

## Internal and External Influences on the University Teachers in Semester System

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**Abstract.** There are so many influences a faculty member has to undergo at the higher education level in universities in semester system. We wanted to comb the universities for the internal and external influences on the university teachers and their consequences in Balochistan. It was done to determine the loss we bear due to the influences on the university teachers in Balochistan, and to generate such influence-free-mechanism in the universities of Balochistan to strengthen the educational milieu in the province. Faculty members play pivotal role in imparting the education at the higher education level in any country. They happen to be the nucleus of the education system. Disturbing and disrupting them in any way is, in effect, disturbing and disrupting the education process. Influencing them, directly or indirectly, halts the true teaching process. It creates many obstacles ranging from class boycotts, hunger strikes to processions and demonstrations either inside the institute or outside the institute. To forge such a composite mechanism not only to control these both internal and external factors in order to streamline the learning and imparting education process but also to afford a healthy and sound teaching environment.

**Keywords:** Influences on University Teachers, Semester System, Education, Pakistan

### 1 INTRODUCTION

Balochistan is a land of contrast. It has places with lofty and rugged mountains under Chiltan, Takatu, Sulaiman, Sultan etc. and plains stretching to hundreds of miles. It has fertile land like that of Nasirabad, as well as, tracks which are thirsty for centuries, and where even a bush could hardly be sighted like that of Pat section of Sibi District and Dasht-e-Makran in Makran Division. It has hottest places in the country like Sibi and Dhadar, where temperature shoots up to over 120 °F, as well as the coldest towns like Quetta, Kalat, Ziarat, Kan Mehtarzai where mercury falls down much below freezing point. The province covers a huge area in the southwest of Pakistan. It is a sparsely populated land bordering Afghanistan and Iran. Much of it is a high barren plateau 1,000 to 1,250 meters (3,000 to 4,000 feet) above sea

level, enclosed by the Toba Kakar mountain range along the Afghan border and by the Suleman range which borders the Indus River. Most people speak Brabui, Balochi and Pushto. Almost half the population of Balochistan lives within 80 Kms (50 miles) of the provincial capital, Quetta.[3]

Education has always been overlooked by all the previous governments in the province. Existence of only one BISE in Quetta, two universities, one agriculture college and one medical college in the largest province of Pakistan speak volumes of the negligence of the governments. There are only 45 inter colleges and 20 degree colleges, 549 high schools, 773 middle schools and 9734 primary schools. [2] Whereas the Literacy rate of Balochistan claimed by the government of Balochistan is 31% as compared to 49% literacy rate at the National level. [4] Most of the institutes have been either haunted by the ghost teachers or by the dearth of other resources. Education, particularly the higher education, has now been brought into limelight by the present government by opening Balochistan University of Information Technology & Management Sciences, Sardar Bahadur Khan Women's University and Lasbela University of Agriculture, Water and Marine Sciences. But they are not still in a position to produce any challenging potential of international and national repute since they face too many problems.

## **2. HIGHER EDUCATION IN BALOCHISTAN**

Due to the negligent role of the previous provincial and federal governments the higher education has not drawn full attention and top priority in Balochistan. Therefore, the educational milieu has not developed properly in the province. Balochistan is the poorest province in terms of higher education in Pakistan.

There are five public sector universities: University of Balochistan, Quetta, Balochistan University of Engineering & Technology, Khuzdar, Balochistan University of Information Technology & Management Sciences, Quetta, Sardar Bahadur Khan Women's University, Quetta, and Lasbela University of Agriculture, Water and Marine Sciences, Uthal. [4] There are some private sector institutes and universities like Iqra University, Quetta, Pearl Institute of I.T & Management and Balochistan Institute of Technology. Apart from that there are regional centers of Virtual University of Pakistan and Allama Iqbal Open University, Pakistan.

