

A Case Study of Social Challenges Faced by Teachers in Baluchistan Residential Colleges (BRCs)

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DOI: <https://doi.org/10.70670/sra.v3i3.921>

Abstract

In this case study, aims to explore the Social challenges faced by the teachers in Baluchistan Residential colleges (BRCs). Social challenges in BRCs are numerous because it is closed cadre system, in which teachers face many challenges that have an immediate effect on the teaching and learning process. Such as, personal responsibilities, unfair criticism, public pressure, time for friends/colleagues, social status, and deliver the lectures, quality relevance, contents planning, awards ,appreciation ,bonus/honorarium ,quality performance, professional approach ,continuous professional development coaching, mentoring ,training ,monitoring and evaluation, follow up ,delayed promotion process, non-availability of time scale, overcrowded class rooms and lack of workshops for teachers. The design of the research is qualitative case study, and the research instruments include semi structured interviews, focused group discussions, document analysis and field notes and observations.

Keywords: Teacher isolation, Baluchistan Residential Colleges, rural education, social challenges, educational infrastructure, cultural barriers, political interference, teacher motivation

Introduction

Hellison (2003, 2011) argued that Personal and Social Responsibility is a prominent model in physical education teaching, as it aims to promote positive social and moral behavior and emphasizes the importance of transferring learning to real-life situations. Consequently, it can be inferred that teachers in Balochistan residential colleges lack opportunities for social interactions. Due to their full-time engagement in professional responsibilities, teachers at BRCs often have limited opportunities for interaction with colleagues. According to Hellison and Wright (2003), the principal of the school hosting the club expressed a firm conviction that the values and behaviors acquired through the before school basketball coaching and apprentice teaching program me were effectively transferred to the school environment. BRC teachers often face constraints in allocating time for leisure activities, familial engagements, social interactions with friends, and participation in community events like as marriage ceremonies. Nevertheless, they

actively interact with their pupils within the confines of the dormitories, extending their engagement until 11pm for a second occasion. According to her perspective, although the club's membership is limited to approximately 15 students within a school population of 600, the constructive leadership exhibited by club members has significantly influenced the school's culture. Furthermore, Holton and Baldwin (2013) have indicated that they have discovered many acts that are crucial in enhancing the probability of learning transfer. One of the primary considerations involved in facilitating the transfer of learning is the identification of potential obstacles that may impede this process. It is crucial to address these obstacles from the initial planning phase in order to effectively overcome them. The emphasis was placed on the identification of genuine possibilities for participants to apply their acquired knowledge in real life situations. Additionally, participants were encouraged to adequately equip themselves and develop the necessary skills to effectively seize these opportunities when they presented themselves. Nevertheless, the notion that these issues must be taken into account during the planning phase of Teaching Personal and Social Responsibility programs resonates with educators and coaches who are committed to promoting the transfer of learning in this domain.

Literature Review

The Education sector in Baluchistan has long been characterized by structural underdevelopment, limited resources, and socio-political instability (Ahmed & Yousaf, 2020). Teachers, particularly those posted in remote residential colleges such as BRCs, often function under extreme social and professional constraints that affect both their performance and mental well-being. Several studies emphasize the geographical isolation of teachers in rural Baluchistan as a significant barrier. According to Rehman and Baloch (2018), the remote location of many institutions contributes to feelings of alienation, limited access to professional development, and challenges in maintaining family connections. Cultural and tribal influences also pose major challenges. Female teachers in particular face resistance, and gender norms can restrict both their teaching authority and social freedom (Nisa & Jaffar, 2021). These constraints not only limit inclusivity but also discourage qualified professionals from accepting or retaining posts in rural areas. Infrastructure and facility gaps in Baluchistan's educational institutions have been repeatedly highlighted by national and international organizations. Reports by UNICEF (2020) and the Alif Ailaan Foundation (2019) underline the poor living conditions, inadequate staff housing, and lack of transport and healthcare facilities for teachers, which directly impact their productivity and morale.

Moreover, political interference and lack of transparency in hiring and transfers are recurring themes in research. Khan (2021) notes that meritocracy in teacher recruitment is often undermined by favoritism, tribal affiliations, and political pressure, leading to a demotivated and less committed workforce.

In terms of coping strategies, some scholars have discussed the role of peer support and informal teacher networks. Teachers often develop survival strategies, such as forming support groups or commuting to cities on weekends to maintain their social lives (Zeb & Aslam, 2022). However, these efforts are insufficient without institutional reforms.

The literature thus underscores that the challenges faced by teachers in Baluchistan Residential Colleges are multi-dimensional, involving geographical, cultural, political, and institutional factors. However, there remains a lack of focused, empirical case studies that explore these issues specifically within the BRC system a gap this study seeks to fill.

