

## The Impact of Teacher Shortages on the Quality of Secondary Education in Rural Areas of Balochistan: A Study on Educational Outcomes and Student Performance.

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### Abstract

This paper evaluates the effects of teacher shortages on the quality of secondary education offered in the rural areas of Balochistan, Pakistan, with an emphasis on the effects on the academic performance of students. Education is an important platform for promoting individual health and socio-economic development; nevertheless, the shortage of qualified educators has remained an impediment to quality education, particularly in isolated areas. In this study, a quantitative methodological approach was utilized in collecting data from a representative sample of 300 students, 250 educators, 40 headmasters, and 200 secondary level educators, who participated from public secondary high schools in the rural area of Balochistan. A questionnaire was used as a data-gathering technique for collecting information from students, educators, and headmasters about the presence of educators, issues regarding educator induction and retention, and effectiveness and efficiency of education policies. The results show that a shortage of educators negatively affects the education of students, particularly shown by a reduction in grade point averages and a disruption within the instructional process. Recruitment and retention were identified as major challenges, primarily due to geographic remoteness, inadequate infrastructure, and limited professional support. Although the existing policies and incentives seemed moderately effective, it was made clear through responses that there was a dire need for greater policy relevance. Professional development programs were also found less capable of influencing teaching staff motivation. Regression analysis further tended to support the ill effects of absenteeism on the educational standard. Results showed a significant negative correlation between absenteeism of teaching staff and secondary educational standards ( $B = 0.481$ ,  $\beta = 0.490$ ,  $t = 3.462$ ,  $p = 0.001$ ), revealing that increased levels of absenteeism result in a significant drop in educational standards. In summary, it is revealed that there existed a profound need for more informed resource allocation, greater policy relevance, along with more capable support systems to counteract the effects of teaching staff shortages, eventually improving educational standards in the secondary levels of Balochistan.

**Keywords:** Teacher Shortages, rural Education in Balochistan, Student Performance, Educational

## **1.Introduction**

Teacher shortages in rural areas create a serious challenge to the effective functioning of the education system, particularly in underdeveloped regions such as Balochistan, Pakistan. Rural schools frequently experience acute staffing shortages, which contribute to substantial inequities in educational access, instructional quality, and student learning outcomes. This situation is particularly critical at the secondary level, where the insufficiency of qualified teachers can have extensive implications on the work of students, their learning, and general levels of education (Ullah et al., 2024). Balochistan which is the biggest province in Pakistan by area. The majority of rural and most residents face methodical hindrances to schooling through a mixture of adverse geography and economic destitution and safety issues These reasons have resulted in a severe shortage of instructed teachers, particularly in remote regions (Borman & Dowling, 2008). The scarcity is further compounded by the absence of incentives to attract qualified teachers to perform their duties in the rural communities. This leads to the lack of staff in the school. large class and the decreased student participation (Hanushek and Rivkin, 2010; Ullah et al., 2024). This disparity in the access to educational resources is one of the greatest impediments to the access to quality education on equal measures. In the case of insufficient teachers Students in such areas will have less content and worse grades. This prevents the long-term academic development (Ullah et al., 2023).

This research paper aims to analyze the problem of teacher shortage in the quality of secondary education in the rural Balochistan in terms of how poor teaching staffs affect the performance of students in terms of academic achievements and educational outcomes. Based on studying this pressing problem Research identifies obstacles to fair education in the province. and suggests methods of increasing staffing and retentive of teachers in rural schools. These challenges have to be dealt with to add value to education. Enhance student performance and assuring a brighter future of students in these underserved areas.

## **2.Literature Review**

The problem of shortage of teachers and consequent effects on the quality of education, especially in the rural setting has been the focus of widespread research. This review also looks at available literature on teacher absenteeism and the effects of the absence on educational performance. Specifically, it examines how the lack of qualified teachers affects the performance of students in the rural secondary schools in Balochistan, by looking at the difference between the completion of studies retention rate and the performance of the student in terms of aggregate academic success. The identified challenges are: interrupted curriculum; Less interaction and engagement at the classroom between teachers and students. Purpose: This research will understand how big a problem teacher shortage in such places are, and how its existence can be modified through evidence-based strategies. In this regard, the current research provides a solution to this issue with the implication of upgrading education and expanding access to higher education to pupils in the historically underrepresented regions.

