

Educational Problems at College Level Effacing Quality of Education in Government Colleges of Sindh Province: Teachers' Opinions A case study of Mirpurkhas region

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Abstract

The principal objective of this investigation was to assess the institutional challenges impacting the quality of college level education institutions within the Sindh province of Pakistan. Employing a quantitative survey approach, the study specifically focused on evaluating the College Education (CE) system in Sindh. The target group included 840 College Teachers employed in public colleges under the Sindh College Education Department (SCED) in the Mirpurkhas Region. A representative sample of 180 College Teachers, covering all 31 colleges in the region, was deemed appropriate for the study. Data collection utilized a questionnaire with a 5-point Likert scale, consisting of two sections: Part A with 12 closed-ended questions and Part B featuring an open-ended question. Collection methods included personal visits to colleges and phone interviews. Descriptive and inferential statistics, including percentages and mean scores, were applied for data analysis.

Findings: Upon thorough data analysis, the study unveiled deficiencies within the SCED system. These included the presence of unskilled teachers, teacher dissatisfaction arising from media scrutiny, and instances of non-professional conduct by Principals. Additional concerns encompassed issues related to general and academic facilities, inappropriate curricula, a shortage of subject teachers, budgetary constraints in colleges, the low status of secondary education, unskilled Principals, and delayed promotions for Teachers.

Improvements: To address these challenges, the study recommends implementing a concise training course for teachers, coupled with acknowledgment and appreciation of their efforts. Additional suggestions include ensuring adequate general and academic facilities, fostering an optimal educational environment, simplifying curricula formats, ensuring timely promotions for teachers, enhancing the overall quality of secondary education, promoting effective management

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practices, and providing professional training to Principals to improve both curricular and administrative affairs

Keywords: Academic Facilities, Institutional Problems, Quality Education, Secondary Education

1. Introduction

Education is highly significant for nations' awareness, economy as well as human development. It provides training and skills to make them useful to society. The productivity of an education system proves when skilled, competent and competing individuals are produced. Every nation has a great desire to enhance the quantity and quality of education to compete the modern world. Those nations made progresses which have perfect education system¹. Pakistan is the sixth largest country with the population of 22 billion². Education system has seen multiple changes: many education policies were given from the birth of Pakistan, but mostly these policies

Divergent perspectives on operational methods have resulted in the partial implementation and dilution of education policies in Pakistan. Politicians, ostensibly advocating for quality education, have often exploited these policies for political gains, deviating from their intended purpose. Consequently, the goal of achieving universal and high-quality education has remained elusive. The impact of a centralized education system and unwise political maneuvering has been uneven, with some regions witnessing advancements in education and infrastructure, while others have been neglected.

Despite more than seventy years of independence, Pakistan's current year literacy rate stands at 59.3%, a modest improvement from the 13.3% recorded at its inception. The country grapples with a two-fold challenge in education—quantity and quality. While the literacy rate is relatively low, with an adult literacy rate of 72.1%, the enrollment rate in primary schools is commendable at 91%. However, the quality of education remains subpar, necessitating efforts to enhance both enrollment and educational standards. The dropout rate is alarmingly high, with only 59% of students transitioning from primary to lower secondary schools, and 98% of them continuing to high schools.

Secondary Education (SE) is deemed crucial as it not only consolidates foundational education but also guides students towards further academic pursuits, shaping their future and imparting essential competencies. Unfortunately, SE has not received due importance, and the repercussions of deficiencies in primary education have adversely affected its standing. Challenges related to quality, quantity, and administration have been identified through various research studies. Inadequate financial resources further exacerbate the issues, with Pakistan falling short of its target. The government has earmarked Rs4.468 billion for pre-primary and primary education affairs for 2023-24 against Rs3.786 billion for 2022-23, Rs10.778 billion earmarked for Secondary Education Affairs and Services for 2023-24 against Rs8.863 billion for 2022-23, and Rs3.698 billion for administration against the revised Rs2.010 billion for 2022-23 which was later revised to Rs2.430 billion.

