IJMFR
INTERNATINAL JOURNAL OF MULTI FACETED RESEARCH

Volume 1, Issue 2
April to June 2024
ISSN: 3006-7936, eISSN 3006-7944

Role Of Job Description Of Primary School Teacher In Lyari Karachi: Enhancing Job Enrichment

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Article History

Received: *March 10, 2024*
Revised: *April, 15, 2024*
Accepted: *May 25 2024*
Published: *June 30, 2024*

Abstract

This study investigates the impact of job descriptions on job enrichment among government primary school teachers in Lyari, Karachi. Data were gathered from Primary schools of Lyari. A qualitative approach was employed, conducting 13 interviews with teachers until data saturation was achieved. The study focuses on assessing whether job descriptions are provided to primary school teachers and how they influence job enrichment. While formal, written job descriptions were absent, teachers received verbal instructions from school heads regarding their responsibilities. The findings indicate that aligning duties with job descriptions enhances job enrichment. The research found a positive relationship between job descriptions and job enrichment, showing that schools are making efforts to motivate teachers and foster positive working relationships. It calls for improved services and facilities in government schools to support future generations' education.

Key Words: Job Descriptions, Job Enrichment, Primary School Teacher.

Introduction

Job descriptions are a tool used by those who lack specific knowledge of how to carry out a task. So, there needs to be a precise and unambiguous job description in order to ensure that workers do their jobs well. As a result, numerous companies are putting a lot of effort into ensuring that the job descriptions they have are efficient in terms of output and accomplishing the goals of the company. For these reasons, a large number of researchers have carried out several studies to evaluate the impact of job descriptions on an organization's success. The nature of the working environment and technology are changing rapidly in today's world, so the job description needs to be updated to reflect these changes (Brannick et al. 2007)..

Teachers are the most respected profession in the world. He serves as an example and is actively copied. According to Singh et al., (2003), the centre of any educational system is the teacher. Teachers are a country's greatest asset, in actuality. Teachers acquire traits of a performance style thatreflect their visual and mental processes in relation to the world. As a result, a person is likely to behave in a way that makes the most of his abilities. Similar to this,

a teacher's optimistic outlook on the surroundings is influenced by his positive attitude toward teaching and greater aspiration level.

Everyone agrees that a teacher's effectiveness in the classroom has a significant impact on students' learning and academic success. The classroom atmosphere, general mental capacity, personality, subject mastery, teaching approach, aptitude, attitude, and relationships with students are just a few of the many variables that affect how well teachers accomplish their jobs. Teachers play a significant impact in students' motivation, pursuit of greatness, and, ultimately, success and become the outstanding leaders of the following generation (Mitra, 2018).

Teachers that are unhappy with their jobs will not be dedicated and effective. Based on performance reviews, the Department of Education identified low performance as an issue. The aim of job enrichment is to eliminate boring routines and prevent apathy. It is implemented by giving employees more responsibilities and tasks to complete without requiring them to put in more hours at work. The goal of work enrichment is to increase task diversity and demand a higher degree of expertise and skills. Furthermore, people are more independent and accountable in a variety of contexts, which results in more meaningful and beneficial experiences (Bakri, 2015). The causes of worsening job unhappiness are then listed, including job stability, bad social contact, and a lack of recognition for one's efforts, mistrust, and poor management. These problems may result in psychological problems on a personal and professional level the teachers' personal life. Some Rewards can improve instructors' job happiness (Sahito and Vaisanen, 2017). Teachers are the experts who play a vital role in enlightening and guiding the new generation. Teachers guide students on the right path therefore it is crucial for teachers to feel motivated, connected with their job. If boredom or frustration problems arise in the teaching profession it will lead to bad performance, absence from work, turnover, and less motivation to do a better job. Teachers who are less motivated with their work will not be productive (Savall, 2010)..

In the educational sector of Pakistan, it is observed that teachers are not given written documents of the job description when they get hired as primary school teachers. A well-written job description eliminates avoidable misunderstandings by providing workers with all the information they need about their tasks. Most educators did not understand why they were teaching or how much they were supposed to be teaching. They were unaware of the responsibilities and level of demand of their employment. As job description is a component to strengthen multiple forms of employee job enrichment (Ahmad & Malik, 2023).

Thus it is important to investigate the practices of job enrichment and its influence on the primary school teacher job descriptions.

