

**Teacher-Related Issues in the Public Secondary Schools: A Comparative Study of
Principal and Teacher Perspectives**

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ABSTRACT

This study investigates the perceptions of principals and teachers regarding teacher-related problems in public secondary schools within District Quetta, Balochistan. Utilizing a descriptive, quantitative research methodology, the study surveyed 200 participants—100 principals and 100 teachers—selected via stratified random sampling from 113 secondary schools. Data analysis revealed statistically significant differences in perceptions between the two groups regarding teacher cooperation, the tendency to create problems, and the use of audiovisual aids. Conversely, participants shared similar views concerning teacher commitment, timely course completion, engagement in personal work during school hours, and the impact of political pressure. The findings highlight both consensus and divergence in stakeholder perspectives, emphasizing a crucial need for improved institutional communication and targeted professional development to foster a more effective educational environment.

Keywords: Public secondary schools; Teacher-related problems; Principal perspective; Teacher perspective; Educational leadership; Professional commitment; Pedagogical practices; District Quetta.

INTRODUCTION

It is in this secondary education setting that the crucial link between basic learning and contributions to society lies. The quality of this phase of education in public schools in various parts of the world is inexorably tied to the welfare and performance of the teaching staff. Even though teachers play such an important role in national development, they must do so within an environment characterized by several structural constraints (Jabeen et al., 2023).

Such challenges are certainly not encountered in isolation. While teachers deal with problems arising out of classroom instruction and lack of resources, the principal encounters problems relating to the culture of the school, the politics and bureaucracy around him, and even his own role as an instructional leader (Saeed et al., 2013). Although there is abundant literature available on these individual problems, what is missing is an investigation into the perceptions that the two groups—essential for effective schooling—have of such problems (Baber et al., 2023).

This study intends to fill this gap by offering an analysis that draws comparisons between teachers' and principals' views concerning the problems affecting public secondary education. Through contrasting the practical experiences of teachers in the classroom and the strategic and administrative concerns of the school administrators, this study intends to reveal areas where there is a consensus and where there is a clash of ideas. Overall, the purpose of this study is to offer insights into the problems existing in public secondary schools.

LITERATURE REVIEW

Collaboration among teachers is a vital component of effective schools, serving as a strong predictor of positive outcomes for students, teachers, and the entire institution. Principals are uniquely positioned to foster this collaborative environment and support faculty, even when navigating the complexities of unpredictable circumstances (Meyer et al., 2020). In such challenging conditions, administrators must maintain physical, mental, and moral stamina, relying on high levels of emotional resilience, positive thinking, and bravery to effectively lead their schools (Hamid et al., 2023).

To achieve institutional goals, research suggests that head teachers should actively involve staff in decision-making processes and cultivate a deep sense of responsibility among their teachers (Khalid et al., 2023). Modern administrators are expected to be extraordinary managers, continuously developing their skills and knowledge to address instructional and leadership challenges (Nurabadi et al., 2022). Furthermore, a principal's talent management-based leadership is strongly correlated with teacher professional competence, as they are responsible for overseeing resources and growing staff expertise to ensure the delivery of high-quality educational services (Warisno & Nur, 2022). Effective school performance also relies heavily on human competency, which encompasses essential communication, teamwork, and motivational skills required for leaders to interact successfully within the vibrant social environment of a school (Kazak & Çiner, 2021).

Ultimately, the principal acts as the primary driver of educational standards, as professional development for teachers is largely dependent on the principal's guidance and strategic vision for a globalized future (Amelia et al., 2021). Through methodical supervision, administrators—along with supervisors and senior staff—can support instructors in enhancing the learning process to ensure teaching objectives are met (Muttaqin, 2020). Consequently, leadership remains a significant factor in shaping school operations, influencing teacher workload, productivity, and overall job satisfaction in various educational contexts (Nordin et al., 2020).

Research Objective

The objective of this study is to examine the perceptions of principals and teachers in public secondary schools regarding the prevalence of teacher-related problems. By capturing the perspectives of both the school principal and teachers, this research aimed to identify the core challenges.