### **2.1 Teacher shortage in rural areas.**

One of the challenges is the shortage of world-class teachers in the rural areas. This is due to a variety of reasons. According to Ingersoll (2001), the rural schools also experience high vacancy rates. Shashar and colleagues (2023) also note that poor working conditions reduce the opportunity to develop professionally, low salaries, and Insufficient support by the institutions It is a significant obstacle to recruiting and retaining qualified teachers in Balochistan and restrict the possibility of keeping them. This eventually impacts on the quality of education. This has caused an acute shortage of teachers (UNESCO, 2016). A large number of schools in the province run with a much lower number of teachers than the necessary number (Balochistan Department of Education, 2020). Other

issues also comprise of poor infrastructure. Poor training amenities and lack of monetary rewards. It is also detrimental to the work of delivering a good education in such disadvantaged regions (Ullah et al., 2024; Hussain Rauf, 2018).

## **2.2 Influence on Educational Performance.**

The effect of teacher absence on student performance and outcomes is very well documented. Darling-Hammond (2000) also highlights that low teacher qualification is directly related to low student readiness levels and this study also revealed that teacher absenteeism leads to the increased number of students in a classroom which reduces the time spent on teaching and the amount of attention focused on an individual student. All of them impact adversely on academic performance. The effects of teacher shortage in Balochistan are particularly noticeable. The research concluded that the literacy level between students in rural schools has declined. The dropout rates and fine academic results are reduced in comparison to those in urban schools (Balochistan Department of Education, 2020). Shortage of teachers with qualification will render teaching and learning environment to be less effective. It leads to the deterioration of outcomes (Ali and Malik, 2019).

Additionally, Ullah and Almani (2022) note that one of the most crucial issues related to student success is the quality of teachers. Rural Balochistan has a shortage of properly trained teachers. This means that there is lack of proper coverage of curriculum and minimized student engagement.

## **2.3 Quality of Education**

Teachers are essential human resources for achieving the objectives of an educational system. In schools, teachers are responsible for the teaching-learning process. They are essential components of the educational system and incorporate highly-skilled labor resources that receive specialized training to achieve maximum results out of the classroom and classroom engagement with students (Ahmed et al., 2023).

Quality education in rural schools is directly connected with access of teachers and their qualification. The evidence shows that the problem of teacher shortage adversely affects the quality of educational programs and the classroom atmosphere in general (Chachar et al., 2023). In Balochistan, rural schools lack enough teachers, which means that children are required to attend classes with a lot of people and Specialize in a narrow area of education This leads to a drop in the quality of education provided (Hussain & Rauf, 2018). The effect it has on the educational quality extends past a performance. However, it also incorporates other aspects like student motivation. and classroom management Since there are fewer teachers, Rural schools are often unable to ensure a supportive and inclusive learning environment. This can have an impact on the attitude of students towards learning and their long term educational performance (Kane & Staiger, 2008).

## **2.4 Strategies and Solutions**

The problem of teacher shortage in the country needs to be resolved through a multi-pronged approach in the rural areas. The literature also suggests strategies that are commonly recommended to address the issues of recruiting and retaining teachers based on economic factors. Professional development opportunities and better conditions of work (Kane and Staiger, 2008; Laghari et al., 2022). Targeted incentives to teachers willing to teach in rural areas may be considered as the possible solutions in Balochistan. Investing in the educational infrastructure and building community-based programs to raise the local engagement in education (**Baloch et al., 2024; Ali & Malik, 2019**) and developing the opportunities to train and develop local teachers can also ease this. The lack can be resolved through the development of more locally supported sustainability learning workforce. According to a study conducted by **Ullah et al. (2023)**, career development opportunities include mentoring of teachers, such strategies have a significant impact on the quality of the education system and the problem of shortages. By making these interventions more rural-Balochistan specific and aligned with the specific needs and conditions of rural Balochistan, we can make it more efficient and effective. Making sure that solutions are locally applicable and viable to the area.