Literature Review

The literature on job descriptions and job enrichment, especially in the context of primary school teachers in Karachi, Pakistan, provides a comprehensive understanding of the interplay between these aspects and their impact on teaching effectiveness.

Job Description

Precise job descriptions form the foundation of many employment structures, including wage scales, performance appraisals, and compensation. According to Raju, & Banerjee, (2017), clear job descriptions reduce misunderstandings by providing employees with a clear understanding of their roles and responsibilities. In cases of employee dissatisfaction, unclear or insufficient job descriptions were identified as one of the main challenges). When organizations provide updated and detailed job descriptions, they facilitate a better alignment

between job roles and employee expectations, ensuring a smoother orientation and acclimatization process for new hires. This alignment is crucial in preventing dissatisfaction and improving employee retention.

Within educational contexts, vague job descriptions can lead to dissatisfaction among students as well. Tool (2023) noted that students in schools where teachers had unclear job roles often felt misunderstood and unengaged due to their teachers' inability to communicate effectively. This suggests that job descriptions for teachers must clearly define not only their teaching responsibilities but also their role in student engagement and motivation..

Job Description of Teachers

Teaching competence, as defined by Siri et al. (2020), is a combination of behaviors—knowledge, attitudes, and skills—that lead to effective classroom teaching. Teachers, beyond instructing, must be able to motivate students, inspire participation, and work collaboratively with stakeholders, including parents and fellow educators (Raju & Banerjee, 2017). The quality of a teacher's job description is linked to their effectiveness in the classroom and their ability to be role models for students, whose lives they influence through behavior and body language. Teachers play a critical role in shaping not just academic performance but also the overall self-esteem and cognitive growth of students. Gul et al. (2023) highlighted that teachers who incorporate exercises aimed at boosting self-esteem and cognitive functions, such as quizzes and positive reinforcement activities, have a significant long-term impact on students' academic success.

Job Enrichment

Behson et al. (2000) defined job enrichment as a process that gives employees greater responsibility, empowering them through the organization and assembly of tasks. This is particularly relevant in educational settings, where enriching a teacher's role can lead to increased job satisfaction and better performance. When teachers are given autonomy and accountability, as highlighted by Allemon (2019), they feel more valued, and their performance improves. Similarly, Tayeh (2021) found that teachers with enriched roles gain a stronger sense of purpose and freedom, contributing to better overall job performance.

Job enrichment in the educational sector involves making teaching more interesting and challenging by adding responsibilities, thereby requiring teachers to develop a greater set of skills (Salau, Adeniji & Oyewunmi, 2014). Teachers who take on additional duties report higher satisfaction and motivation in their roles. Schools benefit when job enrichment strategies focus not only on student outcomes but also on creating a positive environment for teachers to develop their skills and team spirit (Eke 2023).

School Teachers in Pakistan

The literature on school teachers in Pakistan underscores the importance of both job descriptions and job enrichment in ensuring teacher satisfaction and performance. According to Parveen (2015), a significant percentage of teachers in government schools in Sindh reported high levels of job satisfaction, especially with respect to job security and salary. Teachers with manageable workloads, flexible schedules, and supportive relationships with colleagues and unions also tended to report higher job satisfaction. This is in line with global findings on the importance of clear job roles and enriched work environments. The regular process of promotion and respect for teachers in public schools contributed significantly to their overall job satisfaction. This finding was echoed by Bibi & Kalim (2021), who found that teachers

with opportunities for professional development and career growth were more content in their roles.

Schools that invest in infrastructure and provide rewards based on performance also see improvements in teacher motivation and student outcomes (Afzal et al., 2022). Such initiatives not only improve job satisfaction but also contribute to a more stable and effective teaching force.

Research Methodology

This exploratory study adopts a qualitative methodology to explore the complex relationship between the job description of government primary school teachers and its effect on job enrichment. A qualitative approach allows for an in-depth investigation of unique situations without attempting to generalize the findings. The objective is to highlight the distinctive circumstances and provide detailed descriptions of government schools in order to understand the intricate relationships and processes under examination.

Research Data Type

The data collected for this study is primary research data since it was gathered directly by the researchers. As this data has not been previously collected, our involvement was necessary to ensure the acquisition of firsthand information. We conducted interviews and reached data saturation when the responses became consistent. The population for this research comprises teachers from government primary schools in Lyari.