After the 18th Constitutional amendment, education as subject has been devolved to provinces, and the federal government mainly finances higher education.

According to the budget documents, Rs59.71 billion has been earmarked for Higher Education Commission (HEC) under the Public Sector Development Programme (PSDP) for 2023-24 against Rs44.718 billion for 2022-23.(Tahir Ameen,June,2023)

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Education is now a provincial matter following the 18th amendment in Pakistan's constitution. Sindh, with a population exceeding 500 million, is the second-largest province. The College Education Department (CED) in Sindh oversees 326 government sector colleges with 135,000 enrolled students. However, numerous colleges face deficiencies in basic facilities, shortage of teachers, and administrative lapses. Despite the implementation of computerized systems and biometric attendance to address financial and attendance concerns, institutional problems continue to impede the quality processes within the education system. Consequently, this study seeks to delve into the root causes of these issues in the SE system in Sindh.

Moreover, literacy rates in Sindh are currently equal the average for Pakistan (58% in Sindh compared to 59.13% in Pakistan (2024), but below the Panjab 64% which was not the case in 1981 and 1998. This is mostly driven by enduring low literacy rates in the rural areas. Though there has been a small improvement, overall literacy in these areas is only 36%. The condition of women is alarming, with 44% literacy overall in Sindh, and only 23% in rural areas. Sindh has to make major efforts in the years to come to increase literacy rates among its population.(UNDP index2020)

Statement of the Problem

The educational landscape at the college level in Government Colleges of the Sindh Province faces significant challenges, resulting in the erosion of educational quality. This case study, focusing on the Mirpurkhas region, aims to explore and understand the educational problems that are adversely affecting the quality of education. Teachers' opinions will be crucial in unraveling the specific issues hindering the effectiveness of education in government colleges within the Sindh Province, thereby providing valuable insights for potential improvements.

Objectives of the Study

The main object of this research was to investigate the institutional elements contributing to the diminishing quality of input in the college Education (CE) system of Pakistan. The focus is on examining weaknesses within the system through the lens of teachers' perspectives. Therefore, the primary objectives of this study are:

1. Investigate specific educational challenges affecting the quality of college-level education in Government Colleges of Sindh Province, with a focus on Mirpurkhas.
2. Examine teachers' opinions in the Mirpurkhas region to understand their perspectives on identified educational problems and their impact on educational quality.
3. Propose targeted recommendations based on teachers' opinions and identified challenges to improve the overall quality of education in Government Colleges, particularly in Mirpurkhas.

Research Questions

The objectives of the study led to formulate the following research questions:

What are the specific educational challenges impacting college-level education quality in Government Colleges of Sindh Province, focusing on Mirpurkhas, and how do teachers' opinions on identified problems inform targeted recommendations for improvement?

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Review of Related Literature

Education serves as the cornerstone for the political, social, and economic progress of any nation, laying the groundwork for its development. An effective education system is essential for a country to attain its national objectives. In the context of Pakistan, a developing nation, the education sector has grappled with significant challenges since its establishment, resulting in a failure to meet the nation's aspirations. Numerous factors contribute to this predicament. This document delves into key issues that have hindered Pakistan's education system and, drawing from an extensive literature review, proposes solutions to address these challenges. (Kahil ur Rehman, 2014).

The education sector in Pakistan, particularly in Sindh, has been under scrutiny due to various challenges encompassing teachers, administrative issues, and overall quality processes. Researchers have identified several critical areas that contribute to the existing problems.

One significant aspect highlighted is the crucial role of teachers in delivering quality education. It is emphasized that teacher satisfaction is essential, and administrative support plays a pivotal role in enhancing their performance. The lack of uniformity in the educational structure, outdated curricula, insufficient professional development for teachers, alarming dropout rates, poor supervision, and external influences are identified as primary issues affecting the education system in Pakistan.

