problems Faced by Students in Teaching Learning Process At Secondary School Level In District Nowshehra

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Abstract: The researcher's area of interest was "Problems faced by students in the teaching-learning process at secondary schools level in district Nowshehra". The study set out to investigate the issues that male students in district Nowshehra's government high schools faced, as well as the issues that male students in the district's private high schools faced. 200 (100+100) students were chosen at random from the accessible population to gather data from the entire population. District Nowshehra provided the data for the study, which was conducted via a questionnaire. Researchers draw the conclusion that students in the public and private sectors encountered distinct types of issues based on their findings. Compared to private schools, the majority of secondary school students in the public system experienced financial difficulties. In contrast to private sector institutions, the majority of students felt that public sector institutions lack enough guidance. Numerous pupils concurred that the examination system does not take into account the students' mental abilities. Compared to pupils in the private sector, transportation is an insurmountable issue for those in the public sector. Students' academics are impacted by load shedding, particularly in public schools. In the public sector, as opposed to the private sector, teacher insincerity also makes it more difficult for them to accomplish their objectives.

Keywords: Students, Teaching Learning Process, Secondary School Level, Nowshehra, Government School

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Introduction

Since the 18th Constitutional Amendment was approved, significant changes have been made to the development and advancement of high-quality education at the provincial and federal levels. Every kid between the ages of five and sixteen is required by Article 25-A to acquire an education. It is the state's duty to give these kids a free education while taking into account their legitimate and constitutionally mandated rights. Since the synchronized law-making list was eliminated, the main spheres of education policy, such as planning, curriculum, standards, and Islamic education, have gotten worse and are now under the purview of the province. With reference to the curriculum, the KPK government of Pakistan instituted provincial control over course structure by the 18th Amendment to the Constitution. (Government of Khyber Pakhtunkhwa, 2013).

There are various levels in the usual and generally used educational system: primary, middle, secondary, higher secondary, college, and university. According to Iqbal (2012), secondary education in Pakistan consists of grades 9 and 10, as well as the 11–12 years of schooling known as higher secondary education. Rich and developing countries work together to plan and execute a concerted effort to provide free education to all of their citizens and to invest a sizeable amount of money in line with their available financial resources. Every state will provide public education to its residents at no cost or at a reduced cost.

Both the Pakistani population census from 1998 and the standard and social measuring survey from 2007 show that although the country's literacy rate is increasing every year, it is not doing so at a pace that is suitable for the current circumstances. Comparing the growth rate to developed countries, it is extremely low. The pertinent statistical information is shown below. The percentage of women to men increased from 43.9% to 55%, with the following ratios given: female 32% & male 54.8% (1998), female 42% & male 67% (2007). Of the four provinces in Pakistan, Punjab has the highest literacy rate (58%), followed by Sindh (55%), KPK (47%), and Balochistan (42%). These figures are from the Pakistan Census Organization (1998), the Federal Bureau of Statistics (2007), the Ministry of Education (1998), and the Ministry of Finance (2003). Lack of funds, inadequate facilities, and inadequate training are the main barriers to offering and expanding high-quality education. (Pakistan Economic Survey, 2012).

Education has been plagued by several problems in Pakistan ever since it gained independence. These challenges can be ascribed to a variety of circumstances, including a multicultural classroom, education in various languages or mediums of instruction, a shortage of resources, which leads to faulty or inefficient use of those resources, and inadequate policy implementation tactics.

Statement of the Problem

The expectations are not met by the educational system. Because of the weak educational system, many people in society are deeply concerned about this incredibly outmoded practice. Society will mature if the educational system continues its appropriate and customary course; otherwise, it won't. The schools are not doing well overall. The secondary education system is an essential—and sometimes lethal—procedure under these circumstances. There are several serious issues and faults with the Pakistani educational system. The present study was designed to explore problems faced by students at the secondary school level in the district of Nowshehra.

Purpose Of Study

1. To explore the problems encountered by male students in government high schools in district Nowshehra.
2. To discover the problems encountered by male students in private high schools in the district Nowshehra

Research Questions

1. What kind of problems were faced by students in government high schools in district Nowshehra?
2. What kind of problems were faced by students in private high schools in district Nowshehra?

Significance Of The Study

All of the pupils enrolled in district Nowshehra's public and private high schools will find the study to be significant. This will allow students' issues to be investigated. Additionally, it will support students in adjusting to the teaching and learning process. This study will act as a candle to illuminate the students' otherwise gloomy lives caused by various issues. Student issues will be brought to light, and solutions will be looked for in order to improve the efficiency of the teaching and learning process.

