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ANALYZING THE SOCIAL STATUS OF HIGH SCHOOL TEACHERS IN LARKANA CITY – STAKEHOLDERS

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KEYWORDS	ABSTRACT
Social status, professional status, high school teachers, stakeholders	This study analysis that what is the social and professional status of high school teachers in Larkana by studying perceptions of stakeholders including parents, head of schools, Education Officers in Larkana and teachers themselves. Educating in globally recognized job which shapes learners overall academic growth, moral development and their social behaviors, though in many countries Teachers do not get enough recognition, they do not become part of any decision making, do not get professional support hence are not allowed to self-govern the classrooms. In Larkana, teachers encounter a number of challenges that usually effect their social prestige and professional standing as well. This study strives to figure out what as the perceptions of stakeholders about the status of teacher, highlight the social and professional factors that influence and proposes the ways to elevate the honor. Researcher, by using qualitative phenomenological approach, conducted semi structured interviews with 25 participants and analyzed the responses using thematic analysis to understand sense of responses. The outcomes show that teachers in Larkana are usually seen as just any other employee rather than be seen as respected professionals. Participants highlighted various aiding determinants; minimal salary packages, political interference in recruitment or even in transfers and promotions, weak administerial support, least growth opportunities, extra burdens of election work or other campaigns. The very common tradition of 'Sain' culture and certain negative social attitudes emerged to shape perception regarding teacher status in community. These perceptions grate teachers' confidence, motivation, decrease public confidence and lowers the overall standing of the professionals. Relying on these discoveries, the study requests for policy reform to intensifying status of teachers in Larkana – consisting, teacher licensing, minimized political interference in education administration, removing burden of non-teaching responsibilities, enhancing career growth chances and giving more authority to heads of schools over academic matters. Eventually, the study discusses that renovating status of teacher will be achieved with vast change in public perception and institutional support – one that acknowledges as essential and respected teacher truly is.
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Introduction

Teacher status calls attention to teachers' ranking, reputation, and identification in community. All round the world, educating is greeted as an extrovertedly necessary occupation since tutor moulds understanding, beliefs, sense of belonging, social harmony, and rising heirs. (Stromquist, 2018; Hargreaves & Flutter, 2019). International organizations such as UNESCO and the ILO conventionally endorsed that educating be acknowledged as all-encompassing lifework with top tier regard (Hargreaves & Flutter, 2019).

Teacher esteem and regard indicate the rank, professional credibility, affirmation, and appraisal to teachers by community, law makers deputies, and academic establishment. It incorporates Honor, freedom and empowerment at work place, job environment, salary, and professional growth and scope (Hargreaves & Flutter, 2019). Studies frequently points out that tutor regard is strongly associated to inspiration, occupational gratification, ownership, and academic excellence (Yip et al., 2025). In spite of well-known and widely accepted influence of educators, an overall status inconsistency is carried out. Tutors are mostly esteemed by communities but do not remunerated with enough income, ownership, or praising job environment (Hargreaves, 2009; Stromquist, 2018).

Education is globally considered as key stone of National growth and teachers are the starting force accountable for conveying standardized education. Anciently, teaching was viewed as a very esteemed occupation linked with cognitive mastery, virtuous management and communal impact. Teachers were commonly perceived as ideal mentors and attained well built reputation due to their assistance for awareness channelling and personality growth (Rowan, 1994).

Gradually, no matter how, the reputation of Teachers has turned down in varied divisions of the globe. Comparative occupational studies show that although teaching requires high levels of reasoning, communication skills, and formal knowledge, it is often categorized as a "semi-profession" due to limited autonomy, lower salaries, and restricted decision-making power (Ingersoll & Collins, 2017). Money making force, restricted monetary stimulus, widened management commands and limited institutional freedom have exhausted the organized ranking of teachers. In growing countries, counting in Pakistan, these problems are deepened by means restrictions, strategy unpredictability and dull official assistance. Research indicates that low compensation, limited career progression, and external control over teachers' work significantly reduce professional prestige (Ingersoll & Collins, 2017).

As a consequence teaching is progressively viewed as a less valued job, specifically when brought close with jobs such as law, medicine and engineering. Existing research studies highlights that In Sindh, districts like Larkana, teachers tackle extra problems related to social and economic constraint, state intervention, least Job growth chances, and limited teacher – parental connections. Such strands base stakeholders power to see teachers and determine their in job honour and social prestige (Stromquist, 2018; Symeonidis, 2015; Ingersoll & Collins, 2017).