Moreover, gender disparities, substandard curricula, child labor, limited opportunities for teacher education, gender discrimination, inadequate research efforts, and a lack of technical skills in teachers are identified as major challenges in the education sector. Leadership problems within schools are noted to impede the implementation of necessary reforms, emphasizing the pivotal role of efficient school heads in maintaining educational quality.

Concerns related to teachers' workload, students' behavior, autocratic management, teaching skills, and academic facilities are outlined as factors influencing teacher satisfaction and performance. Insufficient academic facilities, influenced transfers, accommodation problems, overburdening, autocratic management behavior, teacher politics, and strained teacher relationships are reported to adversely affect the overall quality of education.

The interdependence of teachers, curricula, and facilities in ensuring educational quality is stressed, with the Sindh Education Reform Support Program (SERP) targeting fiscal sustainability, education sector management, access to quality schooling, and the quality of teaching and learning as key pillars for improvement.

The study also addresses institutional problems faced by college Teachers concerning on-site management, impacting the overall quality of the education process. The evaluation covers aspects such as teachers' job satisfaction, academic facilitation, the overall learning environment, managerial treatment, and other relevant factors.

In conclusion, the transformation of teachers is identified as a crucial factor in enhancing the quality of the education system, requiring attention at various levels, including standard setting, learning environment, teacher training, the teacher-learning process, assessment, and monitoring. Achieving quality education output necessitates a comprehensive approach focusing on efficiency, effectiveness, excellence, and social justice throughout the educational process.

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inadequate teaching skills, teacher discontent fueled by media scrutiny, and non-professional conduct exhibited by Headmasters (HMs). Issues also extend to the overall state of facilities, both general and academic, teacher gossip, inappropriate curricula, the diminished status of primary education, unskilled HMs, and delayed promotions for Headmasters of High Schools (HSTs). (Shahid et al.2019)

According to the findings by Wilkinson and Yussof in (2005), instructors in private schools demonstrate a consistent and punctual presence, yielding superior outcomes. However, despite their commendable dedication, these teachers tend to possess lower qualifications and receive comparatively lower remuneration. Head teachers in private schools wield the authority to terminate educators who exhibit irregular attendance, lack punctuality, or show disinterest in the teaching-learning process.

Research Methods

Establishing the connection between variables requires a well-designed research methodology. This section focuses on the methods, approaches, and procedures used by the researcher, emphasizing the core concepts of research design and the fundamentals of quantitative research.

The researcher outlines the principles of the explanatory study technique and methods employed for participant selection, data collection tools, questionnaire types, and scale development.

Population

Mirpurkhas region (consist on three districts, Mirpurkhas, Tharparkar, Umerkot serves as a notable model for education, is chosen due to its successful track record in the region. of the Mirpurkhas region.

Sample

The study centers around education in Mirpurkhas, within 31 college's total teaching staff 740 out of which 185 teaching faculty with equal male and female members respondents selected from beneficiary areas. A simple random sampling 20% of total population method technique is employed, with 180 actively participating. This method is chosen for its suitability and flexibility in obtaining responses.

Data Collection Tools and Techniques

Analytical techniques, including the utilization of SPSS 22.0 (Statistical Package for Social Sciences) and SEM (Structural Equation Modeling), form the foundation for result derivation. Smart PLS is specifically applied for affirmative assessment. Diverse statistical methods encompassing survey analysis, identification of missing data, outlier detection, assessment of linearity, and structural equation modeling contribute to a thorough evaluation.

The collection of primary data, facilitated through structured questionnaires, is complemented by supplementary information derived from a spectrum of sources such as research articles, literature, reports, journals, and library materials. The amalgamation of primary and secondary data not only enriches the conceptualization of the research but also plays a pivotal role in attaining conclusive results.

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This quantitative study employed a survey approach to construct a questionnaire, comprising two segments. Part A included 12 closed-ended questions designed on a 5-point Likert scale, while Part B featured an open-ended question. The questionnaire delved into multiple facets associated with teachers' contentment, handling, support, and various institutional challenges influencing input quality. Data collection involved on-site visits to schools. Analysis and interpretation of the data utilized descriptive and inferential statistics, specifically focusing on percentages and mean scores.