## **2.5 Statement of the Problem**

Qualified teachers are lacking in the rural Balochistan. This simply affects the worth of secondary education immensely. This absence leads to overcrowding of the classrooms. Educational results and time spent on teaching are lessened. Despite the need to have quality education, teachers in these remote areas are not well trained. It disrupts proper instruction and performance of the students. This shortage has been caused by; Poor infrastructure and economic and social limitations make future teachers not join the profession in the regions. This issue is occasioned by the absence of an operational strategy and planning to address the teacher shortage issue. It is necessary to have a clear insight into the impact of these deficits on the quality of education and student outcomes so that any solutions to mitigate the adverse effects of these deficits in disadvantaged regions can be implemented. This paper tries to address this gap by evaluating how teacher shortage affects secondary education in rural Balochistan. and discuss potential methods of enhancing educational performance and enhancing equity.

## **2.6 Research Objectives**

- 1.To investigate the impact of teacher shortages on student performance in rural secondary schools in Balochistan.
- 2.To identify key challenges in recruiting and retaining qualified teachers in rural areas of Balochistan.
- 3.To evaluate the effectiveness of current policies in addressing teacher shortages in rural Balochistan.

## **2.7Hypothesis**

The shortage of teachers has no significant impact on the quality of education in rural schools in Balochistan.

## **2.8 Significance of the Study**

This is a very crucial study. Alongside the discussion of the major determinants of the quality of secondary secondary education in rural Balochistan, it also inhabits upon the issue of the influence of teacher absence on the results of education and the achievements of the students in such underserved regions. Studies have tried to bring out the reasons of education disparity in the rural society. This paper will help to solve these problems with the view of coming up with valuable information on how to reduce the equality gap, and guide specific policy interventions. These insights are vital to policymakers, educators, and stakeholders in order to come up with specific, evidence-based interventions to resolve these disparities.

The results of this study will be used to come up with effective policies and strategies to decrease the teacher shortage. It will enhance educational conditions in Balochistan and increase the educational opportunities. This influences recruitment, training and retention of the teachers. Another aspect brought out in the study is the need to invest resources in enhancing educational facilities in the rural regions. Through encouraging superior academic achievements and increased student opportunities. This facilitates individual and career development. Increase awareness on the education issues of rural people. Education will be able to advance the involvement of more communities and stakeholders. and to support and involve in the initiatives that will enhance the quality and equity in education. Altogether, the significance of research lies in its ability to offer practical information to enhance the educational process of students in rentier state Balochistan by offering significant issues that can bring productive changes and sustainability.

## **3. Research Methodology**

The research method employed in this study was a quantitative research method to determine how teacher absenteeism affects quality of secondary education and student performance in rural Balochistan. The self-administered questionnaire consisted of a 30 item questionnaire, on which the

A five point Likert scale was applied to assess the perceptions and experiences of the respondents. An in-depth analysis was done. The sample was made up of 250 teachers, 300 students and 40 head teachers of secondary schools that were government schools. The aim of the survey was to get the views of these important stakeholders on the impact of teacher absenteeism in quality and outcomes of education. Analysis of data was done with student SPSS version 26 with regression analysis done to analyze the correlation between teacher absenteeism and the educational outcomes. This is a strong statistical technique that enhances the accuracy and reliability of the findings. This gives an in-depth grasp of the information. This research yields valuable information on the problem of the shortage of teachers in rural schools. It highlights the effect on student performance and effectiveness of the institution. These observations can constitute a valuable foundation towards crafting evidence-based policies that can be used to enhance teacher retention and other overall quality education in Balochistan. The research helps to develop more sustainable solutions to the education issues in the region.