University of Balochistan was established in 1974 at Quetta, Balochistan, Pakistan. It has more than 6,000 students and one campus, 35 different fields of studies and 5 faculties: Faculty of Physics Sciences, Faculty of Biological and Chemical Sciences, Faculty of Social Sciences, Faculty of State Sciences and Faculty of Languages. There are five centers: Center of Excellence in Mineralogy, Pakistan Study Center, Area Study Center, Balochistan Study Center and Women Study Center. The university offers BS, B.A, MS, M.A, M.Phil and PhD degree Programs in different fields. [5]

Balochistan University of Engineering and Technology is located in Khuzdar, Balochistan, Pakistan. Balochistan Engineering College was established at Khuzdar in 1973-74. In 1994, the Balochistan Engineering College was renamed to

Balochistan University of Engineering and Technology. It offers B.E and M.E degree programs in Civil Engineering, Mechanical Engineering, Electrical Engineering and Computer System Engineering. [6]

The Government of Balochistan for the delivery, promotion and dissemination of knowledge and to produce high quality manpower resources for Sustainable Development of Pakistan in general and Balochistan in particular have chartered the Balochistan University of Information Technology and Management Sciences on 18th July 2002. There are five faculties: Faculty of Computer and Emerging Sciences, Faculty of Engineering and Applied Sciences, Faculty of Management Sciences, Faculty of Biotechnology and Bioinformatics and Faculty of Social Sciences. There are three campuses: City Campus, Takatu Campus and Hazar Gangi Campus. The University offers bachelors and masters degrees in Computer Science, Computer Engineering, Business Administration etc. and post-graduate diploma in Computer Science. [7]

Sardar Bahadur Khan Women University is located in Quetta, Balochistan, Pakistan. Sardar Bahadur Khan Women University was established in 2004. It offers degree programs in Arts and Sciences. It is named for the former Agent to the Governor General and Chief Commissioner of Balochistan Sardar Bahadur Khan. It was inaugurated on March 18th 2004 and Masters Programs were started by May of 2004. The BS program for sciences was started in 2005. The first convocation will take place in the middle of year 2006. The university area is about 40 acres. The hostel facility is provided. An effective library is also provided. Soon the university will have an online library too. The programs of study are: BS in Computer science, Zoology, Botany, Chemistry, Education, and Sociology and MSc/MA in Math, Chemistry, English, Sociology, Urdu, and Education. [8]

The LUAWMS has recently been inaugurated in March 2005. It offers BS degree programs in Agriculture, Water, Marine and Social Sciences, and Social Sciences. It is very wanted institutes as there was no higher education institution in the area earlier and this university can obviously fulfill the requirements of the locals of the area.

### **3. PROBLEM STATEMENT**

The process of learning and imparting education at the higher education level can be halted by the internal and external influences on the university teachers. [1] They not only block the true flow of learning but also jeopardize the educational environment, which, in effect, is the passport to the true achievement of the knowledge at that level. [9] So far as the internal influences on the university teachers in Balochistan are concerned they are numerous. They can be either from students, colleagues or from the administration for getting their desired goal(s) by hook or by crook. [10] And the external influences, which play their role for obtaining their maximum benefits, are: political parties, the students' kith and kin and other social factors.

There are so many influences a faculty member undergoes at the higher education level in universities. We wanted to comb the universities for the internal and external influences on the university teachers and their consequences in Balochistan. It was done to determine the loss we bear due to the influences on the university teachers in Balochistan, and to generate such influence-free-mechanism in the universities of Balochistan to strengthen the educational milieu in the province. [11]

To forge such a composite mechanism not only to control these both internal and external factors in order to streamline the learning and imparting education process but also to afford a healthy and sound teaching environment. [12]

#### **4. RESEARCH METHODOLOGY**

Balochistan, being the most lagging behind province in Pakistan as compared to the other provinces of Pakistan, faces many problems in Education. There are educational institutions at higher education level which impart education, but quality education remains dreams for the people; since they have not produced the as much challenging potential of international or national repute as which the universities of the other provinces have done in one way or the other. There are umpteen reasons behind the deteriorating condition of higher education in Balochistan like the dearth of resources, PhD holder faculty members, experts, healthy environment, co & extra-curricular activities at higher education level.