Research Approach

Given that the data is non-numerical and reflects abstract human emotions, thoughts, and behaviors—factors that cannot be quantified—a qualitative approach was selected. This approach is suited to understanding the respondents' beliefs, thoughts, and experiences. The qualitative method was chosen to gain a deep understanding of the topic and generate new ideas and insights for our research. During the course of this investigation, we evaluated our capacity to analyze the data, which is rooted in human feelings and behaviors. Therefore, no software tools were used in processing the data.

Population Sampling

The study population consists of teachers from various government boys' and girls' primary and secondary schools in Lyari, Karachi. Schools included are the Government Boys Primary and Secondary School Usman Brohi, Government Girls Secondary School Singolane Campus Lyari South, Government Girls Secondary School Lyari, and Kara Bhai Kareem Jee School. Twelve interviews were conducted with teachers from these schools, ensuring data saturation—where no new information was obtained. According to Creswell & Báez, participants in a phenomenological study should have firsthand experience of the phenomenon being studied, and a minimum of 12 participants is adequate for qualitative research. Non-probability purposeful sampling was employed, giving the researcher discretion in selecting both participants and research sites. This approach ensured that participants were knowledgeable about the main phenomenon and the research problem. As noted by Terry, Hayfield, Clarke, and Braun (2017), codes help organize unstructured data and evolve as more data is gathered, adding new perspectives and dimensions to the research.

Research Analysis

The data were first coded and condensed into themes for analysis. The next step involved presenting the findings through discussions, tables, and figures. Participants' personal stories, shared through interviews, were transcribed from digital recordings. The meanings of the participants' work experiences were thoroughly analyzed from these transcriptions. Thematic analysis, as outlined by Vaismoradi & Snelgrove (2019), was then applied to explore recurring themes and extract deeper insights into the phenomenon being studied.

Themes:

THEMES	SUBTHEMS	CATEGORY DESCRIPTION	EXAMPLES
PRIMARY SCHOOL ENVIRONMENT	RESTRICTIONS	Busy schedule with limitedtime	'From morning till the end of school timing we have only 15 minutes break for lunch, in which we also look after kids''
	COLLEAGUES	Other teachers and staff members	**''**Because of supportive fellowteachers I did not quite this tough job''
	RESOURCES	Material that humans needand add value in our life	''Lack of resources such asextra stationary for studentsmake teaching activities difficult''
STUDENTS	BEHAVIOR	Oneself acts in a certain way	'Some students behave rudely,disrespect teachers and in our school we do not have any policy to resolve such issues''
	EMOTIONAL CHANGES	Changes in mood due toexternal environment	''Í have seen students coming inclassroom starving and other family issues also affect children mental health''
PRIMARY SCHOOL TEACHER CHALLENGES	OVER WORKLOAD	Too much work for a personto handle individually	**''**We have only limited time between terms exams so we have to cover whole syllabus'
	SETTINGCLEAR DIRECTIONS TO ACHIEVE GOALS	Making strategies to complete goals	'As a teacher the future of ourstudents are in our hands, we make plans to how to teach students successfully'

	LONG HOURSDUTY	Extra work hours	‘’Extra work are given to teachers for example we have tocome up with different activitiesfor children, make plans for upcoming school events becauseof this extra work we have to bring work in our homes’
	ROLE PLAYING	Pretend like other person and to react or behave out of character	**‘**Sometimes parents are not performing their duty as a guardian, so we as a teacher behave like children parent to guide them in different situations’
	SCHOOL HEADSAND POLICYMAKERS	Responsible For the SuccessOf School	‘Our school head give us positive comments about our work personally, they also sent weekly or monthly reports withgeneralize comments’’
EXPECTATIONS			
	PARENTS CARELESSNESS	Stakeholders of school doesnot understand what is like to in a classroom with limited resources	‘’Parents need to understand the value of education and helpus to teach kids how to respect their teachers and elders in orderto becomes a better person in future’’
	DIRECTLY INVOLVEDWITH CHILDERNS	Acknowledge the needs ofchildren	‘When you enter a classroom it's just you and kids, you get to know them, their learning styles, their parents, their needs.You act like a friend towards them’
PERFORMING DUTY AND CREATING VALUE			
	IMPORTANCEOF GROWTH	Continue improving yourself	‘Every teacher likes that their class gets good grades, checking exams papers are in our hands and we can give high marks to agood image but it is not correct, if I as teacher would do cheatingwhat lesson will my students will learn from me’

Volume 1, Issue 2
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Data Analysis And Findings

Thirteen candidates were contacted for the interviews. All of the responders were government primary school teachers. All the responders were teaching in different grades and were experienced in their fields. All the interviews were conducted successfully and all of the interviews were conducted physically. The interviews were in astructured form.

