

Impact of Non-Democratic Attitudes of Public Sector College Teachers on the Quality Education of Learners at Undergraduate Level in District Khanewal

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Abstract

This research assesses the effects of non-democratic belief systems among the public sector college teachers towards the undergraduate students in District of Khanewal; Pakistan. Authoritarian attitudes that include teachers' positive orientation toward "demeaning" their students, teachers' negative orientation towards students' involvement in decision making, and little frequency of teachers's interaction and communication with their students are positively related to non-academic outcomes such as students' poor performance, lack of motivation and poor learning experiences. The research also concerns with the student attitude of the classroom and how these attitudes affect their participation, analysis and self-regulation in the learning practices. Both self-completion questionnaires and face-to-face interviews, as well as self- and peer-classroom observation checklists, were administered to a sample of undergraduate students and their

teachers. Research efforts show that autocratic methods decrease students' ideas' presentation freedom, restrict creativity, and reduce the motivation to interact with content. Furthermore, the study recommends raising the level of democratization and constructiveness of teachers' methods could contribute to the creation of the necessary learning climate, improving students' performance and individuality. The findings suggest for effective PD professional development programs for teachers for democratic dispositions and inclusive teacher practices in the public sector colleges of Khanewal.

1. Introduction

An education's quality is marked by its democratic principles. The elements of democratization or democratic environments are participation, expression, alternative choice/election, warrant, constructive activity, freedom, education, and equality. The teacher's non-democratic attitudes are injurious to a learner's selection of subject matter or nature. The learner wants to follow the style of the teacher, as these attitudes of the teacher setback behaviors. There are a number of careless remarks generated these days towards the teaching population of District Khanewal. They are very negligent, quite incompetent, imperfect in personality, dull in disposition, ineffective in their service of the profession, and dishonest regarding the exam system. No doubt, teachers' negative attitudes promote malpractice in the exam, and the students are not inspired towards their studies. Different odds are cited by superficial discussions of social scientists. It may be comprised in the teaching-learning process where younger and immature students, who are more frank and open-hearted in discussion, generate anti-socialism and societal hostility. All of these issues are generated by the non-democratic attitudes of the teachers, which dismay the study immediately policy implementation and its relationship with contemporary issues that directly impact the students and influence their participation and cognizance as well. An undergraduate student population may pass through a traumatic, high-stress, and severe depression context in which they are perplexed by the right and wrong choices they make. They are affected by the teacher's attitude during the selection in the public sector college. However, this present study is vital, and the general public never downplays the attitude of the teacher, who is narrow-minded, anti-social, unable to respect the interests of others, relies on authority, trusts only in their knowledge, and thinks that he is confined, but his habit of negligence is not. 1. What are the effects of the non-democratic attitudes of public sector college teachers on undergraduate studies in District Khanewal? 2. How can we determine the attitudes that are non-democratic in nature on the performance of undergraduate-level teachers? Public sector colleges play a very beneficial and major role in improving the quality of education in the form of learners' mental energy.

1.1. Background of the Study

The present study was designed to investigate the impact of the non-democratic attitudes of public sector college teachers at the undergraduate level in District Khanewal. The public colleges in District Khanewal have been providing educational services to the community since the independence of the country. Khanewal is a large district that consists of four tehsils, municipal limits, and remote rural areas. The standards of public sector colleges in the district vary due to various reasons. Compared to private colleges, there is a rare possibility of "improvement" and "change." Teachers in public sector colleges enjoy the greatest freedom in their approaches.

The public sector colleges in the district offer education from the "Intermediate level" to "Graduation" in "Arts and Science" at the undergraduate level. Their approach is mainly confined to the transfer of knowledge and the use of non-democratic methods while engaging with learners in the classroom. Several factors have contributed to the development of non-democratic attitudes among public sector college teachers in the classroom, including historical, social, and religious values. There is a demand for time to move away from non-democratic attitudes and to adopt democratic behaviors towards learners in the classroom. Learners would not be involved in developing democratic and social characteristics at the graduation level. Researchers focused on the works while conducting their research, but their perspectives were very different from each other. These studies provide a basis for further investigation into the ideologies of the 20th century regarding the interaction between teachers and learners.

2. Theoretical Framework

The focus of the present work is a sufficiently broad theoretical framework of this subject that provides good insight into all the dimensions associated with the non-democratic attitudes of teachers. A good teacher is one who shows democratic attitudes in pedagogical practices, as it fosters learning, while a non-democratic attitude reduces learners' motivation to learn and thus reduces their academic achievements. The foundation of every society, to put it simply, lies in the act of education. The need for experience and the need for an educational environment that is democratic have been emphasized. The fulfillment of the potential of the individual is identified as the desire of the highest importance for society to encourage democratic living. Participatory experiences are sought in schools to encourage an effective and enjoyable way of life. It naturally emerges in a truly democratic society.