4. Results and Analysis

The survey employed a Likert scale featuring five points and consisted of 12 closed-ended questions along with one open-ended inquiry. Upon analysis, it was discovered that 75% of respondents agreed on the imperative need for training, while 19% held a contrary view, and 6% remained undecided. With a mean score of 4.4, the results point to a significant proportion of teachers expressing the necessity for training, implying a potential waning effectiveness of current training methods. This underscores the importance not only of refresher courses but also of reevaluating the foundational teaching methodology training provided to educators. Detailed information can be found in.

Table 1 Teachers Training.

SA	A	UD	DA	SDA	Mean	N
15	121	11	25	08	3.4	180
8.3	67	6	14	4.4		

Table 2 indicates that a substantial 86% of respondents concurred that infrastructure & resources. In contrast, 11% disagreed with this perspective, while 3% remained undecided. With a mean score of 3.5, the data underscores that a significant majority of teachers attribute the infrastructure & resources are necessary for quality education.

Table 2. Infrastructure and Resources

SA	A	UD	DA	SDA	Mean	N
18	137	05	15	05	3.6	180
10	76	2.7	8.3	2.77		

Table 3 illustrates that a substantial 64% of respondents expressed disagreement with the assertion that the academic and general facilities at their college were satisfactory. In contrast, only 31% agreed with this statement, while 3.8% remained undecided. Recognizing the pivotal role of both academic and general facilities in facilitating the teaching-learning process, the data highlights a significant majority of respondents reporting the absence of these crucial facilities in secondary schools. This underscores a potentially critical issue in the educational environment.

Table 3. The academic and general facilities

SA	A	UD	DA	SDA	Mean	N
15	42	07	108	08	3.5	180
8.3	23.3	3.88	60	3.88		

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In Table 4, it is highlighted that 81% of respondents acknowledged that lot of shortage of teachers. Conversely, 16% disagreed with this observation, and 3% remained undecided. The mean score, recorded at 3.6, indicates a prevalent trend where a significant portion of teachers is accepting that there is a lot of faculty requirement especially in subjects. This behavior persists despite designated vacant positions of teachers should be fulfill immediately.

Table 4. Shortage of faculty

SA	A	UD	DA	SDA	Mean	N
16	130	05	08	21	3.6	180
8.8	72.2	2.77	4.4	11.67		

Table 5 reveals that a substantial 79% of respondents reported a lack of educational seminars, discussions, or award ceremonies in their colleges. In contrast, 13% agreed that such activities were observed, while 8.3% remained undecided. The mean score, indicative of the overall sentiment, underscores the predominant absence of these educational events, with a noteworthy impact on the school environment. A significant majority of respondents noted the absence of seminars or other educational activities aimed at promoting the teaching-learning process or acknowledging teachers. When including the undecided cases in this assessment, it appears to represent nearly the entire system. This observation suggests a lack of interest on the part of administration and academic committees.

Table 5. Educational Activity (seminars, workshops)

SA	A	UD	DA	SDA	Mean	N
22	120	15	18	5	3.7	180
12	66.6	8.33	10	2.7		

Examining Table 6, it is revealed that 62% of participants found the current format of science curricula to be inadequate, with 33% expressing disagreement and 4.4% remaining undecided. The mean score, computed at 3.4, indicates a prevailing sentiment among teachers that the elementary science curricula are insufficient. Teachers believe that it does not align with the existing facilities in the colleges.

Table 6. Curriculum and Assessment

SA	A	UD	DA	SDA	Mean	N
18	93	08	45	16	3.4	180
10	51.6	4.4	25	8.8		

In Table 7, it is apparent that 72% of the survey participants concurred that the resolution to teachers' financial and managerial challenges rests within the domain of the union, while 24% expressed disagreement, and 4% remained undecided. With a mean score of 3.7, a substantial majority of teachers harbor skepticism about finding solutions to their problems

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without the support of their political unions. Consequently, they deem it necessary to actively participate in teachers' unions, perceiving them as instrumental in addressing their concerns.