The ground of this study is to question the communal and paid position of high school teachers in Larkana from the mindset of key stakeholders, including teachers, school heads, parents, and educational officers. Teachers own an essential rank in shaping students' educational success,

righteous evolution, and interactional conduct; nevertheless, their involvement is repeatedly diminished in the community (Hargreaves & Flutter, 2019; Tatto, 2024).

Grasping contributors' opinion is needed to bracket the elements that accelerates lessening the prestige of teachers and to expand approaches for crystalizing their efficient expertise. This analysis examines not only professional but also non-professional elements maintaining teachers' position, like as job surroundings, professional liberty, positive mentorship, prevailing cultural mindset and communal standards. By pinning on the frame of reference of Larkana, the research tries to come up with context determined awareness that can notify academic strategy, school governance exercises, and locale commitment edges map out to raise value of the teaching profession.

Literature Review

Nature and importance of the teaching profession

Teaching is a competent line of career desired by specific in depth understanding, structured learning, moral obligation, and social welfare. Teachers are accountable not only for educational guide but also for upbringing students' societal psychological and virtuous growth. As an occupation, teaching is essential part of physical asset growth and countrywide advancement. From a sociological perspective, teaching involves complex work related to human interaction, language development, and cognitive reasoning (Tatto, 2024).

History tells, teaching occupation was raised by means of well-built official foundation, attentive instructional development initiatives, self-governed job, and social respect. In contexts where teachers were given authority over instructional decisions and opportunities for professional growth, the profession achieved higher prestige and effectiveness (Ingersoll & Collins, 2017). Nations that expands teachers' skill development and wellbeing managed to raise the reputation and potency of the occupation.

Issues faced by the teaching profession

Regardless of influence the educators encounters many wide spread hurdles. These involve poor income, stagnant career path, excessive burden, absence of self-sufficient and growing responsibility stress (Tatto, 2024). Teachers are over and over judged by students' academic achievement without enough means or assistance. Extended responsibility force via stereotype assessing and investigating, frequently lacking relative competent consent, to a great extent lessening tutors job adeptness (Hargreaves & Flutter, 2019; Tatto, 2024). Furthermore unfavorable media representation and reducing social status have moreover blurred the skillful picture of teachers. The Teacher Status Project found that public discourse and media narratives significantly influence how teachers perceive their own professional worth and how society values the profession (Thomas, 2006).

Pakistan and worldwide educational policies frequently stresses the value of teachers' social prestige and job position as the beginning step for effective pedagogy and holistic learning. On a

global scale, United Nations Educational, Scientific and Cultural Organization and the International Labour Organization, directed by proposal regarding the prestige associated with Teachers, pressures on sustaining teachers' job identification, adequate salary, teaching independence, and involvement in instructional leadership, pedagogical judgement and academic strategies, considering these variables mandatory to recruit and possess professional teachers. Likewise, international regimes and strategic framework sponsored by establishment such as Organisation for Economic Co-operation and Development underlines tutors job commitment, skill expertise and in service growth as fundamental structures of Tutor Honour. Pakistan Educational policy (2009) indicates minimal tutor prestige and ambition as significant hurdles and arranges professional enhancement programs, inducement and esteem of tutors.

Pakistan Educational policy structures of 2017 and 2024 additionally intensifies professional development, integrity, responsible ownership and positive workplace environment for teachers. In spite of such strategic responsibilities, intervals among strategic goals and fulfilment goes on, in particular at regional locale levels, striking tutors job reputation and social identity.

Teaching profession in Sindh

In Sindh, the teaching job is transformed by deep rooted flaws like poor services and structure, over full classes, and least approach to constant vocational advancement. Although teachers are required to meet qualification standards, inconsistent induction programs and weak professional support systems undermine their effectiveness and status (Ingersoll & Collins, 2017). State intervention in hiring strategies and shuffling of staff has also threatened general trust in teachers. Despite of the fact that teachers are needed of being eligible for requirements of Education, incompatible professional growth possibilities and unaccountable tool have come up with jumbled stakeholders understandings.

Teaching profession in Larkana

High school teachers in Larkana overlook opposition alike those in different areas of Sindh even so with continued societal and economical limitations, little parental participation, scarcity of teaching assets, minimum professional identification results to teachers' declining position. Studies suggest that teachers working in less affluent or high-poverty contexts are often perceived as less professional despite performing equally complex work (Ingersoll & Collins, 2017). Teachers mostly experience eliminated from administrative operations and undergoes low charge and regard in school and society.