Research Methodology

The design of the research was qualitative case study. While, the research instruments comprise of semi-structured interviews, field notes, observations, and document analysis. In case study research, there was an in-depth analysis of a particular case (Bassey, 1999). Furthermore, the sampling was purposive, and the research participants included two principals, three associate professors, five assistant professors and five lecturers.

Nature of the study

This was a qualitative case study research.

Population of the study

The population of study includes 5 principals, 17 associate professors, 27 assistant professors and 149 lecturers of Baluchistan Residential Colleges.

Sampling of the study

The sampling of the study was purposive (convenient sampling). Furthermore, the sample of this research comprises of teaching and administrative staff from five BRCs. The research sample for semi structure interview included two Principals of (BPS- 20), two Associate Professors of (BPS-19), two Assistant professors of (BPS- 18) and three lecturers of (BPS- 17), three associate professors of grade (BPS-19), three assistant professors of (BPS-18) and three lecturers of (BPS- 17). The selection of research participants was on the basis of their grades and seniority. And the rationale behind such selection was that they were more experienced and senior which may help the researcher to elicit more representative data.

Research Instrument

The research instruments include semi-structured interviews, field notes, observations, and document analysis. The sample for semi-structured interviews comprises of twelve Semi-structured interviews. Akyildiz and Ahmed (2021) Stated that the interviews as very popular tools of qualitative research which provide a deeper insight of a phenomenon.

Data Collection

The researcher was personally met research participants for data collection, and they were asked about their consent for giving semi structured interviews. Consent forms were signed accordingly from them, after data collection for proof in record.

Analysis of data

There was a thematic analysis of data. Data was transcribed, coded and categorized into different themes according to the research focus and findings of the research. It was stated by Clarke, V., & Braun, V. (2013) Thematic Analysis (TA) is an accessible, flexible, and increasingly popular method of qualitative data analysis. Learning to do it provides the qualitative researcher with a foundation in the basic skills needed to engage with other approaches to qualitative data analysis. It was founded by Braun, V., & Clarke, V. (2006) Thematic analysis is a qualitative research method used to identify, analyze, and interpret patterns and themes within a dataset. It involves.

Findings

In this section, we are to discuss the Social challenges of BRCs such as Personal responsibilities, family responsibilities, time for friends/colleagues, and social pressure by masses, and unfair criticism by masses, lack of respect, emotional aspects, and lack of fulfillment and recreation opportunities of workshops for teachers. It was found that academic engagements followed by hostel duties and other institution related matters give a very little time to teachers to interact with friends or fulfill family responsibilities. Furthermore, they pointed out that “Yes, there are so many obstacles in way of fulfilling of these responsibilities (social interaction and social life) mentioned”. (semi structure interview Teacher 04, dated 8th Nov 2022)

Recreational activities

It was found that recreational activities, especially outdoor ones improve mental health, ability to focus, and capacity to control tension and anxiety. Furthermore, In BRCs lack of these opportunities affect the performance of teachers adversely. Also, the participants stated that “Yes, there must be recreational opportunities in these Institutions”. (semi structure interview Teacher 08 at Loralai Principal, dated 9th Nov 2022)

Unfair Criticism

It was found that that unfair criticism and lack of encouragement and appreciation dampen the spirit of teachers, which, in turn, make them unable to deliver in the best possible professional ways. Also, a participant pointed out that “The performance of teachers is badly affected due to such factors”. (semi structure interview Teacher 04, dated 8th Nov 2022)

Social status

It was found that teachers in BRCs are held in high esteem both by the students and social strata. Therefore, social status and respect of the teachers of BRCs is quite obvious. Furthermore, the participants stated that “There is a reasonable appreciation and respect granted to a teacher on community level”. (semi structure interview Teacher 09, dated 10 Nov 2022)

Expectation of the masses

It was found that human resources in BRCs is striving hard to come up to the expectations of the masses without giving the impression that something is unachievable or impossible. However, the interviewee pointed out that “BRCs respond and fulfill the demands and high expectations of the peoples by clinching top positions in BBISE (Balochistan Board of Intermediate and Secondary Education)”. (semi structure interview Teacher 3 dated 5th Nov 2022)

Equity

It was found that educational administration does not properly respond to meet the problems and challenges of equality and social justice. Furthermore, it finds that for the maintenance of quality there must be equality. Also, participants stated that “None of the institution gives any chance to politics to affect the institutions negatively”. (semi structure interview Teacher 9 L dated 10 Nov 2022)

Monitoring and evaluation

It was found that the monitoring and evaluation applied in BRCs aims at giving better management, quality output, and productive outcome due to frequent exams with primary idea of “Say, no to cheating”. Hence, participants responded as” The process of monitoring and evaluation is being applied internally to some extent which has positive impact on achievements”. (semi structure interview Teacher 02, dated 6th Nov,2022)

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