

Problems Faced By Secondary School Teachers During Teaching In Multi Religious Classrooms

Muhammad Sakhawat Zia¹

¹Institute of Agriculture Extension, Education and Rural development, Pakistan

Sidra Jabeen²

²Institute of Agriculture Extension, Education and Rural development, Pakistan

Maryam Siddiqi³

³Institute of Agriculture Extension, Education and Rural development, Pakistan

Badar Zaman⁴

⁴Institute of Agriculture Extension, Education and Rural development, Pakistan

Email : skhawat.35@gmail.com, sidrajabeen712@gmail.com, maryamsheikh522@gmail.com, zamanbadar645@gmail.com

Abstract

Religion is a greatest source of development. A society can be changed through rules and values of any religion. It is such a tool which helps to bring change not only in the society but in individual also. It provides positive thinking in a man. It develops sensibility so that a man can understand all the complications of life and be able to solve all the problem. To teach the society a teacher plays a vital role without the effort of the teachers, the schools, administrators, experts and parents cannot adopt change and bring improvement in student's academic performance alone. This research study was explored the Problems faced by secondary school teachers during teaching in multireligious classrooms. This study was carried out in Nankana Sahib, Punjab Pakistan. The sample of this study was based on 100 boys Muslim's students and 100 Non-Muslim Students of the boy's school's by using random sampling technique. A random sampling technique was carried out from the population. The sample of this study was based on 100 boys Muslim's students and 100 Non-Muslim Students of the boy's school's by using random sampling technique. It was found that teachers face several problems in teaching due the different religion

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of students. It was suggested that The needs of professional training should be set for developing critical thinking among teachers due to facing the students of any religion. The needs of professional training should be set for helping the teacher to encounter difficulties about implementing in multi religious classroom.

Keywords. Problems, School Teachers, Teaching, Religion, Society

INTRODUCTION

Religion is a greatest source of development. A society can be changed through rules and values of any religion. It is such a tool which helps to bring change not only in the society but in individual also. It provides positive thinking in a man. It develops sensibility so that a man can understand all the complications of life and be able to solve all the problem. To teach the society a teacher plays a vital role without the effort of the teachers, the schools, administrators, experts and parents cannot adopt change and bring improvement in student's academic performance alone. So far, the learning which can take place only by the well managed and planned classroom management and classroom activities, can possible with the help of able teacher (Stassen, 2010). In Pakistan multi religion schools are found in which all students have the right to get their religion education. Government spends a lot of budgets on the schools so that the minorities also get the education but due to this teacher face several problems. While teaching teachers have to focus on the religion values and cannot speak the things which support one religion. Teachers have to promote the cultural (Espelage *et al.*, 2010).

Religion in developing countries is most hindering factor regarding adoption of learning system. Multi religion class room are described generously by five basic parameters. These five parameters are the dimensions of human character, behavior and general traits. These five parameters of multi religion class room have direct link to the social, moral, behavioral and cultural development of skills among students. Teacher's face numerous problems because every religion has its own specific values but if the teacher never understands the values of these religion, then it becomes impossible to teach adequately (Koshin, 2011).

In multi cultural and multi religion class rooms teachers are faced numerous social



and cultural issues as every religion has its own specific values. Teachers have to try hard in the changing of mind set of students. Mostly teachers feel that the teacher students relationship can not be build strongly. Diversity among the students lead the teachers towards the use of guidance and counseling session in which teachers should focus on remedial actions so that empathy can be created in the students (Schafer *et al.*, 2013).

In 2003, curriculum developmental process for the checking of oxford and other national private textbooks is announced by the government of Pakistan because several educational institutes are found in which multi religion students are attaining their education. The purpose of curriculum development is to promote education with specific religious, cultural and social norms in the country for increasing literacy rate in Pakistan. Educational sector puts great efforts for the development of country or achieving the high educational enrollment of students. Now a day's mostly content of curriculum is designed for the educational improvement of students and educational high ranking for the students of every religion. Curriculum wing provides proper checking system so that the mistakes in the oxford curriculum can be removed and teachers can face fewer difficulties in the multi religion classrooms (Ramirez and Hall, 2014).

Some teachers are facing numerous pains and problems in giving education in multi religion classrooms. These teachers have a lot of liabilities and responsibilities that create stress and mental anxiety as they have short time to adjust these students in the classrooms. Numerous causes of fear in Pakistani teachers such as sect system, dual language, lack of balance between the religion and work environment. Teachers have fear to give cross religion lectures in front of the students with vulnerable feeling. Teachers face unwanted harmful and aggressive behavior in the multi religion classrooms that create imbalance in the environment of teaching (Bellingrath *et al.*, 2014).