RESEARCH METHODOLOGY

This study employs a descriptive, quantitative research methodology to examine the perceptions of principals and teachers regarding teacher-related problems within public secondary schools in District Quetta, Balochistan. By utilizing a comparative approach, the research identifies areas of consensus and divergence between these two stakeholder groups, highlighting the professional and systemic challenges that impact the educational environment.

Population and Sampling

The target population for this study comprised principals and teachers from 113 public secondary schools in District Quetta. A stratified random sampling technique was utilized to ensure a representative sample based on gender. A total of 200 participants were selected, consisting of 100 principals (40 male, 60 female) and 100 teachers (40 male, 60 female). This sampling frame was designed to capture the perspectives of individuals directly involved in school administration and classroom instruction. Data regarding their professional experiences and perceptions of teacher-related issues were collected via a structured questionnaire.

Demographic Characteristics

The sampling, which comprises N=200, with 100 school principals and 100 teachers sampled out of the 113 secondary schools in the district, provides a balanced demographic representation, making it reliable. In this case, females accounted for 60%, and the remaining 40% were male respondents in both categories. This is further reinforced by the equal split among the respondents with regard to their professional standing; half of the total sample are principals, while the other half are teachers. Regarding teacher respondents, a remarkable 57% fall within the age category of 30-40 years, 32% are 40-50 years old, and 11% are 50-60 years old. On the part of principals, there is an almost similar age distribution with 61% being 30-40 years old, 28% 40-50 years old, and 11% are 50-60 years old. Education-wise, a remarkable 90% of the teachers have a Master's Degree, showing that the population is very educated, while 6% have M.Phil. and 4% have Ph.D. Degree. The same case applies to the principals, although their qualifications are not as strong as those of the teachers, where 46% have master's degrees, 51% have M.Phil. Degrees and 3% have a Ph.D. Degree. Also, most of the teachers have professional credentials, with 58% having a B.Ed. qualification and 42% having M.Ed. qualification, while all the principals are equipped with M.Ed. qualification. Further, the proportion of urban respondents is significant, as 78% are from urban schools, whereas 22% are from rural schools, thereby clearly representing the urban and rural nature of both sets of respondents. The aforementioned data indicate the strength of this sample set.

DATA ANALYSIS

Data gathered from the structured questionnaire were analyzed using SPSS version 20. Descriptive statistics, such as frequencies and percentages, were employed to map respondent perceptions ranging from "Strongly Agree" to "Strongly Disagree". To determine the statistical significance of differences between the two groups, inferential statistics, specifically ANOVA, were applied. The results are presented through comparative frequency distributions and ANOVA tables to provide a clear overview of stakeholder (principals and teachers) consensus and disagreement regarding teacher-related problems in District Quetta.

Results: Table 1 presents the findings concerning perceptions of principals and teachers regarding Teacher-Related Problems within public secondary schools.

Principals' Perspective

Principals presented a distinct perspective on teacher-related problems. Notably, 91% of principals generally viewed their teachers as cooperative (40% strongly agree and 51% agree), and only 5% strongly disagree, indicating a predominantly positive perception. Principals expressed more critical views of teachers' commitment, with 68% disagreeing and only 12% agreeing. Regarding the timely completion of courses, half of the principals (52%) disagreed, although 20% strongly agreed. Principals generally indicated that teachers do not typically create problems within the school, with a majority (55%) agreeing (agree 40% and strongly agree 15%), while 45% expressed disagreement (disagree 30% and strongly disagree 15%). The use of audiovisual aids was also perceived as infrequent by a majority of principals (60%), (41% disagree and 19% strongly disagreed), while 40% agreed. Principals' views were divided about teachers' engagement in personal work during school hours: 55% agreed that teachers were engaged with personal work (40% agree and 15% strongly agree) while 45% disagreed (29% disagree and 16% strongly disagree). Regarding the influence of political pressure, responses were divided, with 30% strongly agreeing, 30% disagreeing, and 30% strongly disagreeing.