Problem statement

In spite of their important character in teaching the future bearing, high school teachers in Larkana encounters low social regard and professional identity. Contributors, together with parents, head master/ head mistress and instructional representatives repeatedly think of Teachers as requiring soundness at profession, enthusiasm or efficacy. These perspectives, incorporating with system trails likely little skill growth, insufficient organizational support and

weak teacher parental bond, have adversely affected teachers' determination and work image. Research shows that such perceptions are strongly linked to professional conditions, societal attitudes, and policy environments rather than teachers' actual competencies (Mutluer & Yüksel, 2021)

There is insufficient databased analysis that thoroughly looks into social regard of high school teachers in Larkana from the angles of different dimensions. The absence of corresponding study makes it hard to device enlightened mediation lined up at upgrading teacher appraisal and work place status. This research be after bridges this break by analysing stakeholders' perceptions and focusing on causal determinants assisting in lessening the social respect of teachers.

Underpinned theory of present study

An abstract model offers the intellectual bedrock of the research study by detailing the framework that directs the research and analysis of the outcomes. It allows the study to recognize the occurrence under research by organized conceptual approaches. This research is directed by the Theory of Capital given by Pierre Bourdieu and Edward Freeman's Stakeholder Theory. These interdependent theories present a complete model for evaluating the components affecting the status of high school teachers in Larkana and the perspectives of multiple stakeholders about the teaching profession.

Pierre Bourdieu (1986) contended that a person's social status and position are shaped not only by financial means but also by other forms of capital. According to Bourdieu, a person's development and position in society depend on social, cultural, economic, and symbolic capital. In the context of this research, economic capital refers to teachers' salaries, financial incentives, and other material benefits that influence their professional status. Cultural capital includes teachers' educational qualifications, professional competence, training, skills, and participation in professional development activities. Social capital refers to the relationships and professional networks established with fellow teachers, school heads, education authorities, parents, and the wider community. Symbolic capital represents the prestige, honour, respect, and recognition associated with the teaching profession.

Bourdieu's theory proposes that the interconnection of these forms of capital shapes the professional and social prestige of teachers. A decline in any of these forms of capital may negatively influence teachers' status and value within society. Therefore, the theory provides a suitable framework for examining the determinants that affect the status of high school teachers in Larkana.

Methodology

Research philosophy relates to the opinions and suppositions about the essence of truth, and by what means proficiency can be attained. These abstract suppositions lead the collection of system, strategies, and impact how statistics gathered, explained, and delivered (Crotty, 1998; Saunders et al. 2019). According to Saunders et al., (2019) to understand philosophical paradigm aids ensuring

coordination among the investigation target, research approach, and techniques. Because this research looks for understanding how stakeholders with different perspectives perceive the status of high school teachers, it is rooted in the subjective study traditions. Subjectivism understand that truth is collectively formed and that people unfold varied thoughts according to their past incidents, socializing habits, and ethnic heritage (Creswell & Poth, 2018; Schwandt, 2014). Instead of taking single unbiased fact, subjectivism recognizes the presence of several truths based on individual and situational incidents (Crotty, 1998).

On the contrary, the problem of status of teacher can't be acknowledged simply by statistical indices like rate of promotions or pay. Rather, it demands a study of how stakeholders, parents, teachers, school heads, and educational officers explain the societal and workplace status of teachers in their localities. Such perspectives are affected by traditions, academic strategies, social and economic circumstances, and personal background. Thus, a subjective perception gives a suitable composed ground to explore interpretivist truth (Merriam & Tisdell, 2016).

Epistemology explores what is counted as knowledge, its nature, how is it formed (Crotty, 1998). In the interpretivist approach, knowledge is generated from shared ideas. It is created together by interviewer and interviewee through communication (Saunders et al., 2019). Consequently, this study selects an interpretivist epistemology, which supposes that knowledge is created by conversations, explanations, and common grounds (Creswell & Poth, 2018). A qualitative phenomenological research design was used to capture participants' experiences. Phenomenology focuses on understanding individuals lived experiences of a specific occurrence (Moustakas, 1994).

The qualitative phenomenological research design, furthermore, advocates the research objectives by offering comprehensive details of factors impacting status of teachers, including social and professional prestige, economic, and educational policies, administrative practices. With this approach, the study obtains in-depth knowledge of the phenomena from different interpretations.