In which we identify that the majority of teachers are satisfied with their and their motivation level was high and other teachers are giving negative remarks about lack of resources during the interview. The teachers think that teachers should be accountable to their work and make their students understand everything they have assigned to make them learn and understand. It was also identified that some teachers are not satisfied withtheir government job benefits. The data is analyzed through thematic analysis. Through the transcription of the interviews, there were 5 themes which were identified; 1) primary school environment, 2) students, 3) primary school teacher challenges, 4) expectations and 5) performing duty and creating value. The duration of each Interview was30 to 40 minutes.

The findings of the study are given below.

Primary School Environment

Restrictions

The focus of this theme was government primary school, with teachers discussing their actual experiences. Instructors commonly cited schedule constraints as one of their many limitations. A clear picture of the participants' work settings was produced with the aid of their responses. R6 gave the following as an illustration in her diary entry:

''I would need to h take and pick up students from the cafeteria during the about 15-minute lunch break. It just takes around 7 to 9 minutes to eat lunch in the end. Additionally, this is the sole opportunity to interact socially or cooperatively with students who one teaches with.''

R4 recorded her experience of being on a strict schedule,

"Every day, I have to monitor the restrooms at my scheduled time that we have worked out among our team of four. I'm at the end of the hall, so My classroom needs to be watched by another teacher or staff member while I am in charge of the bathroom break''.

Colleagues

Although there could sometimes be unpleasant interactions with other colleagues they were not as close to, the way participants characterized the colleagues they closely worked with as supportive and crucial indicated that colleagues were essential in their work environment. Intermediate educational institutions. R2 stressed the value of teamwork:

''I believe that most people are motivated to keep working because of their coworkers in this facility and environment. I'm not sure how you could go on if it weren't for it our associates, our teamwork is really beneficial to one another. When something occurs in our own life or for any other reason, we'll pick each other up the pieces''.

Additionally as R6 mentioned,

‘‘To be perfectly honest, that's one thing that keeps me around. It's a positive experience because many of the teachers collaborate with you and support you. Despite the fact that instructors sometimes have a lot of work and responsibilities, they cooperate to complete these tasks. Participants talked about how they deal with difficulties in their schools and education as a family with their coworkers’’.

Resources

Participants talked about the limitations in their primary school settings as well as the effects of living on their job situations. Lack of access to resources was a common complaint made by teachers, which helped to foster the creation of resources as a second subtheme. Despite not receiving sufficient funding for school supplies, teachers frequently have to spend their own money on the equipment andresources they require for the classroom.
R7 mentioned in his interview:

"I would like more support with resources, or funds."R7 also added in interview;
‘’Every classroom must have complete funding from the school board. I do not have any materials to teach or other art stationeries to utilize in art activities’’.

Students

Students were found to be the second significant theme in the data.

Behavior

One of the sub themes for the theme of students was the behavior of disruptive students, which has an effect on teachers' job enrichment. Teachers have expressed concerns regarding students' disruptive actions, which include a lack of self-control, lack of regard for peers and instructors, as well as incapacity to control one's emotions (Oberle & Schonert-55 Reichl, 2015). Teachers gave honest answers in their interviews, despite the fact that participants in in-person interviews were invited to talk about students.

R1 stated:

"This year, there are a significant number of students who struggle with Behavioural issues." We don't really know how to handle these students in our school. If there are persistent problems, these pupils can proceed to the behavior classroom’’.

R11 mentioned that

‘’Although the visitor will observe primarily positive things, they would also see minor issues with student behaviour. He or she would witness me directing a student to finish his or her own work. He or she would witness me teaching my chatty children to stop talking and return to their task’’.

Emotional Changes

Emotional changes identified as another sub theme from the data. This turned into a distinct sub theme because, according to participant replies, students' behaviour frequently reflected their difficult circumstances. R4 talked on the difficulties she sees in her students, emphasizing how these days' problems are different from those of the past and how that impacts her capacity to teach:

‘’30 years ago, when I started working there, there were no starving children’’.