Teachers' Perspective

Teachers' responses reveal a mixed assessment of their peers' professional conduct and practices. Regarding teacher cooperation, opinions were divided, with 52% agreeing (26% strongly agree, 26% agree) and 49% disagreeing (32% strongly disagree and 16% disagree). Perceptions of teachers'

commitment were varied, with half of the respondents (51%) agreeing (25% strongly agree, 26% agree) and conversely 49% disagreeing (23% strongly disagree, and 26% disagree). Concerning the timely completion of courses, 45% of teachers disagreed (26% strongly disagree, 19% disagree), while 55% agreed (16% strongly agree, 39% agree). The perception that teachers create problems within the school was contested, with 68% disagreeing (44% disagree, 24% strongly disagree) while a minority of 32% agreed (15% strongly agree, 17% agree). The use of audiovisual aids was perceived as infrequent, with the majority (79%) of teachers disagreeing (50% strongly disagree, 29% disagree), while a minority 21% agreed (strongly agree 8%, agree 13%). Regarding teachers engaging in personal work during school hours, a majority (56%) of respondents disagreed (44% disagree, 12% strongly disagree), 44% agreed (24% strongly agreed, 20% agree) that teachers are engaged in personal work during school hours. Finally, the issue of political pressure was a significant concern, with 54% agreeing (39% strongly agreeing, 15% agreeing) and 46% disagreeing (23% disagree, 23% strongly disagree), indicating a lack of consensus on this issue.

Table 1: Perception of Public Secondary Schools' Principals and Teachers regarding Teacher-related Problems. (N=100 Principals and 100 Teachers)

Question	Options	Principal	Teacher	Total	Mean $\pm$ SD
Your School teachers are cooperative.	Strongly Agree	40(40.0%)	26(26.0%)	66(33.0%)	4.17 $\pm$ 0.99
	Agree	51(51.0%)	26(26.0%)	77(38.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	4 (4.0%)	16(16.0%)	20(10.0%)	
	Strongly Disagree	5 (5.0%)	32(32.0%)	37(18.5%)	
Your School teachers are committed.	Strongly Agree	20(20.0%)	25(25.0%)	45(22.5%)	2.84 $\pm$ 1.25
	Agree	12(12.0%)	26(26.0%)	38(19.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	68(68.0%)	26(26.0%)	94(47.0%)	
	Strongly Disagree	0 (0.0%)	23(23.0%)	23(11.5%)	
Your School teachers complete their courses on time	Strongly Agree	20(20.0%)	16(16.0%)	36(18.0%)	3.08 $\pm$ 1.23
	Agree	20(20.0%)	39(39.0%)	59(29.5%)	
	Undecided	8 (8.0%)	0 (0.0%)	8 (4.0%)	
	Disagree	52(52.0%)	19(19.0%)	71(35.5%)	
	Strongly Disagree	0 (0.0%)	26(26.0%)	26(13.0%)	
Your School teachers mostly create problems.	Strongly Agree	15(15.0%)	15(15.0%)	30(15.0%)	3.10 $\pm$ 1.37
	Agree	40(40.0%)	17(17.0%)	57(28.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	30(30.0%)	44(44.0%)	74(37.0%)	
	Strongly Disagree	15(15.0%)	24(24.0%)	39(19.5%)	
Your School teachers mostly use A.V. aids in classes	Strongly Agree	0 (0.0%)	8 (8.0%)	8 (4.0%)	2.61 $\pm$ 1.19
	Agree	40(40.0%)	13(13.0%)	53(26.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	41(41.0%)	29(29.0%)	70(35.0%)	
	Strongly Disagree	19(19.0%)	50(50.0%)	69(34.5%)	
Your School teachers are involved in personal work	Strongly Agree	15(15.0%)	24(24.0%)	39(19.5%)	3.09 $\pm$ 1.39
	Agree	40(40.0%)	20(20.0%)	60(30.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	29(29.0%)	44(44.0%)	73(36.5%)	

	Strongly Disagree	16(16.0%)	12(12.0%)	28(14.0%)	
Your School teachers use political pressure.	Strongly Agree	30(30.0%)	39(39.0%)	69(34.5%)	
	Agree	10(10.0%)	15(15.0%)	25(12.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	2.80 ± 1.66
	Disagree	30(30.0%)	23(23.0%)	53(26.5%)	
	Strongly Disagree	30(30.0%)	23(23.0%)	53(26.5%)	

Hypothesis: There is a significant difference between the public secondary schools' principals' and teachers' perceptions of Teacher-Related Problems.