Table 7. Teachers' Politics

SA	A	UD	DA	SDA	Mean	N
08	121	07	36	8	3.7	180
4.4	67.72	3.8	20	4.4		

In Table 8, it is evident that 68% of the participants expressed agreement with the notion that the government policies are unsatisfactory. Conversely, 24% disagreed, and 8% remained undecided. The mean score, calculated at 3.6, indicates a prevailing sentiment of dissatisfaction. A significant majority perceives the behavior of government towards education as unsatisfactory, contrary to their expectations of a prior & core responsibilities, resulting in a negative experience.

Table 8. Government policies

SA	A	UD	DA	SDA	Mean	N
14	109	15	26	16	3.6	180
7.7	60.5	8.3	14.4	8.8		

According to Table 9, a significant 63% of respondents concurred with the assertion that Principals display a lack of interest in academic activities, while 33% expressed disagreement, and 4.4% remained undecided. The mean score recorded was 3.5. A prevailing sentiment among teachers is that the majority of Principals exhibit minimal engagement in academic activities, encompassing more than half of the schools surveyed. It is observed that teachers predominantly take the lead in organizing various activities, signaling a perception that Principals appear disinterested in such academic pursuits.

Table 9. Principals' involvement in academic activities

SA	A	UD	DA	SDA	Mean	N
16	97	8	48	11	3.5	180
9	54	4.4	27	6		

As illustrated in Table 10, 51% of survey participants affirmed that the management exhibited satisfactory control over student attendance and behavior, while 45% expressed disagreement, and 3.3% remained undecided. The mean score reflected a neutral position at 3.1. Analyzing the data reveals that a slim majority of teachers perceived the management as having satisfactory control over student attendance and behavior. However, it's noteworthy that the count of those perceiving unsatisfactory control reaches half the size when incorporating undecided cases with those expressing dissatisfaction. This suggests a substantial portion of respondents considering the management's control as unsatisfactory.

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Table 10. The control of management over attendance & enrolment

SA	A	UD	DA	SDA	Mean	N
06	86	6	68	13	3.1	180
3.3	47.7	3.3	37.7	7.2		

As depicted in Table 11, 48% of the survey participants expressed disagreement with the assertion that Principals appeared inadequate in managerial matters, while 46% concurred, and 8% remained undecided. The mean score indicated a neutral stance at 3.0. Despite a slight majority acknowledging the managerial competence of Principals, the significance lies in the fact that nearly half of the respondents, when combining the undecided cases with those who agreed, perceived their Principals as lacking in managerial proficiency. This underscores a critical point where a considerable portion of teachers views their Principals as incompetent in this regard.

Table 11. Principals' managerial skills

SA	A	UD	DA	SDA	Mean	N
12	75	11	72	10	3.2	180
6.6	41.6	6.1	40	5.5		

According to Table 12, a significant 67% of the participants concurred with the notion that the decline in the quality of education could be attributed to the management. Conversely, 28% expressed disagreement, while 5% remained undecided. The mean score registered at 3.4. Notably, a substantial majority of teachers held the view that Principals and other members of the management were accountable for the diminishing quality of education. Although collaborative efforts are typically associated with achieving educational quality, it is evident that there exists a noticeable gap between the perspectives of the management and the staff.