Moreover, phenomenology highlights stakeholders' narratives and personal experiences, making it appropriate for academic study, where knowing lived experiences of humans is vital for data-driven policymaking (Moustakas, 1994; Creswell & Poth, 2018).

The study population directs to the entire collection of participants possessing the features that are applicable to the area of study (Creswell & Creswell, 2018). This study seeks to analyse perceptions of different stakeholders. Particular target of the study is the group of individuals who are directly associated with education sector in Larkana (Patton, 2015). The targeted population included high school teachers, head of schools, parents of enrolled students, education officer, Director and DEO Larkana.

Researcher adopted purposive sampling, a well-established approach in qualitative research (Palinkas et al., 2015). Purposive sampling focuses on selecting individuals who had the right knowledge, work experience, and characteristics that can help answer the research questions

(Etikan, Musa, & Alkassim, 2016). Selecting sample on purpose deemed suitable because the research needed individuals who can manage to afford in-depth narratives about teacher status. Instead of picking participants randomly, the study deliberately selected participants who carry lived experiences with education and can significantly help in the study (Creswell & Poth, 2018; Moustakas, 1994). Teachers taken for interviews had five years plus experience of teaching in public schools, head of schools, had management tasks, and were well known to administrative hurdles. Parents whose children or child were enrolled in government schools were chosen. Education officers were taken as they are the individuals who manage schools, guide teachers, and understand how policies work on the ground. The sample selection confirmed that the gathered data gave us focused, rich insights that addressed the research questions efficiently.

The sample was chosen to maintain deep understanding of participants' perspectives until providing complete study of participants (Patton, 2015). The study included 23 participants, education officers, one DO, one director, parents four, school heads two, teachers from government schools 15. That makes 23 in total. The sample size was seen satisfactory as it supported the study to acquire in-depth versions of experience from every participant group to attain enough richness of their experiences. Data gathering was wrapped up when data hit saturation and no new themes were seen to emerge, showing that enough extent of occurrence was accomplished (Guest, Bunce & Johnson, 2006).

The core medium exercised in the research was a conversational interview protocol. Open-ended questions in interviews were broadly employed in descriptive studies balancing reliability and adaptability (Klave & Brinkmann, 2009). Open-ended questions grant the interviewer to inquire pre-planned queries in addition to observe interviewees for more clear and in-depth interpretations (Creswell & Poth, 2018).

Once cleared from supervisor and administrative bodies, the study started the process of collecting data. Possible volunteers were communicated individually and narrated about the intent, goals, and consequences of the study. Participants' contribution was completely open to choice. Interviewees were certain that their personal profiles kept secret and that the details given shall be utilized exclusively for study intent. Interview sessions were carried out personally at accessible locations for participants (Kvale & Brinkmann, 2009), including offices and academic settings. Each session continued for about 25 to 30 minutes, dependent on the schedule of participants and the extent of conversations. With consent of participant, conversations were tapped to secure fidelity while transcribing. Where voice notes were not workable, thorough documents were taken, during the interview sessions. The study also kept rough drafts of document vitals, appearance, and relevant particulars that helped in unpacking findings of interview sessions (Merriam & Tisdell, 2016). Following each interview, audios were written down precisely. The records were examined thoroughly to assure fidelity prior initiating, analyzing the data.

The gathered information was evaluated, studied, to analyzing the themes that is among the broadly employed approach for studying subjective responses. Thematic analysis makes a study

to identify, recognize, arrange, clarify, and document repeated sequences of patterns in descriptive data record. Succeeding transcripts, every detail was revisited to realize acquaintance with interpretations (Braun & Clarke, 2006). Template codes were formed by determining significant opinions related to status of teacher, career appreciation, social perspectives, issues of policies, financial hardships, and proposed advancements. Familiar codes were sorted into broad classes from which central concepts and subclasses appeared. Central concepts were constantly examined, purified, and contrasted among stakeholders to assure reliability and transferability of the study goals. The outcomes, themes were constructed as part of the prior research. Exact quotes of stakeholders were merged where suitable to clarify main concepts and increase validity of the outcomes. Theme identification gave an organized and accommodating route for acknowledging stakeholders' practices and perspectives (Braun & Clarke, 2006; Nowell et al., 2017) with regard to societal esteem of the education as profession in Larkana.