Delimitation of the Study

The study was delimited to the public and private sector secondary schools of district Nowshehra. It was further delimited to the students of class 10th.

Review of Related Literature

Lack of Financial Resources

Finances are the lifeblood of any system. A system's ability to expand and change is limited by financial constraints (Ballou & Podgursky, 2000). When Pakistan gained its independence, it inherited a poor educational system that was already struggling financially. The elementary school system was further compromised academically and physically by



the government's low funding (Shah, [2003](#)). Compared to other countries in the region, Pakistan dedicates a smaller percentage of its budget to education. The budget for education currently receives less than 2% of GDP (GDP). Bangladesh, India, Nepal, and Sri Lanka all spend 3.5%, 2.7%, 3.5%, and 3.5% of their GDP on education, in contrast to Pakistan. The problems have been exacerbated by financial corruption, which is another problem plaguing the institution. The quality of planning and administration, policy execution, and instruction and learning all degraded as a result (Hayes, [1987](#)).

Structural and Management Problems

When Pakistan initially acquired independence, its educational system was in disrepair, in contrast to other countries in the region. This is still the case today. Although donor agency financing allowed for the implementation of some cosmetic improvements, these initiatives were not long-lasting (Qureshi, [2002](#)).

Poor Policy Implementation

Over time, the education policies have not been properly and successfully implemented. A number of factors, such as structural issues, political scheming, corruption, and insufficient management and monitoring, can contribute to the slow or poor implementation of programs (Rehman, [2002](#)). Other concerns include political turmoil and the nation's weak economy. The role that inadequate government policies played in the shoddy implementation of education projects cannot be disregarded.

Outdated Examination System

Pakistan has some of the lowest basic education assessment standards in the world. The examination methodology is antiquated. It does not meet the requirements of international and national standards. Standardized techniques for assessment and evaluation are applied in schools. Assessments and evaluations are conducted only to confirm students' memory, not their performance level. Exams are impacted by institutional politics. The weak supervision structure in schools encourages examinee misconduct, such as copying and other exam-related offences. Students' overall performance is impacted by poor paper setting and checking procedures (Farooq, [1993](#)).

Ineffective Communication

Communication is the cornerstone of any system or organization. It connects the many parts of a system and fosters excellent coordination. It has been observed that elementary school teachers frequently exhibit little interest in the achievements of the larger educational system because of insufficient communication methods (Borman & Kimball, 2005).

Lack of Professional Development

Educating children is a career. There are constantly new advancements in society and the global world. It is imperative that educators remain current with the latest concepts, discoveries, and studies (Siddique, 1990). Teachers who lack competence can't solve their personal or professional issues. Good teachers practice what they preach and keep abreast of contemporary affairs (Farooq, [1990](#)).

Lack of Learning Resources

One major problem facing Pakistani education is the scarcity of resources. This tendency is particularly prominent in government schools, where even the absence of whiteboards, textbooks, libraries, and other things that aid in teaching and learning is an issue (MUHAMMAD, [2002](#)).

Lack of School Supervision

Rasheed (2004) asserts that although policies governing the supervisory process in the educational system are better, their implementation in practice lags behind. The fundamental school monitoring system is rife with errors.



Lack of Coordination

Pakistan's educational system lacks a dependable coordination framework at the primary level. Primary school instructors are frequently misinformed of new rules and advancements for years after they are passed because of the weak communication between policymakers and school workers (Zafar, 2003).

Curriculum Issues

The educational curriculum of Pakistan is antiquated. It is insufficient to suit the nation's current needs. Students must commit the content to memory in order to recite it on test day. Consequently, Pakistani educational institutions are producing the world's best parrot cultivars. The existing curriculum does not develop students' ability to think. It is unproductive and unworkable (Hoodbhoy, 1998).

Issues of Textbooks

The lack of sufficient, high-quality textbooks makes it difficult for teachers to deliver education. It is customary in schools to offer education in several languages. This is confusing to the teacher as much as to the pupil. Furthermore, educators lack the necessary training to facilitate or elucidate concepts from a variety of sources (Hussain, 2001).

Research Methodology

The purpose of the current inquiry was to acquire information regarding the respondents' current situation through a descriptive approach. The target demographic of the study was all secondary school students in Khyber Pakhtunkhwa, Pakistan, including those attending private and public schools. The researchers narrowed the population to just include the district of Nowshehra. From the accessible population, 200 (100 + 100) students were randomly selected in order to collect data from the total population. District Nowshehra was surveyed using a questionnaire as a research method to collect data. The data was analyzed using percentage analysis, which the researcher directly got from the study sample.