#### 4. Data Analysis and Interpretations

**Table 1**

**Head teacher perception regarding the teachers' shortages affect student performance.**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
How much do you agree that teacher shortages negatively affect student grades in your school?	40	4.05	.932
To what extent do you believe the lack of teachers impacts student engagement and participation in class?	40	3.80	1.159
How significantly do you think teacher shortages affect students' ability to understand and retain the material?	40	4.10	.841
Do you feel that the lack of teachers increases dropout rates in your school?	40	3.40	1.215
How much do teacher shortages impact the overall academic progress of students in your school?	40	4.05	.749
Valid N (listwise)	40		

Table 1 demonstrates that teacher absenteeism has a negative impact on student performance in all aspects, in particular, the mean score of impact on student grades ( $M=4.05$ ,  $SD=0.93$ ), student engagement ( $M=3.80$ ,  $SD=1.16$ ), and understanding and retention of content ( $M=4.10$ ,  $SD=0.84$ ). The impact on the dropout rates was not much concurred and the mean score was ( $M=3.40$ ,  $SD=1.22$ ). The overall academic progress was affected with a mean score of ( $M=4.05$ ,  $SD=0.75$ ). In general, the respondents were mostly in agreement that the problem of teacher shortages adversely affects most areas particularly understanding and academic development.

**Table 2**

**Teacher perception regarding the teachers' shortages affect student performance.**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
How much do you agree that teacher shortages negatively impact student performance in your classes?	250	3.86	.960

To what extent do you believe student engagement decreases when there is a shortage of teachers?	250	3.72	1.168
How much do teacher shortages affect your ability to complete the curriculum effectively within the academic year?	250	3.95	.858
Do you feel that teacher shortages increase student absenteeism in your class?	250	3.20	1.333
How significantly do teacher shortages impact the overall learning environment in your classroom?	250	3.89	.929
Valid N (listwise)	250		

Table 2 shows the responses given by the participants on the perceived effects of teacher shortages on different areas of student performance as well as classroom environment. The response about the negative impact of teacher shortages on the performance of students had an average score of (M=3.86, SD=0.96) which implies that the respondents had a moderate concurrence. To the degree to which the teacher shortages reduce student engagement, the mean score was (M=3.72, SD=1.17), indicating a moderate level of agreement with significant variability in answers. The competence to complete curriculum in the academic year was also said to be affected on a significant level with the mean score of (M=3.95, SD=0.86), which indicated a fairly high level of agreement. In the case of the possibility of the student absenteeism due to the shortage of the teachers, the answers were less agreeable (M=3.20, SD=1.33) and more varied. Finally, the overall effects of teacher shortages on classroom learning environment were rated as moderately to highly important with a mean score of (M=3.89, SD=0.93). On the whole, the respondents have generally positive views on the effect of teacher shortages on classroom learning environment and more mixed views concerning its effects on student absenteeism.

**Table 3**

**Students perception regarding the teachers' shortages affect student performance.**

**Descriptive Statistics**

	N	Mean	Std. Deviation
How much do you agree that having fewer teachers affects your ability to learn effectively?	300	3.42	1.276
To what extent do you think teacher shortages impact your grades?	300	3.71	1.035
How much do you feel teacher shortages reduce the amount of attention you receive from your teachers?	300	3.79	1.082
Do you believe that teacher shortages lead to less time spent on each subject?	300	3.79	1.072
How much do you think the lack of teachers affects your overall school experience?	300	4.10	.799
Valid N (listwise)	300		

Table 3 presents an overview of the answers given by the participants about the effect of teacher

shortage on the learning experience of students. The general consensus among the participants was that the shortage of teachers is a negative impact on their performance in terms of teaching. This is manifested in the mean score ( $M=3.42$ ,  $SD=1.28$ ) in the same manner. They discovered that shortage of teachers impacted adversely on their performance. Issues regarding decreasing teacher attention and spending less time on subjects were also noteworthy with a mean score ( $M=3.71$ ,  $SD=1.04$ ) and mean scores ( $M=3.79$ ,  $SD=1.08$ ) respectively. Lastly, the absence of teachers at school was considered to have a great effect on the overall school experience of a student, and the mean score of ( $M=4.10$ ,  $SD=0.80$ ), was realized. This has contributed to the significance of this subject being unveiled. On the whole, the results suggest that the absenteeism of teachers causes a great influence on the learning and the school experience of students, the most important of which is the impact on their overall school experience.

