Professional Experience of Rahad Teacher: Case of Community School in Nepal

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Abstract: *This article explores the perception of Rahad teachers towards the teaching profession. The study has adopted a phenomenology approach. Five teachers from the community school of Paudamma rural municipality Bhojpur are purposively selected as participants. A profound in - depth interview has been taken via open - ended questions. The interview was recorded and transcribed verbatim. Data were coded to extract themes, and it is further organized to draw the main theme. From the insight of Rahad teachers, it was found that they were not provided for leadership by policy, and negative attitudes toward them had evolved from the community. Moreover, the school administration had taken an unfair selection of Rahad teachers and they were not provided equal facilities that are provided to the other teachers by the government. From this type of practice, they were found to be less motivated in the teaching profession. For the sustainability of Rahad teachers in the teaching - learning activity, they need to be provided equal facilities as other teachers and there must be a fair selection provision.*

Keywords: Rahad teacher, gender parity, contract agreement, professional organization, inclusive principle

1. Introduction

The community school support program has been implemented in practice to motivate and make the participation of the community in school development. This program has support to bring all types of children into the boundary of school education from the fiscal year 2060/61 (Upadhyaya et al., 2009) . It aimed that 8000 schools embraced community management by the tenth five years plan. Similarly, this program inspires community involvement in school management for access continuation, and quality enrichment has been manifested since 2059 (Department of Education, 2010). On the other hand, the government was unable to fulfill the vacant quota of teachers in the community school from 2056 to 2061. Thus, the program motivates the school to be involved in community management by providing teachers named Rahad Quota for the safe landing of teacher demand in the community school and to meet the implementation of global agenda education for all (2001 - 2015) under the financial assistance of DANIDA and Word bank from the fiscal year 2063.

Now in the community school, there are altogether 38, 980Rahad quota teachers, including 9, 612 at the lower secondary level, 6, 899 in the secondary level, and 21, 889 at the primary level, are appointed from the fiscal year 2062/2063, and the remaining teacher's quota was distributed later in the fiscal year 2067/68. Such type of teacher management has been stopped from 2066/67 with the creation of PCF (DOE, 2067). In the Bhojpur District, there are altogether 315 teachers at different levels. This large number of Rahad teachers are program - provisioned quota. This program's provisioned quota is limited to a specific deadline.

Regarding the profession, Rahad teachers are not satisfied with their jobs. There is no mutual relationship among stakeholders within the school. The appointment system, facilities, and leadership are not scientific. If Rahad teachers are assigned rational and justifiable responsibilities, they will fulfill their responsibilities with great effort. In this context, this study explores the problem of Rahad teachers and practical strategies to overcome their problem.

Research question
What are the problems of Rahad teachers, and how can overcome their problems?

2. Theoretical Understanding

In scientific management theory, Taylor deduced his theory by incorporating the experience of working from a smaller to a bigger job. He says that the scientific ways to handle responsibility are based on systematic, logical, and well - managed principles, not traditional ideas and ways of thinking (Varey, 2002) . He further asserts that the workers are required to provide scientific, well - managed, and justifiable responsibility. If workers are granted responsibility, they will be more satisfied, energetic, and enthusiastic.

According to the motivation theory of Abrahm Maslow (1940), the hierarchy of human motivation is illustrated by a pyramid. Human beings' first needs are hunger, sleep, and thrust. After fulfilling that need, he needs security to protect him from danger. He is far from sorrow, stress, and any type of insecurity (Suyono & Mudjanarko, 2017) . In the third stage, he realizes social security. In such a context, he wants to be a member of a social organization.

Moreover, he needs love and affection. He wants to maintain mutual relationships with others, and in the fourth stage, he needs respect and dignity. He wants to live with pride in the profession and society. The fifth stage is to fulfill willingness in an accepting environment. This way, human

needs, and motivation are fulfilled in the motivation hierarchy.