Presentation and Data Analysis

Table 1

Do you face any financial problems?	Public		Private	
	Yes	No	Yes	No
Frequency	85	15	50	50
Percentage	85%	15%	50%	50%

Table 1 shows that 85% of public sector secondary school students faced financial problems while 50% of private sector secondary school students faced financial problems.

Table 2

Do you find a lack of guidance in your school?	Public		Private	
	Yes	No	Yes	No
Frequency	70	30	74	26
Percentage	70%	30%	74%	26%

Table 2 shows that 70% of public sector secondary school students find a lack of guidance, while 74% of private sector secondary school students find a lack of guidance in their institutions.

Table 3

Did you feel the examination system is a serious problem for you?	Public		Private	
	Yes	No	Yes	No
Frequency	85	15	50	50
Percentage	85%	15%	50%	50%



Able three shows that 85% of public sector secondary school students feel that the examination system is a serious problem for us, while 50% of private sector secondary school students said that examination is a serious problem.

Table 4

Do you find any difficulty regarding transport facilities?	Public		Private	
	Yes	No	Yes	No
Frequency	80	20	75	25
Percentage	80%	20%	75%	25%

Table 4 shows that 80% of public sector secondary school students found difficulty in transportation while 75% of private sector secondary school students also were in the same condition.

Table 5

Do you feel that the discipline you choose was imposed on you?	Public		Private	
	Yes	No	Yes	No
Frequency	50	50	90	10
Percentage	50%	50%	90%	10%

Table 5 shows that 50% of public sector secondary school students were of the opinion that they were forced to choose this discipline, while 50% of private sector secondary school students were also in the same situation.

Table 6

Do you feel that there is a difference between the practical world and the real world?	Public		Private	
	Yes	No	Yes	No
Frequency	85	15	50	50
Percentage	85%	15%	50%	50%

Table 6 shows that 85% of public sector secondary school students felt that bookish knowledge is different from the practical world, while 50% of private sector secondary school students also agreed.

Table 7

Are your studies affected by Load shedding?	Public		Private	
	Yes	No	Yes	No
Frequency	90	10	50	50
Percentage	90%	10%	50%	50%

Table 7 shows that 90% of public sector secondary school students' studies were affected by load shedding, while 50% of private sector secondary school students' studies were also affected by load shedding.

Table 8

Are your teachers sincere in their profession?	Public		Private	
	Yes	No	Yes	No
Frequency	85	15	80	20
Percentage	85%	15%	80%	20%

Table 8 shows that 85% of public sector secondary school students said that their teachers were sincere in their profession, while 80% of private sector secondary school students also have the same feeling.



Table 9

	Is there a lack of trained teachers?	Public		Private	
		Yes	No	Yes	No
Frequency		40	60	70	30
Percentage		40%	60%	70%	30%

Table 9 shows that 60% of public sector secondary school students denied that there is a lack of trained teachers, while 70% of private sector secondary school students accepted that there is a lack of trained teachers in privately managed institutions.

Table 10

	Do you have a positive relationship with your teachers?	Public		Private	
		Yes	No	Yes	No
Frequency		50	50	50	50
Percentage		50	50%	50%	50%

Table 10 shows that 50% of public sector secondary school students have positive relationships with their teachers, while 50% of private sector secondary school students also have the same situation.

Table 11

	Is there any communication gap between you and your teachers?	Public		Private	
		Yes	No	Yes	No
Frequency		85	15	50	50
Percentage		85%	15%	50%	50%

Table 11 shows that 85% of public sector secondary school students have a communication gap, while 50% of private sector secondary school students also suffer from a communication gap problem.

Table 12

	Does an unhealthy environment in school create health-related problems?	Public		Private	
		Yes	No	Yes	No
Frequency		70	30	45	55
Percentage		70%	30%	45%	55%

Table 12 shows that 70% of public sector secondary school students were of the opinion that an unhealthy environment created health-related problems, while 50% of private sector secondary school students had the same idea.

Table 13

	Lack of proper laboratory facilities	Public		Private	
		Yes	No	Yes	No
Frequency		78	22	56	44
Percentage		85%	15%	50%	50%

Table 13 shows that 78% of public sector secondary school students faced problems due to a lack of proper laboratories, while 50% of private sector secondary school students were in the same condition.



Table 14

	Public		Private	
	Yes	No	Yes	No
Lack of learning aids				
Frequency	Yes	No	Yes	No
Percentage	90	10	50	50

Table 14 shows that 85% of public sector secondary school students faced a lack of learning aids problems, while 50% of private sector secondary school students also faced the same problem.