Table 12. Declining trend in quality of education

The management is responsible for declining trend in quality of education.						
SA	A	UD	DA	SDA	Mean	N
11	109	10	49	1	3.4	180
6.1	60.5	5.5	27.2	0.5		

Part II

**What are the other problems you think that affect the quality input at your College?
 (Open question)**

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Within this segment, a substantial 68% of the participants conveyed dissatisfaction with the timely promotion of teachers. Additionally, 53% of educators expressed concern over the absence of a dedicated library and teaching aids within the college premises. Furthermore, a significant 59% of teachers highlighted the challenging scenario at the secondary education level, emphasizing the perceived inadequacies and the considerable effort required to maintain educational standards. The absence of parental cooperation becomes evident when online student enrollment is initiated, presenting numerous challenges due to the lack of internet infrastructure in rural areas. Untrained students are hesitant to seek admission in colleges, creating hindrances in the process. On the flip side, higher secondary schools that employ manual systems are attracting more students, causing a decline in college enrollments.

5. Discussion and Conclusion

Pakistan's education system has struggled to attain global standards, particularly in the realm of college education. The deficiencies in the Pakistani college education system are multifaceted, encompassing inadequate infrastructure, a shortage of skilled manpower, insufficient educational resources, subpar learning environments, skewed preferences, and limited social cooperation.

Unsurprisingly, the province of Sindh faces challenges in upholding a standardized education system.

“Widespread cheating has become a pervasive issue, further exacerbated by educational boards that bestow inflated grades in exchange for illicit kickbacks.

The deteriorating state of infrastructure is a pressing concern, and the curriculum employed is outdated, lacking relevance in the contemporary educational landscape. Teachers in the province often grapple with inadequate training and a deficiency in competence. Extracurricular activities are virtually non-existent in educational institutions, with infrequent ceremonies for prize distribution.

Addressing these challenges requires a comprehensive and innovative approach to revitalize the education system in Pakistan, with a specific focus on Sindh. Efforts should be directed towards enhancing infrastructure, updating curriculum content, and investing in teacher training programs to foster a more competent and skilled teaching workforce. Additionally, fostering a culture of integrity and discouraging corrupt practices within educational boards is crucial to promote genuine academic achievements. Emphasizing the importance of extracurricular activities can contribute to a more holistic and enriching educational experience for students

Teachers expressed a collective need for professional development, recognizing the necessity for refresher courses to acquaint themselves with new syllabi and reinforce their teaching skills. The educators emphasized the significance of ongoing training to stay abreast of evolving educational practices. Unfortunately, teachers appointed in recent decades without proper training displayed a lack of commitment and professionalism, remaining disinclined to augment their capabilities and expertise.

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While refresher courses held promise in transforming untrained teachers into professionals, the existing in-service training system proved ineffectual. The appointment of master trainers in this system often succumbed to favoritism, nepotism, or cronyism, resulting in some teachers repeatedly undergoing training while others were neglected. The overall quality of teachers' certification programs suffered due to a shortage of adequately trained master trainers.

The teachers' confidence took a hit due to media scrutiny and strict actions taken against them. The department's response to unverified news and issues forced them to exercise caution, diminishing their confidence in interacting with students. This erosion of confidence had palpable repercussions on classroom management and the teachers' enthusiasm for going above and beyond in their educational roles. Hence, there is a pressing need for the department to take ownership of its employees and address these confidence-shaking factors with a more balanced and discerning approach

Colleges across the region are grappling with a lack of essential facilities, such as libraries, laboratories, and power generators. These deficiencies hinder the academic environment, with 60% of colleges lacking adequate libraries, substandard laboratories, and insufficient restroom facilities. The absence of these resources leaves teachers without the necessary tools for effective lesson planning and practical demonstrations.

In the absence of proper facilities, colleges function like birds without wings, unable to soar to their full potential. Teachers, instead of focusing on teaching, find themselves engrossed in idle chatter in the staff room, further disrupting the learning atmosphere.

Moreover, there is a noticeable absence of educational activities such as seminars, discussions, and recognition programs for teachers. The management at the grassroots level fails to take significant steps to engage teaching staff in co-curricular activities, leading to an irrelevant college environment.

