

INVESTIGATING DIVERSE NEEDS, WISHES, AND DESIRES OF TEACHERS: A PHENOMENOLOGICAL APPROACH

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ABSTRACT

This research study presents research about teachers general and professional growth needs, wishes and desires. The issues related to respondents' professional needs has mainly be conducted by using quantitative research methodology, but in the present research study qualitative research approach is used to solve the query because it provides deep understanding the subject and provide unique insight into the problem like teachers' general and professional growth needs, wishes and desires. For the purpose, one of the qualitative research method i.e. phenomenological method was used. To get firsthand knowledge about teachers' feelings/experiences, a questionnaire consisting 04 closed-ended and 08 open-ended items was used. It is found from the teachers comments that if we want to have people of good academic background in teaching profession then government should increase the teachers' salaries while on the other hand salaries of other professions should be decreased, moreover they should be provided opportunities for professional growth.

Keywords: Diverse, and Phenomenological Approach

INTRODUCTION

Professional Development can be encumbered words in education. Most of the people take its meaning joining sessions and seminar with other teachers across the country, being visible to novel concepts or it can be a one-size fits all training conference that stuns the brain and luv's the personality. Professional development should be all about teachers and officers winning as learners themselves and serving them grow as professionals in their turf, learning about how to organize their work even well, and make an alteration in the subsists of even the firm to influence children.

Timperley (2015) says that teachers' professional learning needs are ongoing cycle that begins with schools identifying the educational outcomes. Among the resources available to the students, teachers stand at the top for students and perilous factor for eminence edification. However, in Pakistan, teacher performance remains an apprehension to many education stakeholders. The major subjects are:

- i. Incapability of the structure to fascinate and or hold eminence human resource in teaching profession.
- ii. The structure does not spot either teachers and teacher educator as professionals.
- iii. There is general perception in the public that those people become teachers who are having more educational background, and ultimately it effects on their motivation and commitment with the teaching profession. Moreover, government has not formed any policy to attract intelligent people in this profession and to raise the status of the

teachers in the society. Scaling up and sustainability of quality teacher education programs in Pakistan poses challenge.

- iv. Scrambling up and to sustain the quality of teacher education programs in Pakistan stances contest.

It is significant to emphasis on teachers’ professional growth and strategy variations to advance teachers’ recital (Sultana 2013).

PURPOSE OF THE STUDY

Pakistan is one of developing countries in South Asia where no one wish to be a teacher, most of people select this profession by chance but not by choice, and those who become teachers they are found complaining about the problems they face in the classrooms in particular and society in general. The primary purpose of this study was to find reasons for not selecting this profession and secondary was to find professional learning needs, wishes and desires of those who have adopted this profession by choice or by chance.

RESEARCH QUESTIONS

Following research questions were raised to solve the problem:

1. Do people select teaching profession by choice?
2. What are the teachers’ general needs?
3. What are the teachers’ professional needs?

Population

The targeted population in this research was secondary school teachers, subjects’ specialists, college lecturers and Education officers/administers.

Sample size

The respondents in this research were randomly selected from District Khairpur and Karachi. The detail is as under:

Table 1. Gender wise respondents selected from District Khairpur and Karachi

S. No.	Gender	No of Participants	Percentage
1.	Males	85	67.46%
2.	Females	41	32.53%
	Total	126	100%

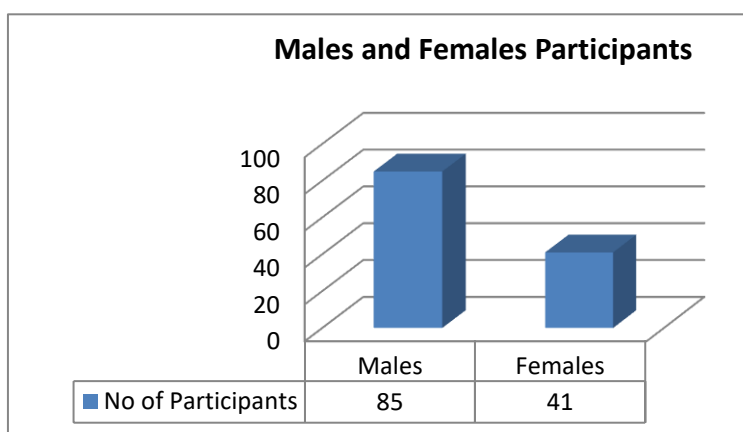


Figure 1. Gender wise respondents selected from District Khairpur and Karachi

RESEARCH METHODOLOGY

Most of the researchers use quantitative research method to investigate a problem but in the present research study phenomenological research approach is used, which is one of the qualitative research methods.