Faculty members play pivotal role in imparting the education at the higher education level in any country. They happen to be the nucleus of the education system. Disturbing and disrupting them in any way is, in effect, disturbing and disrupting the education process. Influencing them, directly or indirectly, halts the true teaching process. It creates many obstacles ranging from class boycotts, hunger strikes to processions and demonstrations either inside the institute or outside the institute.

So far as the faculty members of the universities of Balochistan are concerned they too are influenced by internal and external influences. Either they are threatened by the students and their organizations for their interests: marks, attendance, etc. or they are indirectly influenced by the parties and other external influences for their interests. Therefore, none can gainsay the validity of the fact that these influences are, in fact, are some of the reasons which have narrowed the possibilities of the best education system in Balochistan. Consequently, it affects the province as a whole at the national level.

The survey was conducted in order to determine the internal and external influences on the university teachers in Balochistan and their impacts on the education process at the higher education level in the province.

#### 4.1. Data Collection

The questionnaire was developed to know the factors and their impacts on the university teachers in Balochistan. It was divided into three parts.

- a. Internal Influences
- b. External Influences
- c. General Questions

**Internal Influences.** The first part dealt with the internal factors like students, their organizations, colleagues, administration and the environment of the institute. We wanted to know that why the internal influences are used for. Either they are used for marks, attendance percentage, or for the strictness maintained through invigilation during the exams in order not to provide any chance to any students to cheat or for asking any student to go out of the class since he creates disturbances. It was our focal point to find out what the students or their organizations did in reaction to all the right, but unjust for them, decisions taken by the faculty member(s). Either they misbehaved the faculty member by threatening him to tough consequences in the class or tried to harm him through/by other means outside the class. This part of the questionnaire tried to explore the influences stamped by the colleagues and the administration as well on the university teachers in Balochistan for their interests.

**External Influences.** The second part of the questionnaire was related to the external factors like the political parties, officials, the kith and kin of the students and teachers etc. We wanted to know that either they contacted the university teachers in Balochistan for their interests, or they compelled the teachers to favor them by pressurizing them. The question that whether the high authorities like government officials other than teachers, ministers etc. too influenced the teachers for marks, admission or for any other favor tried to explore the strongest influences on the university teachers in the province.

**General Questions.** The third part bore the general questions as to know that which influences stamped their impact deeper on the teachers; either they are really internal influences which influence the teachers deeper than the external influences. It has been tried to search in the section that why these both influences are commonly used for; either they are used for marks, admission or other university affairs. The part explores what loss they caused; whether or not they halted the teaching process.

#### 4.2. Conducting Survey

We ourselves visited to the universities of Balochistan; and met the faculty members. We went twice to University of Balochistan (UoB), Quetta and Sardar

Bahadur Khan Women's University (SBK), Quetta to get the questionnaires filled in. Later, we first went to Balochistan University of Engineering & Technology (BUET), Khuzdar for collecting the data; then went ahead to Lasbela University of Agriculture, Water & Marine Sciences (LUAWMS), Uthal. We tried to get the data from Iqra University, Quetta too. But after going there thrice we could not get the data. It was easy to get the data from Balochistan University of Information Technology & Management Sciences (BUIITMS), Quetta since we belong to the university.

**Table 1.** Distribution of questionnaires to the faculty members of the Universities of Balochistan

Universities	Maj. Departments	Distributed	Returned	%ge
UOB	MS, CS, Math, Ch	20	14	70%
BUIITMS	EE, MS, CS	35	28	80%
SBK	MS, CS	18	14	78%
BUET	EE, TE, SE, CE	25	18	72%
LUAWMS	CE, EE, SE	25	16	64%
IQRA	MS, CS	10	0	0%
Total		133	90	61%

The faculty members of the visited universities were given the questionnaires to fill in. Most of them filled in and helped point out the influences which truly impacted them and weaken(ed) the education process, whereas some denied filling in the document fearing much about the security of their job for they thought the information if provided by them may be used against them.