The decision by the College Education (CED) management to divert attention from college enrollment has been detrimental. The introduction of an online admission portal is indeed a commendable initiative. However, its effectiveness is compromised in our country's context, particularly in regions where 80% of students hail from rural areas. The inadequate internet facilities in these areas, coupled with students' lack of familiarity with online processes, hinder the successful implementation of the portal. Moreover, colleges have not established a dedicated helpdesk to assist with online admissions, leading students to opt for higher secondary schools where the admission process is still conducted manually. While developed countries prioritize higher education, there seems to be an undermining of college education in Pakistan. Teachers express dissatisfaction with the outdated and inadequate higher secondary science curricula, lacking necessary teaching aids, laboratories, and equipment. The curricula, perceived as uninteresting and ineffective, do not meet the educational standards of the modern era.

Additionally, a considerable number of teachers attribute the low quality of education to the status of secondary education. Shockingly, 40% of students in secondary classes struggle to read stories in their mother tongue, Urdu or Sindhi, and only 20% can comprehend English sentences in rural Sindh. Secondary teachers find themselves compelled to teach basic

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language skills before delving into the actual curriculum.

Teachers believe that involvement in teachers' politics is essential to address their financial and official concerns. The absence of unions leaves them feeling helpless, as these unions play a crucial role in solving problems and instilling confidence among teachers. However, it is acknowledged that these unions also contribute to favoritism, nepotism, and cronyism, impacting the school environment, albeit as a reaction to the treatment by management.

Teachers expressed dissatisfaction with the unprofessional conduct of principals, citing arbitrary decisions and the use of harsh language towards the staff. The principals were criticized for their inadequate involvement in academic matters, as they tended to focus more on compiling information and handling financial issues rather than supervising the overall academic process.

Management faced challenges in maintaining control over students' attendance and behavior, which stemmed from a lack of commitment on the part of the management itself. The poor management of the College Education Department (CED) hindered the effective implementation of policies at the grassroots level. Financial corruption among departments led to the misallocation of funds, known locally as "Bhata khori," relieving the administration of its responsibilities.

Teachers perceived principals as incompetent in managing colleges, pointing to a lack of managerial skills, interest, and isolation. The overall atmosphere in a college was believed to be influenced significantly by the actions and treatment of the immediate boss, and principals were expected to be comprehensive educational leaders, addressing all aspects of college administration. However, confidence was lost following the devolution plan, as the distribution of responsibility and authority became unclear.

The reluctance of principals had a detrimental effect on the teaching-learning process, resulting in uninspiring co-curricular activities and a decline in educational interest. Teachers held principals responsible for the downward trend in education. The management, largely untrained, focused only on financial matters and lacked the ability to address day-to-day issues. The bureaucratic approach employed in running colleges proved ineffective in eliciting better results from teachers.

Late promotions further fueled dissatisfaction among teachers, with the College Education Department rarely promoting lecturers to higher grades. This lack of recognition led to a loss of enthusiasm among teachers.

In conclusion, an analysis of the obtained data revealed that the shortcomings in the College Education system included the need for professional training, a loss of confidence due to strict actions and media trials, insufficient general and academic facilities, an unsuitable staff room environment, a lack of seminars, discussions, libraries, laboratories, and awards, an irrelevant curricula format, a low status of primary education, poor management, a lack of managerial skills in administration, and delayed promotions in Sindh. These factors collectively contributed to the decline in the input quality of education at the college level.

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The government policies regarding education and budgeted Rs.312.45billion which is the 13.90% of total budget tells the seriousness for enhancing education in Sindh. Old and outdated text creates low interest in student as well as in teachers and not meet current requirement of 21st century education.

6. Recommendations

The research suggests implementing a concise training program for educators, fostering a deeper appreciation for their contributions, ensuring the availability of both general and academic resources within colleges, discouraging clustering and promoting dispersal of educational activities. Additionally, it advocates organizing educational seminars and discussions, bolstering college libraries and laboratories, recognizing outstanding teachers through awards, aligning curricula with global standards, enhancing the quality of primary and secondary education, ensuring timely promotions for college faculty, and providing active management and professional training to enhance both curricular and administrative proficiency.

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