Reasons for Choosing Phenomenology as a Research Approach

To research is 'to search again or in a novel way' (Becker, 1992). This is mainly exact of phenomenology, which is the study of human singularities, of belongings of procedures in normal world. Phenomenologist takes a pragmatic opinion toward thoughtful such phenomena, highlighting human practice as not only valid, but of prodigious status to understanding human presence. Phenomenologist investigates people's practices of life actions and denotations of these actions must them: as such it is particularly relevant to exploration participants' professional learning needs, wishes and desires after joining teaching profession.

This type of qualitative research is depending on two grounds i.e. human practices which are the biggest source of information. They treat human experiences a steadfast foundation of information. they think human experiences are keynote of information related to human phenomena. The purpose of this research study is to investigate professional learning needs, wishes and desires of those who join teaching as a profession.

The second evidence of this research approach fabrications in the opinion that normal world is treasured and prolific foundation of gen, that we can acquire much about ourselves and secure crucial visions into the fauna of an occasion by examining in what way it occur in our everyday life.

Phenomenologist is concerned in lecturing, recognizing, unfolding, thoughtful and construing the practices of persons having in their day-to-day lives. As teachers of Khairpur in particular and Sindh in general are not found satisfied by their jobs and opportunities provide to them for their professional growth, this research method was used to discover the general and professional needs, wishes and desires of the teachers.

THE RESEARCH STRATEGY

Phenomenology is widely regarded as a set of methods where 'there is more than one legitimate way to precede with a phenomenological investigating' (Streubert & Carpenter, 1999). Phenomenological method designed in this research is to elicit rich texts as well as thematic and structural understanding of the feelings of secondary school teachers, subject specialist and college lecturers of District Khairpur and Karachi.

This research study employed phenomenological tactics established by Giorgi because the nature of the research advances itself to Giorgi's method to phenomenological examination of meeting both mechanical and thematic considerate of practice of secondary school teachers, subject specialist, and college lecturers.

A. Description of Phenomena of Curiosity by the Researcher

This intricate the investigation of the literature to examine earlier research about teachers' professional needs and express and label this phenomenon in the light of that literature. As with all phenomenological investigates, the search absorbed on the experience of teachers. The determination of this phenomenological research study was to add to our understanding and description of the experiences of teachers in Sindh about their professional needs. The early attention about this topic underway about of the scholars'/critics' negative comments about the teachers' as they are unable to generate interest in students or are unable divert their

attention towards study, moreover teachers are not successful in producing desired learning outcomes in students.

Randomly selected teachers and administrators were included in the sample. They are working in different public and private institutes in district Khairpur and Karachi. Randomly selected teachers were asked to comment on the 12 questions without any fear or hesitation, they were assured that their names will be kept secret. The posed questions were as follow:

Teachers

1. Did you teaching professional by choice? (Yes/No)
2. If ‘No’ then what was/were the reasons?
3. If ‘Yes’ then what was/were the reasons?
4. If ‘Yes’ then are you satisfied?
5. If ‘No’ then what do you need?
6. Does your institute provide you opportunities for your professional growth? (Yes/No)
7. If ‘Yes’ then are you satisfied by the provided opportunities?
8. What do you need for your professional growth?

Administrators

Following questions were asked from the administrators of the secondary schools:

1. What are the needs of the teachers working under you?
2. What are the professional needs of the teachers?
3. Do you provide the opportunities for their professional growth?
4. Do you find change in teachers after attending a professional development course?

Table 2. Position Wise Detail of Respondents

S. No.	Position	No. of Participants	Percentage
1	Deputy Director	01	0.79%
2	Assistant Deputy Officer Education	01	0.79%
3	Taluka Education Officer	01	0.79%
4	Subjects Specialists	03	2.38%
5	Principals	03	2.38%
6	Lecturers	43	34.12%
7	Teachers	74	58.73%
	Total	126	100%

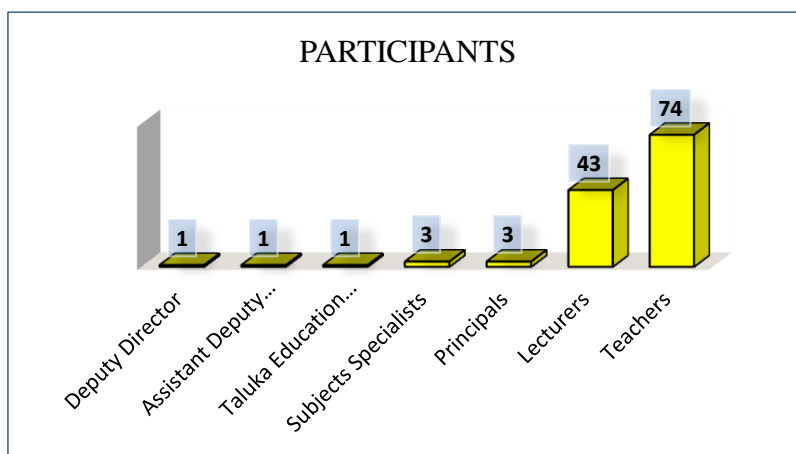


Figure 2. Position Wise Detail of Respondents

In response to the first asked question, the responses of the respondents are as under:

Table 3. Reasons for selecting Teaching as a Profession

S. No.	Professional Selection	No. of Participants	Percentage
1	By choice	99	78.57%
2	By chance	27	21.42%

Reasons for selecting / not selecting Teaching as a Profession

Number of teachers gave reasons for not selecting teaching as a profession because it was not their desired profession as teachers have low status in society. Comments of two of the teachers are as under:

'I observed from childhood that teacher is having low status in our society and even though he/she is not considered more valuable member of the society, even that teachers are not having good packages and facilities which may be attracting people towards this profession of prophet'.

'Government should decrease the salary and facilities of highly paid professions to attract high academic achievers in teaching profession'.

Because of the above mentioned reasons they were interest in other professions i.e. police officer, doctor, engineer or computer operator.

In response to the question related to their level of job satisfaction, the collected data is as under:

Table 4. Level of job satisfaction

S. No.	Response for the profession	No of Participants	Percentage
1	Satisfied	103	81.74%
2	Not satisfied	23	18.25%

General Needs of the Teachers

In response to the question related to the general needs of the teachers argued that there salary should be reasonable, they should be provided medical facility, housing scheme for teachers as it is in other departments, and teachers should be involved in decision making etc.

'Promotion should conditional firstly on the basis of results and secondly on improvement of qualification.'

Professional Needs of the Teachers

In response to the question related to the professional needs of the teachers argued that there should be availability of the resources for advance training, they should be provided the facility of attending workshops and refresh courses, and should be provided the emerging technology in the classroom, they should be provided opportunities to attend classes of senior teachers of reputable national and international educational institutions. Some wished that there should be opportunities for them to attend classes of well-known universities professor for knowledge and motivation.

Comments of Administrators/Principals about Professional Needs of Teachers

The comments of one of the participants are as under:

'Teachers need to keep themselves updated about changes, they need to realize that their professional development is very necessary, they need to attend workshop/refresher courses not as a punishment but as a demand for their professional growth, they need to show sincerity in imparting knowledge, they should own their students, some teachers personality outlook is not having appeal for students or they need to change their get-up because such attitude/reasons teachers are losing their respect in society or not role model for the new generation of present era of technology.'

B. Data analysis involved repeated and deep reading of the teachers and administrators comments

The customary evaluation criteria of validity, reliability, generalize-ability and objectivity in quantitative research are not applicable to phenomenological research (Higgs, 2001). Therefore the criteria adopted in this research were credibility, soundness, and ethical conduct.

Credibility of Study

A study is credible when it presents faithful descriptions, and the readers or other researchers confronted with the experiences can recognize it (Koch, 1994). Every effort was made to stay faithful with the respondents' words and descriptions throughout the analysis, without changing the meaning or intent of descriptive statements.

DATA ANALYSIS

The data analysis approach adopted in this research followed Giorgi's approach this includes following steps:

1. All the comments collected in the research were thoroughly studied to get the complete sense.
2. It was read again.
3. Difference of experiences were recognized.
4. Differences of experiences were illuminated by relating with each other.
5. The responses were read in such a way to get reflection from the language of the participants.
6. The reflects from the statements were changed into concepts.
7. The experiences were integrated and synthesized.

This research has discovered extends elsewhere the reach of statistics. The emphasis was on the areas/policies which effect of professional growth of secondary school teachers and subsequently affecting on teachers' professional attitude and students learning outcomes.

Qualitative study plays a significant part in enlightening the sense of subsisted knowledge. Phenomenology is an appreciated qualitative approach to study and understand other's needs, wishes or desires. Learning and understanding people's subjective experiences has an obvious and multifaceted importance, as well as very practical application (Crotty, 1996)

The responses of teachers and administrators on the above mentioned questions were analyzed and it is found:

1. Most of the teachers in district Khairpur and Karachi have joined teaching as a profession by choice.

2. People join this professional because this the profession of prophet moreover they will opportunity to serve their nation.
3. Those who do not select this profession by choice, they feel that teachers have low status in society, or as they were unable to get their desired job, some also that teachers are not given handsome salary package and other benefits, therefore, if government wants to attract people of good academic background in teaching profession, government needs to raise teachers' salary and decrease salaries of other professions.
4. Most of the teachers declared that they satisfied by their job.
5. Teachers' general needs are reasonable salaries and other benefits.
6. Refreshers courses, workshops, seminars, national, international teachers exchange programs, attending senior university teachers classes, changing personality get-up are needed for professional growth of the teachers.

RECOMMENDATIONS

On the basis of findings of the research study it is recommended that government may develop a policy to raise teachers' status in the society by providing good salary package with other benefits moreover, teachers need to update their personality get-up and knowledge by using available resources.

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