#### 4.3. Data Analysis

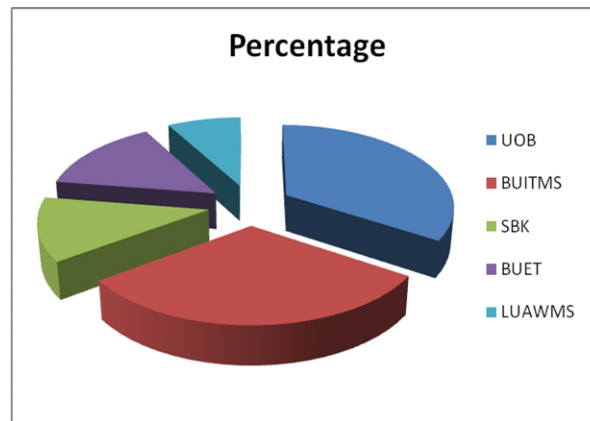
In this section the analysis of the various issues related to threatening of teachers in semester system has been shown. Most of the teachers are facing various cases of threatening for tight invigilation in exams, un-biased marking and class discipline issues. Following tables and graphs are showing very interesting information about these important issues related to higher education in Balochistan.

**Threatening for marks and invigilation in exam.** Following is the analysis of the various cases which teachers face in semester system during the invigilation of the exam and papers marking.

**Table 2.** Threatening in semester system for marks and exam invigilation

Universities	Total Votes	Threatened for Marks	Percentage
UOB	14	13	78.57%
BUITMS	28	20	71.42%
SBK	14	4	28.57%
BUET	18	6	33.33%
LUAWMS	16	3	18.75%
Total	90	45	46.4%

The above table shows that overall percentage of misbehaving in class and other disciplinary actions is 46.4% and that is very high and specifically in University of Balochistan (78.57%) and Balochistan University of Information technology and Management Sciences (71.42%).



**Figure 1.** Graph showing threatening ratio in semester system for marks and exam invigilation

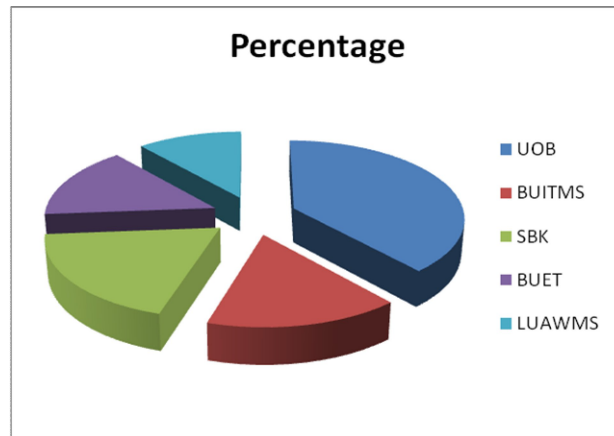
One can consider the level and quality of education in such an environment. Following pie chart is showing the high percentage of threatening case in University of Balochistan.

**Student's Misbehavior Cases in Class Room.** Following is the analysis of the various cases of misbehaves by the students which teachers faced during they were teaching in the class room.

**Table 3.** Cases of misbehave in semester system in the Universities of Balochistan

Universities	Total Votes	Threatened for Marks	Percentage
UOB	14	12	85.71%
BUITMS	28	10	35.71%
SBK	14	6	42.25%
BUET	18	6	33.33%
LUAWMS	16	4	25.00%
Total	90	38	44.22%

The above table shows that overall percentage of menacing for marks in exam is 44% and that is very high and specifically in University of Balochistan this ratio is 85.71%. That is enormously alarming situation. That is also disturbing situation for the teachers teaching in semester systems. Maintaining the high standards of education in such circumstance of misbehave is lot more difficult.