**Table 4**

**Head teacher's Perceptions of the challenges in recruiting and retaining qualified teachers in rural areas of Balochistan.**

	Descriptive Statistics		
	N	Mean	Std. Deviation
How difficult is it to recruit qualified teachers for your school?	40	3.07	1.366
How challenging do you find it to keep teachers in your school for more than two years?	40	3.98	1.025
To what extent do infrastructure issues in rural areas contribute to the difficulty of hiring teachers?	40	3.42	1.466
Do you believe that lack of professional development opportunities makes it harder to retain teachers?	40	3.92	1.023
How much does the remote location of the school impact your ability to attract and retain qualified teachers?	40	3.50	1.359
Valid N (listwise)	40		

Table 4 gives an idea on the difficulties on employing and maintaining teachers. The challenge in hiring competent teachers in schools was measured using a mean score ( $M=3.07$ ,  $SD=1.37$ ) which suggests that it is a moderate challenge. The retention of above two years of teachers is becoming more difficult. with an average score ( $M=3.98$ ,  $SD=1.03$ ). Another issue that affects teacher recruiting is infrastructure issues in the rural areas. Having a mean score ( $M=3.42$ ,  $SD=1.47$ ), it seems that the lack of professional development opportunities contributes to the challenge of retention. This is evident in the mean score ( $M=3.92$ ,  $SD=1.02$ ). Lastly, the distance to the school was regarded as relatively beneficial in recruiting and supporting the qualified teachers. with a mean ( $M=3.50$ ,  $SD=1.36$ ). All in all, the responses of the participants were diverse regarding the problems encountered when hiring and retaining teachers, and the key points to note are associated with retention professional growth and school location.

**Table 5**  
**Teacher's Perception Regarding the Challenges in Hiring and Retaining Qualified Teachers in Rural Areas of Balochistan.**

Descriptive Statistics			
	N	Mean	Std. Deviation
How difficult is it for your school to hire qualified teachers?	250	3.68	1.141
To what extent do you believe living conditions in rural areas affect your decision to continue teaching in this school?	250	3.93	.958
How much does the availability of professional development opportunities affect your decision to stay in a rural school?	250	3.65	1.230
Do you feel that the remote location of the school discourages teachers from staying long-term?	250	3.84	1.003
How challenging do you find balancing personal life with the professional demands of working in a rural area?	250	3.34	1.305
Valid N (listwise)	250		

Table 5 discusses the issues regarding the recruitment and retention of educators in rural schools. The rating on the difficulty of recruiting qualified teachers was also found to have a mean score (M=3.68, SD=1.14) which showed that it was of adequate difficulty. It was discovered that the living conditions in the rural setting played a rather important role in making the decision whether to stay in the teaching profession in school with regular score (M=3.93, SD=0.96). The presence of the professional development opportunities was also regarded to play a role in the decision to stay, indicated by the average score (M=3.65, SD=1.23). - Remote location. of the school was thought to be a hindrance to long-term stay with a mean score (M=3.84, SD=1.00), balancing personal life and the requirements of working in rural locations is a challenge. with a mean score (M=3.34, SD=1.31). In general, the participants mentioned medium to significant activities in involving and retaining teachers. This comes with the outstanding impacts of living standards. career and the geographical separation of the school.

**Table 6**  
**Students Perception Regarding the Challenges in Hiring and Retaining Qualified Teachers in Rural Areas of Balochistan.**

Descriptive Statistics			
	N	Mean	Std. Deviation
How much do you agree that the lack of qualified teachers in your school is noticeable?	300	3.91	.997
To what extent do you think the rural location of your school affects the quality of teaching?	300	3.76	1.117
How much do you feel that teachers are often replaced or changed in your school?	300	3.66	1.118
How aware are you of the difficulties your school faces in hiring and retaining teachers?	300	3.75	1.015