Primary School Teacher Challenges

The fourth major theme that developed from the data was middle school teacher challenges. Responses from participants indicated they continued to work after school and on weekends, which goes outside the work environment at teachers' middle schools.

Over Workload

Primary school teachers' challenges were the main issue around which over workload was developed as a subtheme. In outlining her duties as part of her employment, talked about her activities outside ofteaching:

''It requires a lot of planning to get the images for the yearly report, which I do. Handling sporting images and money—handling the financial component in school memo books is perhaps one of themost important jobs''

R1 assumes a further duty in addition to teaching

''In addition, I support fifth graders, and we participate in fundraisers.
and we try , make our fifth-grade primary school kids' final year something they will remember before continuing on to high school''.

Setting Clear Directions to Achieve Goals

It is necessary to develop specific goals in order to complete different activities. A huge number ofindividuals at a school, it is necessary for everyone to be moving in the same direction. As stated by R8

'' We make lesson plans, search online to make different kinds of course activities so that students easily understand ''. R11 also adds some points,

''A teacher is responsible for establishing the path that their students will take. When there are shared interests in that, you sort of organize your group at the beginning of the year and decide what objectives you want to work toward. You then lead that process, but once you've finished, you take a backseat and assist the students''.

Long Hours Duty

The responses provided by the participants made it clear that they felt that their pay was low for the amount of labour they performed and that they put in lengthy hours. Owing to the difficult workload and time constraints teachers' face, they usually spend a lot of time hours spent at employment outside the school day

R8 mentioned in his interview that

'When I'm teaching, my job is the easiest. The real job starts each day at 8:00 am. We also have to plan a homeroom activity, notify parents if a student is at risk of failing, and get ready for any nextschool activity, monitoring students' progress on a regular basis, and analyzing test results to determine how best to support students who need to catch up with the class''.

R12 stated 'Furthermore, we do not compensate experienced teachers for their system-related time. I could have been a physician by now with the amount of degrees I have and the length of time I spentin college'.

Role Playing

Teachers' explanations of the range of roles they play led to the emergence of roles as a subtheme. Given that they highlighted real-life events at the primary school level, many of the themes and subthemes appeared to be connected. R5 described in her interview;

''Behaviour may sometimes divert from the goal of teaching students:
Teachers have an obligation to keep an eye on the corridors and restrooms after each class session in an effort to prevent forbidden actions. A guest who assisted in my classroom and our school , they would feel more like they were monitoring student behaviour than shaping the minds of future generations''.

Teachers also talked about how, oftentimes, they had to step in as a parent or counsellor before they could teach their students. Speaking on the difficult lives of students and the absence of parental involvement, R9 said
"There are many of those, as well as situations where the parents are no longer in that role. As a result, we are no longer able to function as teachers. Sad to say, we have to be educators as well as parents''.

Expectations

The fourth major theme that came out was impractical expectations. The teachers stated that administrators, staff members and parents were the source of impractical expectations.
The sub themes were discovered using data analysis techniques from interviews.

School Heads and Policymakers

School heads and policy makers were the two main educational stakeholders that participants considered. They emerged as a sub theme through data analysis. It was interesting to see that teachers used 'connect' to describe heads of school and policy makers. This term was particularly used when teachers discussed their relationship with their heads. Many teachers said that

''The head of school usually deals with problems or challenges that arise''. R13 stated that

''Our school head gave us positive comments about our work personally, they also sent weekly or monthly reports with specific comments for every teacher''.

R6 describe in her interview;

''*A class is not just an introduction, an activity. Regardless of norms, life happens and things need to be dealt with, like student counselling and dealing with other issues''.*

Parents Carelessness

R13 stated in an interview;

''I wish all parents know their jobs as a parent, and support or take interest in their children's education''.

Stakeholders of school do not understand what it is like to be in a classroom with limited resources. R2 said during interview;

''In order to learn, parents need to recognize the value of education and work with us to foster the values of behaviour and respect''.

Performing Duty And Creating Value

The theme 'Performing duty and creating value' is the belief of participants that they are on the right path teaching children's. Teachers of primary school also said that there are many reasons for choosing this profession. , R3 stated that;

'' I am here because I belong here, I am exactly in the right profession where I am supposed to be. Maybe I become a reason for making children's lives better''.