The Rahad teachers are intended to achieve facilities to fulfill the needs of their profession. They need professional security and affection from the head teacher, SMC, and other stakeholders. They also need satisfaction and leadership. The various strategies to be sought to have dignity and respect in their profession are numerous. Until professional security and professional attraction are developed, the psychological and behavioral ideal teacher cannot enter the classroom. Mayo (1950) urges that human beings like to work in groups, and group function shapes them. In fact, the potential of humans depends on technology and human subjects (Bruce & Nyland, 2011) . He further emphasizes that formal groups influence the accountability of workers, and teamwork enhances efficiency. Because a human is not a machine, money cannot motivate him.

3. Methodology

This study has employed qualitative research on its characteristics in which the case study approach has accompanied with research framework. This approach has been locked to digout the perception of participants, which constructs meaning from social context (Baxter & Jack, 2008) . The study employed multiple realities as an ontological basis and the participant's perception is an epistemological standpoint. Five Rahad teachers of community school from Bhojpur district had been selected purposively. Firstly, telephone call was made to all participants and requested to manage time for interaction. The data had been collected through in - depth interviews with participants and shadowing for informal dialogue are conducted to enrich the information. Field notes, diaries, and artifacts of the participants help to have data saturation.

At the beginning of the meeting, the participant tried to question my mission. As soon I clarified about my study and dropped my curiosity. The participant became interested in my purpose of studying the issue related to theRahad teacher. I spoke about the problem and its way forward to a smooth solution. The participants are interestingly engaged in this study to drop the perception of their professional attitude. I tried to dig out the experience and feelings of a participant in the school to dig out perceptions and views by engaging with their involvement.

Regarding overcoming the ethical dilemma, the participants received informed consent. Interviews with the participants were recorded by audio recorder. Recorded interview responses were transcribed verbatim and developed as initial code. Similar codes were organized to generate an organized theme. Similar themes were reorganized to get a central theme of the study (Attride - Stirling, 2001) . Themes were illustrated based on ground data and compared and contrasted with data to data and literature to conclude.

4. Result and Discussion

In this section, case narratives were incorporated to extract the feelings in the problem of the professional career of Rahad teachers. The transcriptions were thematized and analyzed in the ground construct of theoretical assumption.

Discrimination against teacher
Unequal behavior experienced by Rahad teacher is referred to as discrimination. The school administrator and school management committee members are not treated with equal respect for Rahad teachers (Naqvi et al., 2013). The discriminatory decision made by the school management committee makes Rahad teachers feel exhausted in their profession.

Discrimination by law
The policy provision made in education has discriminated against Rahad teachers in different dimensions, which they protested infrequently. In this regard, participant teacher T1 said,

In the education act, there is no provision for any leave facilities. School has provided 12 days for casual leave and festival leaves internally. But other leave facilities as a permanent teacher get are not provided for us. Some of the schools have provided sick leave without the provision in the policy.

From this assertion, Rahad teachers have got the opportunity to leave the facility even though education law has not taught this type of provision. The policy has discriminated in granting leave facility between permanent and Rahad teachers (Bruneau et al., 2020) . Although permanent and Rahad teachers work in the same school and perform the same task, they are treated differently in the same system. There is no privilege for assigning the responsibility. However, one is provided facility by law, and the other is excluded from such type of opportunity. Depending upon the school, Rahad teachers are getting different types of leave facilities. Against the legislative provision, some schools have provided a considerable leave facility, and most of the schools are not providing it.

Rahat teachers are having different types of leave such as funeral (Kriaya) leave, labor leave, festival leave, and other casual leave for Rahad teacher, eventhough they are not provisioned in the education act. Indeed, it is illegal to practice accepted schools which creates legislative absurdity in practice. Such type of scenario evolves unhealthy relationships between teachers within and out of school. The different practice that occurred in varieties of school has threatened the concept of equal work has equal facility principle of scientific management theory of Tylor (Boozhmehrani, 2015) .