Null Hypothesis: There is no significant difference between the public secondary schools' principals' and teachers' perceptions of Teacher-Related Problems.

The following ANOVA results address the Hypothesis, comparing principals' and teachers' perceptions of Teacher-Related Problems.

Table 2: ANOVA Results: Comparing Principals' and Teachers' Perceptions on Teacher-Related Problems (N=100 Principals and 100 Teachers)

Statement	Source	Sum of Squares	df	Mean Square	F	Sig.
Your school teachers are cooperative	Between Groups	70.805	1	70.805	37.679	0.000
	Within Groups	372.070	198	1.879		
	Total	442.875	199			
Your school teachers are committed	Between Groups	2.000	1	2.000	0.987	0.322
	Within Groups	401.280	198	2.027		
	Total	403.280	199			
Your school teachers complete their courses on time	Between Groups	0.320	1	0.320	0.168	0.682
	Within Groups	377.360	198	1.906		
	Total	377.680	199			
Your school teachers mostly create problems	Between Groups	15.125	1	15.125	7.763	0.006
	Within Groups	385.750	198	1.948		
	Total	400.875	199			
Your school teachers mostly use A.V. aids in their classes	Between Groups	18.605	1	18.605	11.665	0.001
	Within Groups	315.790	198	1.595		
	Total	334.395	199			
Your school teachers are mostly involved in personal work during school timing	Between Groups	0.405	1	0.405	0.200	0.655

	Within Groups	400.190	198	2.021		
	Total	400.595	199			
Your school teachers use political pressure to get their work done	Between Groups	9.680	1	9.680	3.446	0.065
	Within Groups	556.240	198	2.809		
	Total	565.920	199			

Table 2 presents the results of the ANOVA, indicating the significance levels of differences in perceptions between school principals and teachers regarding various statements related to teacher-related problems. A significance value (Sig.) less than 0.05 indicates a statistically significant difference in perceptions, leading to the rejection of the null hypothesis for that specific statement. Conversely, a Sig. A value greater than 0.05 suggests no statistically significant difference, supporting the null hypothesis.

The results reveal statistically significant differences in perceptions for three statements: "Your school teachers are cooperative" (Sig. = 0.000), "Your school teachers mostly create problems" (Sig. = 0.006), and "Your school teachers mostly use A.V. aids in their classes" (Sig. = 0.001). Therefore, for these three statements, the null hypothesis is rejected, indicating that school principals and teachers hold significantly different perceptions.

However, no statistically significant differences were found for the statements: "Your school teachers are committed" (Sig. = 0.322), "Your school teachers complete their courses on time" (Sig. = 0.682), "Your school teachers are mostly involved in personal work during school timing" (Sig. = 0.655), and "Your school teachers use political pressure to get their work done" (Sig. = 0.065). For these four statements, the null hypothesis is supported, suggesting that school principals and teachers share similar perceptions.

In conclusion, the findings indicate that while school principals and teachers differ in their perceptions of some teacher-related issues (specifically cooperation, the tendency to create problems, and the use of audiovisual aids), they share similar views on other aspects, including teacher commitment, timely course completion, engagement in personal work during school hours, and the use of political pressure. This highlights potential discrepancies in how these two groups perceive teacher behavior and professional practices within the school.

DISCUSSION

Findings about the teacher-related issues elucidate significant discrepancies between the perceptions of teachers and principals. In the domain of teacher cooperation, a notable contrast was observed. A slight majority of teachers acknowledged the presence of cooperation, with only a minority strongly dissenting, whereas a much larger majority of principals perceived teachers as cooperative. This discrepancy suggests a potential disconnect, which may arise from differing interpretations of "cooperation." Specifically, principals may prioritize adherence to schedules, while teachers may place greater emphasis on the quality of collaborative interactions and shared workloads (Ghedini & Aquario, 2022). This finding is consistent with the research of Zhang et al. (2022), which illustrates that supportive leadership has a significant influence on teachers' perceptions of collaboration.