Table 15

	Public		Private	
	Yes	No	Yes	No
Fear complex				
Frequency	80	20	60	40
Percentage	80%	20%	60%	40%

Table 15 shows that 80% of public sector secondary school students faced problems related to fear complex while 50% of private sector secondary school students faced the same problems.

Findings, Conclusion and Recommendations

FINDINGS

1. Table 4.1 shows that 85% of public sector secondary school students faced financial problems, while 50% of private sector secondary school students faced financial problems.
2. Table 4.2 shows that 70% of public sector secondary school students find a lack of guidance, while 74% of private sector secondary school students find a lack of guidance in their institutions.
3. Table 4.3 shows that 85% of public sector secondary school students feel that the examination system is a serious problem for us, while 50% of private sector secondary school students said that examination is a serious problem.
4. Table 4.4 shows that 80% of public sector secondary school students found difficulty in transportation while 75% of private sector secondary school students also were in the same condition.
5. Table 4.5 shows that 50% of public sector secondary school students were of the opinion that they were forced to choose this discipline, while 50% of private sector secondary school students were also in the same situation.
6. Table 4.6 shows that 85% of public sector secondary school students felt that bookish knowledge is different from the practical world, while 50% of private sector secondary school students also agreed.
7. Table 4.7 shows that 90% of public sector secondary school students' studies are affected by load shedding, while 50% of private sector secondary school students' studies are also affected by load shedding.
8. Table 4.8 shows that 85% of public sector secondary school students said that their teachers were sincere in their profession, while 80% of private sector secondary school students also had the same feeling.
9. Table 4.9 shows that 60% of public sector secondary school students denied that there is a lack of trained teachers, while 70% of private sector secondary school students accepted that there is a lack of trained teachers in privately managed institutions.
10. Table 4.10 shows that 50% of public sector secondary school students have positive relationships with their teachers, while 50% of private sector secondary school students also have the same situation.
11. Table 4.11 shows that 85% of public sector secondary school students have a communication gap, while 50% of private sector secondary school students also suffer from a communication gap problem.
12. Table 4.12 shows that 70% of public sector secondary school students were of the opinion that an unhealthy environment created health-related problems, while 50% of private sector secondary school students had the same idea.



13. Table 4.13 shows that 78% of public sector secondary school students faced problems due to a lack of proper laboratories, while 50% of private sector secondary school students were in the same condition.
14. Table 4.14 shows that 85% of public sector secondary school students faced a lack of learning aids problems, while 50% of private sector secondary school students also faced the same problem.
15. Table 4.15 shows that 80% of public sector secondary school students faced problems related to fear complex while 50% of private sector secondary school students faced the same problems.

Conclusion

Researchers draw the conclusion that students in the public and private sectors encountered distinct types of issues based on their findings. Compared to private schools, the majority of secondary school students in the public system experienced financial difficulties. In contrast to private sector institutions, the majority of students said that public sector institutions lacked enough guidance. Many students concurred that the assessment procedure does not reflect the students' mental abilities. Compared to pupils in the private sector, transportation is an insurmountable issue for those in the public sector. Another significant issue for students in all sectors is the mandated study system. The practical scenarios differ greatly from the knowledge found in books. Studying pupils is impacted by load shedding, particularly in public schools. When compared to the private sector, teachers in the public sector face greater challenges in accomplishing their goals due to insincerity. Students' low performance in high school, particularly in private schools, is also a result of a shortage of qualified teachers. Health-related issues are also brought on by unhealthful school environments.

Recommendations

1. With minimal effort, students can readily handle these problems. Many home tutoring programmes are available for students to learn for two or three hours while earning money to cover their expenses. In order to gain real-world experience in their profession, students can also work part-time jobs linked to their studies. Having this experience will help you acquire a job in the future.
2. Before choosing to pursue any given job, students should learn its fundamentals. They should seek advice from others who are already involved in that field as they are excellent sources of information. Thus, you can speak with someone who works in the field you wish to pursue in the future.
3. Rather than emphasising memorisation, the examination system may be built around research projects and an exploration of the world.
4. More cars should be available from public transportation providers in the morning and evening to meet an increasing number of passengers during rush hour. The government never gives students' transportation issues any thought.
5. Parents can consider this at this point, but please don't force your kids to follow a study schedule. You can inform students about the issues and scope of any topic in which they are interested and allow them to select a course of study. The well-known Indian actor Aamir Khan based his movie "3 Idiots" on the idea that pupils can excel in the area they choose for themselves.



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