How much do you believe that improving teacher conditions would help in keeping them at your school?	300	3.71	1.138
Valid N (listwise)	300		

Table 6 shows a response to the visibility and impact of teacher shortage in schools. Students generally accepted that they had observed inadequacy of qualified teachers in schools. Respondents also indicated that the rural environments have a negative influence on teaching value with a mean of (M=3.91, SD=0.99). They also noted that the school environment was disrupted by the constant change of the teaching staff, mean score ( M=3.76, SD=1.12). The tasks related to the recruitment and retention of the teachers were moderately responsive, and the mean score was (M=3.66, SD=1.12). Further, the respondents concurred that better working conditions of teachers would make them stay and improve the quality of education as guided by mean score of (M=3.75, SD=1.02). Comprehensively, the respondents were not unaware of the challenges associated with teacher shortages, and the need to ensure better working conditions to deal with those problems and enhance the overall value of the education process.

**Table 7**

**Head teachers' perspectives on the effectiveness of current policies in addressing teacher shortages in rural areas.**

**Descriptive Statistics**

	N	Mean	Std. Deviation
How effective are government initiatives at attracting qualified teachers to rural schools?	40	3.92	.997
How satisfied are you with the incentives (e.g., housing, salary, benefits) provided to attract teachers to rural schools?	40	3.75	1.127
How much do current policies improve teacher retention in rural schools?	40	3.75	1.104
How well do training programs and professional development opportunities address the challenges of teaching in rural areas?	40	3.80	1.067
To what extent do you believe current policies should be revised to better address teacher shortages in rural areas?	40	3.88	1.042
Valid N (listwise)	40		

Table 7 is a summary of the answers to the effectiveness of the different measures. that seeks to address the issue of teacher shortages in the rural schools The respondents rated the government initiatives as being relatively effective in attracting qualified teachers to the rural schools. Satisfaction with incentives also had a moderate level with average score (M=3.92, SD=0.99) of satisfaction with incentives like housing, wages, and benefits. The current policies are moderately considered effective in enhancing teacher retention with a mean of (M=3.75, SD=1.13). And it is expressed in the mean score (M=3.75, SD=1.10). Professional development opportunities and training programs were considered to be rather successful in resolving the teaching problems in the rural regions. The participants had a mean score (M=3.80, SD=1.07), in which they argued that the existing policies needed to be changed to resolve the issue of teacher shortages in the rural regions, with a mean score

(M=3.88, SD=1.04). In general, the respondents believed that current measures and policies are rather efficient, yet the studies are required to facilitate the involvement and maintenance of teachers in rural schools better.

**Table 8**

**Teachers' perspectives on the effectiveness of current policies in addressing teacher shortages in rural areas.**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
How effective do you think the current policies are in encouraging qualified teachers to work in rural schools?	250	3.79	.992
How satisfied are you with the incentives (e.g., salary, benefits) provided by the government to attract teachers to rural areas?	250	3.66	1.168
To what extent do current policies support the professional development of teachers working in rural schools?	250	3.82	.997
How much do you agree that the government's policies help to retain teachers in rural schools?	250	3.68	1.214
How much do you believe the policies and initiatives need improvement to effectively address teacher shortages?	250	3.83	1.024
Valid N (listwise)	250		

Table 8 shows the perception of the participants in regards to existing policies and incentives to recruit and retain teachers in rural schools. The relevance of the available programs in encouraging the experienced teachers to practice in rural schools was relatively acceptable with average score of (M=3.79, SD=0.99). The level of satisfaction with salary, benefits and other incentives given by the government slightly decreased with a mean score ( M=3.66, SD=1.17). Policies that favored the professional growth of the teachers were taken positively with a mean of (M=3.82, SD=0.99). But the participants also gave lower agreement on the effectiveness of the government policies in retaining the teachers with an average score of (M=3.68, SD=0.21). Moreover, the necessity to implement better policies and programs to better solve the problem of teacher shortages was pointed at by the respondents, with the mean score of (M=3.83, SD=1.02). On the whole, though the respondents have moderate support in current policies and incentives, they state the fact that the existing policies and incentives should be improved to cope with the issues of teacher shortages and retention in the rural schools.