Directly Involved with Children's

When teachers accepted teaching roles, they did not wait for the problems to come in their hands,they saw this as an opportunity to get to know children's better.
R4 stated in her interview;

''*She is able to see the whole picture and observe the child as a whole, taking into account both their home and school lives''.*

When talking about their roles, each participant identified as child-centre and stated that their main objective was to act in the best interests of the children

R7 said; ''*When you enter a classroom it's just you and kids, you get to know them, their learning styles, their parents, their needs. You act like a friend towards them''.*

Importance of Growth

Teachers need to have a strong sense of the importance of growth and development of students. This base forms the basis upon which all other plans are constructed. R10 told us that;
''*As a teacher you need to look at areas of gaps, weaknesses and what you need to teach children sothey become more productive. Keeping calm in all situations is more important than becoming angry on children's for their mistakes. We are their guardians and they learn all things from us''.*

Additionally as R6 mentioned;

''Every teacher likes that their class gets good grades, checking exam papers are in our hands andwe can give high marks to a good image but it is not correct, if I as teacher would cheat what lesson will my students learn from me''.

Conclusion and Recommendations

Conclusion

In conclusion, this research highlights complex and multifaceted nature of primary school teaching, in government schools in Lyari, Karachi. It underscores the various factors that influence job enrichment among teachers, revealing both the challenges and opportunities they encounter. One of the key takeaways is the critical role that a supportive school environment and positive coworker relationships play in job enrichment. Despite occasional negative experiences with less close colleagues, the value of a close-knit, collaborative network of coworkers remains significant in fostering a positive work atmosphere.

Moreover, the study draws attention to the profound impact that students have on teachers' professional experiences. Disruptive student behavior was identified as a major source of concern, with teachers often feeling burdened by the need to manage behavioral issues before they can effectively teach. This finding emphasizes the importance of fostering better student behavior and emotional regulation, as it directly affects teachers' ability to engage with and enrich their roles.
The research also sheds light on the resource-related limitations that many teachers face, such as lack of materials and poor working conditions. These challenges hinder teachers' ability to fully

engage with their profession and benefit from the potential enrichment opportunities that come with their roles. The study suggests that by addressing these limitations—such as improving facilities, ensuring the timely arrival of teachers, and reducing excessive workloads—educators can be better equipped to experience job satisfaction and growth.

On the positive side, the study acknowledges the rewarding aspects of teaching, such as the opportunity to shape young minds, employ diverse teaching methods, and engage in continuous learning. Teachers' ability to develop meaningful relationships with their students, play multifaceted roles as counselors or parental figures, and use creative approaches in the classroom contributes significantly to their sense of fulfillment and professional growth. These factors collectively highlight the enriching potential of the teaching profession.

Ultimately, job enrichment for primary school teachers is essential in enhancing their professional satisfaction and well-being. It involves giving teachers greater autonomy, more varied responsibilities, and ample opportunities for professional development. By fostering creativity, providing support, and enabling teachers to positively impact students' lives, the education system can help cultivate a more motivated and empowered teaching workforce.

However, to fully realize the potential for job enrichment, systemic issues such as inadequate resources, poor infrastructure, and excessive workloads must be addressed. Improving these conditions would not only enhance the well-being of teachers but also positively influence their ability to contribute meaningfully to the educational system and society as a whole. Thus, the findings of this study can serve as a valuable guide for policymakers and school administrators to improve the working conditions of teachers and promote a more enriching and rewarding teaching experience in government schools.

Recommendations

- Continued Professional Development: Encourage teachers to engage in ongoing professional development activities to enhance their skills and keep up with the latest educational practices.
- Collaboration Opportunities: Foster a collaborative work environment where teachers can share ideas, resources, and best practices with their peers. This collaborative approach can spark creativity and promote job enrichment
- Leadership Opportunities: Provide opportunities for teachers to take on leadership roles within the school, such as mentoring new teachers or leading professional development sessions. This can offer additional challenges and a sense of fulfilment.
- Facilities Improvement: Schools should priorities providing necessary resources and facilities, such as updated teaching materials, technological tools, and a conducive learning environment, to empower teachers in their roles.
- Punctuality and Availability: Implement measures to ensure punctuality among teachers by fostering a culture of responsibility and accountability. Establish systems that support teachers in arriving on time and being available for their duties.
- By implementing these recommendations, primary school teachers can experience increased job enrichment, job satisfaction, and ultimately provide better quality education to their students.

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