Perceptions regarding teacher commitment also exhibited considerable variance. While approximately half of the teachers agreed that their colleagues demonstrated commitment, a significantly larger proportion of principals expressed disagreement, thereby indicating a perception of a lack of commitment among teachers. This divergence highlights the necessity for clear communication of expectations and open discourse regarding workload and support systems (Zimmerman et al., 2022).

Furthermore, Kim and Loadman (2021) found that teachers' perceptions of commitment are closely linked to their sense of belonging within the school community.

Both teachers and principals expressed concerns about the timely completion of courses; however, teachers demonstrated a significantly higher level of concern. This disparity highlights potential systemic challenges that may be affecting the educational process (Holmes et al., 2024). Curriculum pacing, which refers to the rate at which instructional material is delivered, and the availability of resources, such as access to materials and support, may significantly impact student success. These issues are highlighted in the findings of Borup et al. (2023). Addressing these challenges is crucial, as they can hinder timely course completion, ultimately depriving students of the opportunity to finish their courses on schedule (Bovill, 2020). Ensuring that all students have the necessary support and resources is essential for fostering a productive learning environment (Cents-Boonstra et al., 2021).

Regarding the perception of teachers creating problems within the school, a majority of teachers disagreed, whereas principals exhibited greater uncertainty. This finding emphasizes the need for the establishment of clear guidelines and enhanced professional development focused on workplace conduct (Abdulkarim et al., 2024; Nolan et al., 2024).

Both teachers and principals have observed a limited use of audiovisual aids in the educational process. This trend emphasizes an urgent need for professional development opportunities aimed at enhancing teachers' skills in utilizing such technologies effectively (Joseph & Uzundu, 2024). Additionally, there is a pressing requirement for improved access to necessary technological resources (Velychko et al., 2022). By addressing these issues, schools can create a more engaging and impactful learning environment that benefits both educators and students (Yılmaz, 2021).

A significant discrepancy has emerged regarding teachers' involvement in personal work during school hours. While most teachers reject this claim, nearly half of the principals report observing such practices. This finding highlights the need for clear expectations regarding professional conduct and accountability, which may be closely related to the increasing workloads that teachers face (Skaalvik & Skaalvik, 2021).

These differences in perception highlight the crucial need for enhanced communication and open dialogue (Nasirov & Joshi, 2023). By fostering shared understandings, we can bridge gaps in perspective and promote a more collaborative environment (Sharki, 2023). Effective communication can help us identify common goals and mutual interests, ultimately leading to more productive interactions and stronger relationships among individuals and teams (Akay, 2021).

CONCLUSION

The research concludes that while principals and teachers are generally aligned in their assessment of systemic challenges like teacher commitment and course completion, significant discrepancies exist regarding the evaluation of interpersonal and professional conduct. Principals tend to perceive higher levels of cooperation compared to teachers, yet both groups express concerns regarding the infrequent use of audiovisual aids and the presence of personal distractions during school hours. These findings suggest that the disconnect between administrative expectations and the practical classroom realities faced by teachers requires a more integrated approach to school leadership. Ultimately, bridging these perceptual gaps is essential for strengthening the professional standards and operational efficiency of public secondary schools.

RECOMMENDATION

To enhance the institutional efficacy of public secondary schools, it is imperative that administrative bodies prioritize the establishment of transparent communication channels and foster open dialogue to reconcile the perceptual disparities between school principals and teaching staff. Educational authorities

should implement targeted professional development initiatives that focus on modern pedagogical strategies, specifically addressing the systemic need for the effective integration of audiovisual aids to heighten classroom engagement. Furthermore, school administrations must secure and provide consistent access to necessary technological resources, thereby enabling teachers to fulfill their instructional duties with greater proficiency. To address lingering concerns regarding professional conduct, schools must adopt standardized, transparent guidelines and accountability frameworks that clearly delineate expectations for both instructional time and workplace behavior. Finally, it is recommended that principals transition toward a facilitative leadership model that actively invites teacher participation in institutional decision-making; this collaborative approach is critical for bolstering professional commitment and cultivating a cohesive, supportive school climate.

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