Discriminaiton in tranfer facility
The process of movement from one school to another school with mutual consent refers to the transfer facility. This is not right, but the facility is provided for workers after long - term service. The facilities of going to home town or nearby home is considered as transfer facility provided for the teacher. By policy, this type of facility is provided for permanent teachers only. The advantage of transfer is collecting new ideas and sharing experience in the new work that contributes to the quality enhancement in school (Muijs & Harris, 2006) . In this context resource teacher said,

There is no provision for transfer in the policy of the local government. Some school has decided to transfer by making internal policy in the local municipality. Most of the municipality has not provisioned to transfer in the sense that there is no legislative provision. But in some cases, the transfer has been done by the negotiation of two local municipalities with mutual acceptance. But in Rahad teacher's case, no transfer facility is granted.

From this assertion, it is clear that the transfer facility is provisioned by policy, and some of the local government has provided the transfer facility for Rahad teachers. But some of them have not provided such a facility. It is found that transfer practice is different within the same country. In the focus of the same argument as above, participant T2 said,

In this phase, no Rahad teacher teachers are transferred after the appointment. Nowadays, some rural government has transferred to Rahad teacher against policy. in such practice, the Rahad teacher profession has become a problem.

In this assertion, it is seen that there is no clear legislative provision, and legal complexity has emerged. Those who are transferred fell into invalid practice. From the scientific management theory of Tylor, the teacher had transferred in the opposition to the clear policy. So the policy needs to be formulated for the systematic transfer of Rahad teachers.

Appointment system

This is the recruitment of teachers based on necessity at the registered vacant seat. This should be accomplished under the valid criteria without any reservation. The teacher selection practice for Rahad teachers is not deemed as a justified way. In this context participant, T3 said,

There is no clear framework for Rahad teacher recruitment system in schools. The Rahad teachers are appointed under the contract teacher appointment system in registered vacancies. After adopting the framework of contract teachers, Rahad teachers need to have the same facilities as contract teachers get. The school management committee itself forms the teacher selection committee. Sometimes accomplishment of the school management committee is influenced by politics and nepotism.

From this assertion, the appointment system for Rahad teachers is not managed by legislative provision. There are unfair practices in the selection of Rahad teachers. Some are appointed on political recommendation and some are from the motives of nepotism. Some of the Rahad teachers are appointed by offering money. The fair selection of Rahad teachers by fulfilling certain valid criteria in the teacher selection process comes under the scientific management theory of Tylor. By emphasizing the above argument, participant T4 said as

For the appointment of Rahad teacher, the school management committee forms the teacher selection committee in his favor and appoints teachers under their resilience. Every year teacher contract agreement needs to be renewed. if SMC dislikes continuing, the teaching profession may be terminated.

From this fact, there is no fairness in the teacher appointment system. This also exhibits that SMC makes teacher selection committees recruit related people. It is not found that there is no trusted teacher selection committee under the explicit provision of the policy. Due to the renewed system every year, there is no guarantee of job security for Rahad teachers (Varey, 2002) . According to the scientific management theory of Tylor, Rahad teacher selection process is not scientific and well managed based on rationalism.

Uncertainty of job permanency

Uncertain termination of a job from the workplace is considered to be the uncertainty of job permanence. This situation of job resembles the job of Rahad teacher. The job's durability depends on the decision of the school management committee. In this context, participant T4 said,

In teaching in the Rahad position, we age more than 35 years. The teachers who worked on a contract basis for two years of service can involve in a permanent teacher appointment system. Still, Rahad teachers are excluded from such an opportunity even though he has worked for more than ten years.

In this assertion, the nation has been discriminated against by the policy. Rahad teacher who worked for long years, has not been provided an opportunity to be permanent. The teacher who works on a contract basis has received the privilege of being permanent, but in the case of Rahad it does not happen. In the similar nature of the job, contract teachers can get a chance to be permanent through internal competition, but Rahad teachers are biased from this opportunity. Such type of discriminatory provision of government has created conflict among teachers (Lee, 2018) . In this way, Rahad's teacher is will - motivated from the teaching profession. The Rahad teacher is not expecting the permanence of a job in their professional career. Such a scenario in a position may hamper the delivery of quality education. In favor of the above context, participant T4 said,

The appointment of Rahad teacher is based upon the foreign donor and assistance agreement to 2021. After this period, the future of Rahad teacher profession is confused. There is no action plan for managing the problem of Rahad teacher.