Moral standards were attentively monitored all over in the study techniques to shield the rights of participants and sustain the wholeness of the research. Before collecting the data, approval was acquired from the appropriate academic professionals and the supervisor of the study. Participants were clarified about the intended outcomes, process, possible gains, and free will essence of the study. Voluntary agreement was acquired earlier managing discussions. Members were told that they may refuse to respond any query or step back from the research at any phase with impunity. Privacy and epithets were sustained by attributing pen names or ID code base to interviews over documentation and record-keeping. No private details able to determining interviews was revealed in the study document. Dialogue tapes, transcriptions, and supporting papers were kept safely and were reachable merely to the interviewer. Whole accumulated data was utilized entirely for study goals or intentions. The secured honour, neutrality, integrity, and objectiveness all over the study techniques, and sidestepped any compulsions or misinterpretation in course of communication with the stakeholders (BERA, 2024).

Findings of the study

Theme 01: Stakeholders perceptions regarding social and professional status of high school teachers in Larkana

Respect of teachers in society

Present study found that high school teachers in Larkana are considered as civil servants rather than professional specialists. As mentioned by a stakeholder respondent that Z1: *"in our society one of the biggest mistake people make is that they consider teachers as only a government employee and respect them in that sense. They do not think that teachers are real backbone of the society."*, Z12: *"in my society I have found one of the biggest mistake people make is that they consider teachers as a government servant and respect them in that sense. They do not think that teachers are real backbone of the society."* Moreover, it was also disclosed that people are unaware about the major status of a teacher and his/her role in making a society educated. During an interview a key stakeholder respondent told that Z3: *"I could not understand the beliefs*

of my society like they just view a teacher as a simple person having a government job not more than that. Although teacher is one who change the whole society. He is one who is real change maker and nation builder but I feel sad when look into the perceptions of society ”

Erosion of “sain” culture

Analyzed data showed that traditional people or people who are purely belong to sindhi culture call government teachers with title of ‘sain’ word used as a moral guide making it a commercial name. In this regard respondents told that Z4: *“I am perplexed about how people modify the real name and status of individuals of society just like government teachers are called with Sain name while same teachers are called with Sir in private academies. Although a teacher should be called with sir yet people have destroyed the social status of teachers.”* Z5 *“its ok to call a teacher as sain but I think a teacher is a role model and real change maker of a nation or society so s/he should be behaved with great care and respect. Therefore, instead of calling him or her sain should be called as sir.”*

Negative attitude of people towards government teachers

The findings of current study discovered that people view high school teachers as “insufficient” and send their children to private academies where they get surety of success. As a respondent declared that Z5: *“I have seen many cases when I used to be a teacher, right now I am working in administration, people consider government teachers as insufficient and not well qualified and send their children to private academies which ultimately shift the respect of high school teachers. I have also observed that in private academies same teachers are teaching who are serving as government teachers.”* The perceptions of stakeholders disclosed that people have negative views about government school teachers.

Theme 02: to identify professional factors contributing to the status of high school teachers

Involving politics and union parties (Sifarish)

It was stated by administrators that when politics and union parties are involved in educational affairs like transfers of teachers and their promotions, they destroy the etiquettes of teaching profession. As it was mentioned by a respondent that Z6: *“when teachers bypass school headmasters and use political clout or teacher union influences to avoid accountability, it ruins the professional hierarchy. The profession loses its merit-based respect, making teachers look like clients rather than academic leaders.”*

Assigning teacher non-academic duties

This study has shown some frustrating results. Majority of respondents have agreed that teachers are utilized for non-academic duties like polio campaigning and election duties. A respondent mentioned that Z6: *“teachers are considered as general public servant. They assigned to perform*

duties in polio eradication campaigns and voting of election. Although it is good but it deprofessionalizes the teaching profession."

Theme 03: to propose strategies to enhance the social and professional status of high school teachers

Introducing licensing teaching profession

After a careful analysis of data it was disclosed that teaching profession should be given a status as other professions like doctors, engineers, and lawyers are. Majority of respondents agreed to this view. Few participants mentioned that Z3: "previously teaching profession was a by chance job and every people who could not get a job used to become a teacher but now its not like that. Government of Sindh, for the very first time in history, has introduced teaching license policy in which every individual aspirant have to qualify teaching license test. This initiative will enhance the scope of teaching field and elevate the status of teachers in society." Z4: *"I have seen many cases that people are not joining teaching field by choice but by chance. For suppose a person who completed his engineering degree and could get field related job so he became teacher. Such type person would not be good teacher because teaching is not everyone's cup of tea."*