REVIEW OF LITERATURE

Shamim (2008) explored that teaching is just conducted to test the abilities of the students and for the fulfillment of educational objectives. Some teachers reported that they could not complete the task of teaching in a limited allotted time due to stress of teaching in international language. Teachers feel stress due to the lack of self-esteem, confusion. It is the age of competition and in competition teachers cannot pay proper attention to their educational



activities in foreign language. Each and every teacher is different in having abilities. Ranking is also a main cause in which administration pressurize the teachers to achieve the rank which thought by teachers. But when teachers are facing stress by the administration and management and so how from many other reasons then it become difficult to teach and motivate the learner towards studies.

Hamid (2010) said that there are two participants are involved in the process of teaching and learning, a teacher and a students. The learning process is not completely rely on teacher but the students has very important role in it. Because the center of this whole learning process is the student. The interaction and use of language is only a way through which a student and a teacher work together and share their intellect and experience with each other only a language which helps to create the both practical and intellectual activities which helps to get the desired goals.

Kyriacou (2011) assessed the rotten method of teaching in another language not only in mother language causes stress and fear among students as well as in teachers. Basically teaching means to make students feel relax and tell them how to do. Even sharp intelligent students fed up from studies due to fear when teachers show confuse behavior during teaching. The confusion and hesitation among teachers related to speak indifferent religious values never train the students completely according to the latest demands of education. Stress is a mental condition of human beings that becomes the reason of bad performance in the life. Stress generally effect the professional achievements and teaching abilities of teachers.

Orucuet *al.* (2011) explained that teachers who suffer from stress and fear, sacrifice their enjoyment activities not only in personal life but also the teaching session. The present research is much significant this study will help to find out the standard of fear in teachers about speaking in dual language educational system. It also helps to compare the fear level in male and female teachers. This study will be helpful for teachers and parents to cope with the language speaking fear.

Honan *et al.*, (2012) said that to make the teaching and learning process more successful and meaningful teaching material is most important and necessary. Because without using the teaching materials cannot make the teaching process successful and also cannot get the desired objectives. by using the teaching materials we can make our teaching process more attractive,



interesting and pleasant and also easy for the students to understand it is only the passive attitude of society towards different religious values learning, insufficient teaching material, lack of motivation and students' attitude towards different religious values learning keeps the students of secondary schools mostly in rural areas away from learning different religious values. Ahmad *et al.* (2013) explained that teacher's performance straightly affects the socio-economic development. But in this era every man is suffering from stress that greatly affect the significance of educational. Stress creates hurdles in the development of human capital associated with the opportunities to individuals for a good life. Generally, most of the teachers are suffered from severe stress that create strong fear in the students about examination performance. Student's performance straightly affected by the behavior of teachers during teaching procedure.

METHODOLOGY

This research study was explored the Problems faced by secondary school teachers during teaching in multireligious classrooms. This study was carried out in Nankana Sahib, Punjab Pakistan. The sample of this study was based on 100 boys Muslim's students and 100 Non-Muslim Students of the boy's school's by using random sampling technique. A random sampling technique was carried out from the population. The sample of this study was based on 100 boys Muslim's students and 100 Non-Muslim Students of the boy's school's by using random sampling technique.

DATA ANALYSIS

This chapter deals with the analysis and interpretation of the data collected through instruments of the study. Data analysis procedure and interpretation of the results have been described in this chapter. Both the descriptive and inferential statistics used for analysis and interpretation of the results on the basis of the data are also discussed in this chapter. Description of sample of the study and demographic variables of the participants are reported in the section of the descriptive statistics whereas hypotheses testing and interpretation of the results are placed in the inferential statistics portion.



1. Demographic Characteristics

Demographic characteristics like age, education in years, source of income in rupees, family background, qualification of father and qualification of mother plays imperative role in knowledge of the students. These demographic characteristics directly or indirectly effect to the respondents to achieve their academic goals. Respondents also affected by these characteristics towards different qualification and student's teacher relationships (Federa *et al.*, 2014).

Table 1 Distribution of the respondents according to their demographic attributes

Gender		
Male	108	61.4
Female	68	38.6
Area		
Rural	73	41.5
Urban	103	58.5
Age		
Upto 30	40	22.7
Upto 40	47	26.7
Upto 50	57	32.4
Above 50	32	18.2
Educational Qualification		



Intermediate	24	13.6
Graduation	99	56.3
Masters	41	23.3
Above	12	6.8
Total	176	100

Table 1 shows that the respondents of the study comprised of 108 male teachers and 68 female teachers. This means that 61.4% subjects of the study were male teachers and 38.6% of the total respondents were female teachers. It is indicates that 103 participants of the study were in urban whereas 73 participants were in the rural areas. This means that 58.5% respondents of the total were in urban area while 41.5% of the total respondents were in rural area. It is depicts that that 176 participants of the study were distributed in age wise. Whereas 40 participants were up to 30 years, 47 upto40 years,57 upto50 years and 32 above 50 years. This means 22.7% participants were up to 30 years, 26.7% upto40 years, 32.4% upto50 years and 18.2% above 50 years of total teachers. It is the represents the distribution of the teachers as educational qualification wise total of 176. Whereas 24 participants were intermediate ,99 graduation, 41 in masters and 12 were above. . This indicates that 13.6% teachers were intermediate, 56.3% graduation, 23.3% in masters and 6.8% above.