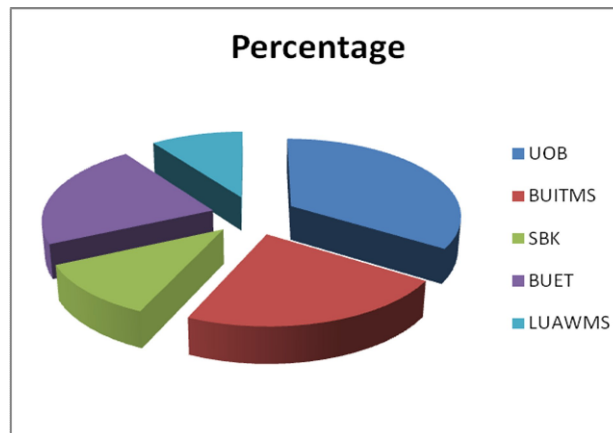
**Figure 02-** Graph showing cases of misbehave in semester system

**External Influences.** The following table shows that overall percentage of influence from outside the university like the relatives, friends, political parties, government servants and some other authorities outside the university. Following is the analysis of the various cases of misbehaves by students which teachers face during the class.

**Table 4.** Cases of external influences in the Universities of Balochistan

Universities	Total Votes	External Influences	Percentage
UOB	14	6	42.85%
BUITMS	28	8	28.57%
SBK	14	2	14.28%
BUET	18	5	27.77%
LUAWMS	16	2	12.50%
Total	90	23	25.4%

The table above is showing that the external influences like relatives, friends, political parties and government servants are not very much threatening situation. But the facts and figures are showing that this factor also exists and can be more influenced in some cases.



**Figure 3.** Graph showing cases of misbehave in semester system

**Miscellaneous Facts.** Some other facts and figures those have not been elaborated in previous sections are following:

- The overall ratio of internal influences is 38.8% and ratio of external influences is 0.03%.
- The internal influences especially direct threatening from students and the student political parties is very much intimidating.
- Political parties are mostly active in University of Balochistan where this ratio is 28.57% in BUET Khuzdar it is 0.05.

- The ratio of influences from the university administration in BUITMS, Quetta is 14.28%, in UOB, Quetta is 57.14%, in BUET Khuzdar is 22.22% and in LUAWMS, Uthal it is 25.0%.

## 5. DISCUSSION

According the data represented in the paper, we propose following recommendations to enhance the higher education standards in Balochistan and specifically such steps will definitely improve the status of the teacher that is highly necessary for the betterment of the higher education.

- Since healthy student politics has not taken birth in Pakistan due to many reasons, so, it is suggested to make it inefficient in Balochistan as well for the betterment of educational milieu in the province. Balochistan University of Information Technology & Management Sciences (BUIITMS), Quetta is an example of the kind where there exists no any student organization of the province, and it has proved a great success within a short duration of time.
- Better and strict adherence to discipline must be materialized in the universities of the province.
- The administration must support their faculty members against the internal and external influences stamped by either the internal or external factors on the faculty members of the universities of the province; as they could selflessly and fearlessly devote themselves for the cause of the education.
- From the data it is crystal clear that the internal influences cause more havoc than the external influences do. That is either because the administration is weak enough to take any initiative in this regard or it is because the teacher is not trained/encourage/supported enough to resist the influences. He must be trained to resist for the cause and the administration must forge such mechanism to discourage such factors by taking punitive measures against them.
- Marks have always been the apple of discord between the teachers and students, and as the data informs, it is the most important point for which the students threaten the teachers in the universities. Teachers must be empowered and supported fully in this context by the administration; provided the teachers are hard working, and they have put every effort to teach more effectively.
- Students' misbehavior cases can be handled effectively by conducting different lectures or by discussing the things related to polishing their manners in their classes to train them in order to help them become good

students. Teachers must be familiarized with such cases, they must be handled collectively.

## **6. CONCLUSION**

Both internal and external factors exist at the higher education level in the universities of Balochistan and their impacts can not be overlooked as the efficiency and quality of teaching is being highly affected by such condemnable activities. They not only weaken the teaching process but also affect the educational milieu. Internal factors like the students, colleagues and the administration approach the faculty members to get their objectives. Students threaten the teachers for the marks, and try to use their organizations in this regard; whereas the colleagues approach the teachers to ask for the favor for either their favorite student or for that student(s) is his from the relations. External influences make less mess by influencing the teachers. Nonetheless they cause harm for the teachers. They must be discouraged at all the platforms. Such mechanism must be encouraged which must ensure the influences-free environment for the teachers as they could employ all their potential and capabilities for the improvement of the education in the province.

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