**Table 9**

**Students perspectives on the effectiveness of current policies in addressing teacher shortages in rural areas.**

**Descriptive Statistics**

	N	Mean	Std. Deviation
How effective do you think current government policies are in solving teacher shortages at your school?	300	3.86	.881

To what extent do you feel that the incentives provided to teachers are helping to improve the situation?	300	3.80	1.082
How much do you think the support from the government helps in retaining teachers at your school?	300	3.66	1.152
How aware are you of any policies or programs designed to improve teacher recruitment and retention at your school?	300	3.74	1.084
How much do you believe that current policies meet the needs of students regarding teacher shortages?	300	3.74	1.008
Valid N (listwise)	300		

Table 9 gives the view of the participants regarding the effectiveness policies and incentives in solving teacher shortages. The current government policies used to address teacher shortages in their schools were also rated on a mean score of (M=3.86, SD=0.88) with moderate agreement. The respondents also viewed that teacher incentives have a positive effect of alleviating the problem with a mean score of (M=3.80, SD=1.08). The support of the government on retaining teachers was considered to be rather effective, and its mean was (M=3.66, SD=0.15). Policies and programs aimed at enhancing teacher staffing and teacher retention responsiveness were moderate, mean score of (M=3.74, SD=1.08). On the same note, respondents rated the level of satisfaction of the existing policies on the question of whether they satisfy the needs of students with regard to teacher shortages as moderate with a mean score of (M=3.74, SD=1.01). On the whole, respondents were able to identify certain effectiveness in the current policies and incentives, but the results indicate the necessity of additional improvements that could allow reducing the issue of teacher shortage and facilitate the process of teacher retention.

#### 4.1 Hypothesis:

##### Null Hypothesis (H<sub>0</sub>):

There is no impact of the teacher shortage on the quality of education in schools in rural areas of Balochistan.

#### Table 10

##### 4.2 Regression Analysis

Model		Coefficients <sup>a</sup>				Sig.
		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	
1	(Constant)	2.443	.529		4.621	.000
	Shortage of Teachers	-.481	.139	-.490	-3.462	.001

a. Dependent Variable: Quality Education

The table is the summary of the effects of a linear regression analysis by examining the influence of the independent variable, "Shortage of Teachers," on the dependent variable, namely, "Quality Education." The coefficient of the relation (B = 0.481) implies that an increase in the teacher shortages by a unit will decline the quality of education by 0.481 units, which is reported to be negative. The standardized coefficient (Beta = 0.490) reveals a moderate size of effect, which should be interpreted as an important impact of the teacher shortages on the quality of education. Following

a t-value value of 3.462 with the value of  $p = 0.001$ , the relationship is significant indicating that the observed effect is unlikely to be caused by chance. To conclude, the discussion shows that teacher shortages have a strong and adverse impact on the quality of education.

### **4.3 Results and Discussion**

It is also the research that examined how teacher shortages affect the student performance. The issues regarding the recruitment and retention of teachers and the efficiency of current policies and incentives. These results mean a lot to understand these problems and point out the main spheres of improvement. Respondents always indicated that the absence of teachers worsened the performance of students. The high median shows that discrimination influences the grades of students. Knowledge and general academic development among students This agreement highlights that there is a pressing need to deal with these weaknesses. This is due to the fact that the negative impacts on the learning performance of students are apparent. This paper presents effective recruiting and retention challenges faced by teachers. There were also moderate reports of challenges in the recruitment of qualified teachers, and retention of more than two years of the teacher. The rural infrastructure and far locations of schools are also some of the major sources of the challenges. According to them, these particular issues require specific intervention in order to be effectively covered. regarding current policies and incentives The current policies were viewed by the participants to be fairly effective though they still could use improvements. This is even after the government programs and incentives to attract and retain teachers were found to have positive evaluation. Nevertheless, it is evident that more optimal and personalized solutions are required. This theme of revision of policy is common. This indicates the significance of creating and executing strategies that would help teachers in a better way and enhancing retention rates, professional development opportunities were considered to be moderate. It implies that they play a part in solving learning difficulties but this can be done better. By enlarging and improving these programs, teacher retention and performance can be improved. There is also moderate awareness of teacher recruitment and retention policies and programs. It is evidence that even these efforts are being acknowledged. However, more transparency and communication is required. The respondents believed that existing policies addressed some of the student needs with regard to shortage of teachers. However, it should be improved to be more representative of the real requirements of schools and students. In short, it has been demonstrated that the effect of teacher absenteeism is extensive and negative on the student performance. It highlights how critical there is a need to implement improved strategies, policies and opportunities of professional development. To keep more productive staff to address the problem with specific intervention and better support systems can significantly increase the school experience and performance in case of teacher shortage in schools.