Table 2. Items Wise Means and Standard Deviations of the problems faced by secondary school teachers during teaching in multi religious class rooms

Statement	Mean	S.D
I secondary school teachers during teaching engaged in multi-religious classrooms feels Enthusiastic	1.6761	.56841
I secondary school teachers during teaching engaged in multi-religious classrooms feels Happy	2.0284	.98809

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I secondary school teachers during teaching engaged in multi-religious classrooms feels Excited	2.5284	1.00813
I secondary school teachers during teaching engaged in multi-religious classrooms feels Courteous	2.0341	1.05233
I secondary school teachers during teaching engaged in multi-religious classrooms feels Enjoy	1.6307	.78192
I secondary school teachers during teaching engaged in multi-religious classrooms feels Angry	1.7216	.86638
I secondary school teachers during teaching engaged in multi-religious classrooms feels Frustrated	2.4375	1.06184
I secondary school teachers during teaching engaged in multi-religious classrooms feels Optimism	2.7670	1.03496
I secondary school teachers during teaching engaged in multi-religious classrooms feels fear	2.7273	1.08209
I secondary school teachers during teaching engaged in multi-religious classrooms feels superstition	2.4886	.96799
The methodology of secondary school teachers is lecture method	2.8011	1.19532

Comparison between Sentiments for Males and Females teachers. The mean scores difference of Males and Females teachers about sentiments calculated and following null hypothesis was tested. There is no significant differences between mean scores of Males and Females teachers about sentiments. The null hypothesis was tested using 'T' test about difference between mean scores of Males and Females teachers about sentiments. The summary is presented in Table 2.

DISCUSSIONS

Instructors skillful extra normal work that isn't ordinarily in agreement with the exercise frame work. Sarwar and Hussain (2010) conducted a research work on teacher training in Pakistan: problems and solutions for student teaching preparatory programs. In which they discussed many barriers regarding teaching profession and their impact on teaching and learning

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process. The main and most concerning problem is the lack of teachers' training and its impact on the students. Training is most important for the development of teaching and learning process which refresh the teachers knowledge and their method of teaching. But in Pakistan teachers' training programs are too limited which badly effect the teaching and learning process. Teachers are unaware about the new and effective methods and strategies of teaching.

The significant results revealed that the non- different religious values major lecturers faced a lot of problems while speaking, listening and reading different religious values, the reasons for these difficulties are excessive use of Arabic, lack of different religious values learning environment, low self-confidence and passive attitude towards different religious values learning as a foreign language. the researchers suggest that more studies should be made to highlight these difficulties. Teachers, curriculum designers, policies maker should try to handle these problems with best strategies. Thusly, the significance the Norma and Mullar (2010) through light on the impact of teachers' limited proficiency on different religious values learner in South African schools. In this research the data was collected by both qualitative and quantitative method. In qualitative method 17 teachers were selected from the first 100 portfolio. Teachers asked to identify a group (2-5) of learners of same grade with same tongue, background and level of different religious values. The results show that teachers' written error effected the students' written language. The population involved in this research belongs to the secondary schools of rural areas. The learners are 6 to 11 years old. The results show that the teachers' limited different religious values proficiency affected the learning process of learners. Most of the written errors in students' writing is transferred from the teachers. Most of the teachers are not well in different religious values but they have to teach it, due to which the learning effected badly. Teachers are also do not provided proper resources and training for which they do not want to teach different religious values. Currently, however, work on teachers' level of proficiency in different religious values speaking as medium of instruction and causes for different religious values speaking deficiency. The researchers revealed the deficiencies of teachers in proficiency of different religious values teaching and their impact on the students learning. They also through light on the causes of these deficiencies. The data was collected from 3235 teachers. Double technique of data collection is used, 150 teachers were selected for interview and 200 teachers selected for questionnaire. The collected data and



results show that teachers were weak in grammar, vocabulary, and were average in fluency, pronunciation and in confidence during Multi religious. The researchers recommended that teachers should enhance their speaking practice, listening different religious values programmers, by practicing speaking. Training should be conducted for teachers betterment.

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