Shifting powers from TEOs and DEOs towards the school administrative

It was found in this study that district education officers and taluka education officers have to manage all the administrative affairs but it is really a big and hard task for a single person to manage this all. Respondents mentioned that school head masters should be given authorities to monitor daily report of school performance. Head teachers should be responsible continuous professional development programs for the teachers so that they increase the quality of teacher which positively affect the quality of education in the region. One of the participant told that Z5: *"TEOs and DEOs are considered backbone of school administration but they could not handle whole the district or taluka at a time and it takes time to solve the problems of teachers and school administration thus head masters should also be authorized to monitor the daily school report."*

Discussion

The study aimed to explore the stakeholders' perceptions regarding social and professional status of high school teachers in Larkana, to identify professional factors contributing to the status of high school teachers, and to propose strategies to enhance the social and professional status of high school teachers. Similarly, study has disclosed the associating findings. The very first objective has shown three major themes i.e. respect of teachers in society, erosion of "sain" culture, and negative attitude of people towards government teachers. Study discovered that teacher unlike other government employees are considered as just employees working to serve public rather while teachers are real backbone of the society. In this regard Darling-Hammond (2017) have mentioned that teachers real change makers and should be treated in that way. Their status higher than the other public servants. Further, it was found in this study that government teachers are called "sain" for honoring them but they are considered sufficient to teach well and people's

attitude towards them is very negative thus they send their children to private academies to enhance their basic academic skills. But it is astonishing to note that the same teachers are teaching in those private academies. Hargreaves and Fullan (2012) have noted in this regard that private academies have confused parents like they think academies are better for developing skills of their children than public schools but they are unaware that same teachers are there to teach them.

Moreover, the second objective of study found two main themes i.e. involving politics and union parties (Sifarish) and assigning teacher non-academic duties. It was found that there somehow interference of politics and teacher union for getting promotions and transfers of their own choice. So, this thing affect teachers' self-respect and also create pressure for stakeholders to do what influential people say. James (2010) has reported that political influence is triggering factor affecting quality of education badly. Educator who involve politicians just get promotions and transfers of their desire do not have any idea about the outcome of this thing. In addition, study showed that teachers are pressurized to do no academic duties like polio campaigning. Although it is also a public service but a teacher him/herself has to give to his/her responsibilities before teaching any lesson just like they have to prepare lesson and plan activities for successfully delivering the lesson. In this regard James (2010) has noted that teaching is such a profession where individuals have to spend time in planning the lesson for next day.

The last objective of this study also drawn two themes i.e. introducing licensing teaching profession and shifting powers from TEOs and DEOs towards the school administrative. Teacher licensing has been recommended by this study so that people could not enter the teaching profession without having a proper license and also required training. Additionally, shift of power dynamics is also a suggested strategy in current study. As district and taluka education officers are not only sufficient to handle all the educational affairs of teacher at a time so head masters of schools should also be given authority to monitor daily progress report of school. As per Hargreaves and Shirley (2012) the quality of education could be enhanced when powers are distributed. Not all the powers should be handed over to DEOs and TEOs. Head masters must also be given chance to monitor administrative affairs at school level.

Conclusion and Recommendations

The findings of present study are similar to the objectives as mentioned above in discussion chapter. Firstly, study found 'respect of teachers in society, erosion of "sain" culture, and negative attitude of people towards government teachers' as major findings of first objective. However, the study recommended that teachers should be considered above the professions because they are the real change makers of society and all the other professions are alive just because of these teachers. The "sain" culture should also be removed and parents should be made aware about the fact that the same teachers are teaching at private academies so instead so sending children to those academies they should prioritize government schools.

Secondly, involving politics and union parties (Sifarish) is found to be another challenges for stakeholders so it has been recommended by the study that teachers should avoid bringing politicians in job matters. Additionally, assigning teacher non-academic duties looks very awkward like a teacher is a nation builder so they should be involved in their professional growth activities instead non-academic duties. However, it was recommended by respondents that teachers have to undergo continuous professional development programs so that they can improve their teaching rather than putting them in non-academic activities.

Lastly, it has also been found that half of the teachers have joined this profession by chance not by choice so it is also recommended that licensing teaching profession should be made mandatory. Nonetheless, study found that a district education officer or taluka education officer has to look after all the administrative works which is a hard task for single person to do so the study recommended that powers should be shifted from TEOs and DEOs towards the school administrative. By doing so DEOs and TEOs could do their district and taluka level work easily and school heads will have chance to monitor teacher related issues. However, the recommendation must be kept in mind and timely measure must be taken.

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