From this assertion, it is clear that the Rahad teacher's job exists in the foreign donor's soldiers. Without a plan of action for the sustainability of Rahad teachers, the quality of education comes in a dream. It is highly affected by the future of Rahad teacher.

Facility problem

Rahad teachers are discriminated against in terms of dress, pension, gratuity, and medical benefits than the permanent and contract teacher. Due to such type of discrimination among the same teacher, the Rahad teacher is not satisfied and motivated in their profession. In this assertion, the major problem is the discrepancies in facilities such as leave, pension, gratuity, and medical benefits. The principle of the same work with equal wage is criticized by practice in school (Young, 1989) . The legislative provision is free from such type of principle. In this way, Rahad teachers are not

satisfied with their job. In favor of the above argument, participant T3 said,

When a meeting is held to ensure quality education, we raise the question about the facilities of Rahad teachers. We suggested providing such a facility without a financial burden in school. But the school management denies implementation in practice due to legislative constraints. Under such conditions, education quality falls into the crisis zone.

From this assertion, the quality of education is affected by the discrimination in the facility. From this argument, the Rahad teacher facility determines the quality of teaching and disturbs the education system adopted by the nation. According to Maslow's motivation theory, food and shelter are the first phases of necessity, and by the profession of Rahad teacher, the fundamental needs are not fulfilled (Suyono & Mudjanarko, 2017). In this way, the discrepancies in facilities create hurt in self - esteem.

The problem of granting responsibility

In school, the teacher himself is a leader and manager. So the school management committee recommends that the permanent teacher be the head teacher. But Rahad teachers are not eligible to grasp such an opportunity. In this context, participant T5 said as

There is no provision for membership in SMC and PTA for Rahad teachers. The stakeholder of the school is not willing to provide such responsibility. Unfortunately, I got the opportunity to take the head teacher's responsibility. Because nobody is available to be this school's head teacher, no Rahad teacher will get responsibility until the option is obtained.

From this assertion, it is clear that no opportunity has been granted for Rahad teachers to take leadership. The stakeholder does not want to provide such an opportunity until a permanent teacher is available. This is also discriminatory behavior on the side of Rahad teacher. In the same context as above, another participant, T2 said as

The school's stakeholder has discarded the teaching - learning activity due to not providing leadership opportunity. The conflict between permanent and Rahad teachers in the line of teaching - learning. The quality of education in Rahad teachers is degrading. The total environment of the school is completely disturbed.

From this assertion, it is clear that Rahad teachers are not actively participating in a teaching - learning activity without providing leadership responsibility. The relationship between the head teacher and Rahad teacher has been disturbed. Rahad teacher has realized that their professional identity is lost. The environment of community school is becoming tedious due to the above situation (Fiet, 2001) . According to Maslow's motivation theory, respect and responsibility need to be granted for the motivation of workers in the workplace.

The problem of social status

The social respect required for the person to be socially accepted refers to the social status. in the circle of a community school teacher, permanent teachers are respected and valued as upper status. Rahad teachers are not getting such respect and dignity. In this context participant, T2 said,

Rahad teachers are of high status concerning their quality and content knowledge. However, permanent teachers of the primary level are granted leadership of the secondary level. Secondary level Rahad teachers are not trusted in the eye of a permanent teacher.

In this assertion, it is clear that Rahad teacher has realized hurt in dignity due to the untrust of stakeholders. They are not respected for their efficiency and qualification. Similarly, participant T4 said practice - related problems as:

After the appointment of Rahad teacher, the government sent the festival allowance. But the school management committee has not decided to grant such assistance until six months of service. School has spent that amount on another title.