### **5. Conclusion of the Study**

This particular study examined the effect of teacher shortages on the quality of education, with specific emphasis on the roles of attraction, retention, absenteeism, and the effectiveness of existing policies. The results obtained suggest that although shortages of teachers continue to be a pressing problem, the absence of appropriate infrastructure in rural and remote areas makes the problem of attraction and retention even worse. Among the major areas cited as being adversely affected because of absenteeism are student performance, the continuity of teaching, and students' academic growth. A regression analysis was utilized to ensure strong empirical support for the effect of absenteeism on the quality of education. The linear regression analysis established the significance of the impact of absenteeism on the quality of education, since the unstandardized coefficient ( $B = -0.481$ ) and the standard coefficient ( $\beta - 0.490$ ) are negatively related. The effect was also significantly reliable because the calculated t-value (3.46) and p-value (0.001) indicate that being an absentee person negatively impacts the quality of education. Moreover, the study points out that recruitment and retention issues are constant and related problems, and addressing them requires integrated and

comprehensive policies. While the current policies, as well as other professional development programs, were thought to be of moderate effectiveness, the findings of this study imply that these proactive measures remain inadequate with regards to offsetting the effects of the issue of teacher shortage. Finally, based on the findings of this study, it is possible to conclude that the issue of teacher shortage, and more specifically the phenomenon of absent teachers, has a significant and negative impact on the quality of the educational system.

## **6. Recommendations:**

Based on the research results of the study regarding the consequences of teacher shortage in the rural Balochistan, the following recommendations can be provided in order to increase the results and the academic performance of students.

### **1.Enhancing Recruitment and Retention Models.**

Coming up with a strategic plan on how to attract and retain the talented teachers in the rural settings. This may be achieved through offering competitive financial rewards. Compensation: Housing allowance and clear career advancement Provisions of rural infrastructure are necessary to make the teaching job in these locations more appealing. and to raise the potential and appeal of the job. It is not only that improving the school facilities and transportation helps educators. It also provides a good learning environment to students. The issue with the shortage of teachers and level of education.

### **2.Increasing Professional Development Opportunities.**

High quality professional development and mentoring programs are necessary to enhance the effectiveness of teachers. These initiatives need to be effectively planned to take into account the special needs that the teachers in rural regions have in order to improve job satisfaction and retention rates. In order to make it more interactive and make it reachable and resourceful. Reasonable professional development programs must be tailored to provide educators with professional skills, knowledge, and resources to effectively cope with the challenges of learning in rural settings. Through an organizational culture of lifelong learning and professional development. The programs are significant in the development and retention of a steady teaching force. Very competent and committed to underserved locations. This will eventually enhance the quality of education delivered.

### **3.Improving education policy**

Discuss current policies on how to deal with the special predicament of rural teachers. It has introduced tailor-made employment policy. Healthcare bonuses and specific assistance. So as to efficiently curb the teacher shortage issue.

### **4. Carry out policy reviews on a regular basis.**

Review and assess policies of recruitment, retention and ongoing professional development. This will be in order to have these strategies effective and responsive to the dynamics of rural education requirements. These suggestions are meant to mitigate the ill effect of teacher absenteeism. By focusing on education excellence, student performance in rural Balochistan has been enhanced and equity and productivity are encouraged.

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