From this fact, it is clear that Rahad teacher has not got his facility under the policy provision. The school has spent the allowance of Rahad teachers for another purpose. The policy is not implemented in practice. In this context, another participant, T5, said,

There is no provision for the appointment of Rahad teachers in leadership. But in practice, it is implemented against policy. Without the legislative requirement, Rahad teachers are granted facilities like permanent teachers by some schools.

 In this assertion, the school opposed the legal provision. Such illegal practice creates disapproval inthe course, and implementation of the law is lacking (Hadfield, 2007) . In policy, contract, and Rahad, teachers are not granted leadership. But I am appointed as head teacher. Here is no teacher taking responsibility for the head teacher having eligible qualifications. From this assertion, it is clear that the leadership problem is genuinely evolved at the policy level. Rahad teachers are appointed as head teachers in opposition to policy due to the unfavorable situation created in the school. This is a complex problem in policy implementation. According to the scientific management theory of Tylor, a policy is not found to be implemented strictly in the community school. Rahad teacher facilities are completely avoided from the policy.

5. Conclusion

Rahad teacher in the community school comprises half of the total teacher. These community schools cannot run in the absence of Rahad teachers. In addition, Rahad teachers teach most complex subjects like English, science, and maths. It has seemed that Rahad teachers have been working for more than ten years in the same school. Based onthe training, they are well trained and efficient for responsibility. However, they are not granted the opportunity in leadership. Rahad teachers are discriminated in the lines of leaves, dress

allowance, and festival allowance. Rahad teachers fear job security, and there is no inclusive approach to teacher selection. Community relation with Rahad teacher is poor in the present context. The Rahad teacher is suffered from the stress of fundamental needs, job insecurity, underestimated job, and self - satisfaction. The program needs to be launched to ensure such types of structural lapses.

There is no positive attitude of Rahad teachers towards the profession. The community relationship is lacking, and the administration discriminates against them in providing facilities and granting leadership opportunities. Due to the legislative lapses, Rahad teachers are getting injustice. However, they are energetic, efficient, and accountable for the job. to keep a positive perspective in teaching - learning activities, the stakeholder needs to keep a balanced view for all teachers. There should be legislative provision for providing an equal facility for all teachers. Since the Rahad teacher has a lot of efficiencies, the Rahadis not offered the opportunity for leadership and other facilities as a permanent teacher gets. It is found that Rahad teachers have leaves facilities against the legislative provision under the self - decision school itself. There is inequality in facilities among teachers working within the same school. They were always worried about their job security and always curious in seeking the answer towhat will happen after 2021. The government needs to plan for the continuity of Rahad teachers after 2021. Rahad teachers are not required to involve in the internal exam for permanent teacher recruitment. They are not provided equal facilities as a permanent teacher gets. Appoint system is carried out by political pressure and relation with the SMC member. There is a problem withthe guarantee of job security and the annual renewal system.

Rahad teachers are motivated by providing equal facilities to make them accountable for the teaching profession. They should be given leadership opportunities by policy for inspiration and motivation. Insted of the annual renewal system, they are appointed as contract teachers for a long - term basis. The appointment system needs to be made trustworthy and scientific. Political pressure and nepotism should be discouraged entirely. They need to be transferred by the mutual consensus based on job performance, and they need to adopt inclusive philosophy for the appointment of teachers focusing on marginalized and disadvantaged people. The government has to provide all types of leave facilities with the effort of the 10th amendment in the education act 2028. The teacher service commission should involve Rahad teachers in the internal exam of permanent teacher appointments. There should be a straightforward and systematic procedure for teacher selection in the education act. Government has to manage a golden hand sack system for Rahad teachers in the termination of jobs from 2021. In other words, there should not be an age barrier for internal examination and permanent teacher appointments.

Under this study, Rahad teachers need to be motivated by providing facilities under the decision of the school management committee. They are provided the opportunity of having membership in SMC and PTA. Rahad teachers are detached from the influence of political pressure and administrative intervention. The educational contribution of

Rahad teachers and its impact on education is preferred to the content of future research. The study of problem - solving strategies based on ground information is to be studied by potential researcher

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