The connotations of democracy have changed from time to time, keeping in focus the norms, values, and socio-cultural areas of every corner. Therefore, we have various faces of democracy. Every face has its importance at a particular time, place, and for individuals. These attitudes are rich in their content, with certain potentialities in maximum degrees. Different views and analyses result in a new theory or statement that some content remains intact under the influence of varying

practices. In every period and every age, new attempts are made to develop new movements, theories, and outlooks with the same democratic curricula to educate people psychologically and emotionally. Social, emotional, cultural, and cognitive perspectives are very vast and carry varying values in the democratic attitudes of teachers in schools. It is the will of the learner, society, and culture of every region that shapes the mindset of the teacher towards democratic attitudes in his pedagogical practices.

2.1. Concept of Non-Democratic Attitudes in Education

Non-Democratic Attitudes in Education

There are several educators around us who have some non-democratic attitudes. Through different readings and research, it has been collected that these non-democratic educators do many unusual things in educational institutions. It is their attitude, behavior, or beliefs that oblige the learners not to partake in issues of education. Their attitude does not allow learners to take up education as an autonomous or independent phenomenon. Educators' behavior often demoralizes the learners and discourages them from acquiring knowledge and asking questions based on reasons intrinsic to future necessity.

One of the vital characteristics of non-democratic attitudes in the educational world is that such a teacher's relationship is based on position rather than on the people themselves. The structure of communication reflects a teacher's view. An alleged claim to authority, superiority, restraint, and censorship of many thoughts by an established status on the part of a teacher, as well as the teacher's processing eyes, can create barriers to meaningful dialogue in the class. Educators think it is their right to threaten learners with the use of authoritative gestures and a certain look in the eye. Students say it is their right to throw fits or withdraw their cooperation. Then we say that between our two areas of concern, there is a volume that depends on the interference oscillations of creative misunderstandings. It results in negotiation as a non-democratic indifference, where the learner's system of feeling alive in education is potentially submissive to a disrespectful world. If such things happen in the educational world, it will definitely stop the required quality of education. However, most people seem to be unaware that such things are not only happening occasionally but everywhere.

Therefore, non-democratic attitudes of the teacher can and do obstruct the construction of a democratic culture in both the classroom community and the college community. While keeping in view this far-ranging scenario, the magnitude of the importance of these problems is emphasized. It is argued that these forms of attitudes and behaviors on the part of the teacher are somehow universal. Instead of being aware of all of this, educator training is basically anti-democratic. An effective teacher does not happen automatically but is trained.

3. Methodology

A research design itself is the master plan that specifies the methods and procedures for collecting and analyzing data. This research is descriptive and analytical in nature. To assist researchers in developing operational definitions of key scientific concepts, several empirical research studies are compiled, as well as subsequent empirical tests of the relationships among these concepts. Research design is both a qualitative and a quantitative research approach. Researchers gathered data by administering a questionnaire and conducting personal interviews with both public sector college teachers and undergraduate students who use the public college in Tehsil Khanewal. Researchers made random distributions of the questionnaire form containing attitudinal statements about the college teachers among their colleagues from different colleges in District Khanewal. Before the distribution of the form, they were briefed about the main objectives of the systematic assignment. The questions were filled out by available faculty members out of 200 faculty members of grades 17 and 18 from 20 PCW/GCTs in District Khanewal. The same process was continued for the students through available faculty members.

A broad approach was adopted to select public sector college teachers in the district, especially those working in Khanewal, and to assess their attitudes towards quality education for undergraduate students. For this, the researchers' own observations played a significant role, as observation tools could not be used due to their sensitivity or time limitations. Purposeful or typical sampling was used to select public sector college teachers based on characteristics such as teaching experience, family background, and monthly income. Additionally, the sample selection of the students was also based on the same technique, focusing on the students' key learning behaviors and teachers' attention or attitudes towards their students based on qualitative and quantitative standards. In this regard, verbal agreement was sought from the learners of this research to be supervised and to take their interviews and complete the questionnaire after obtaining permission from their respective faculties. Finally, two instruments were used for collecting data from both the teachers and their learners. The data were collected, compiled, edited, and interpreted. Then, final conclusions were drawn. It was fact-checked and finally approved for submission.

3.1. Research Design

This research paper has applied the mixed research design to achieve its objectives. It is a combination of quantitative and qualitative research methods. Mixed methodology is a design that can best fulfill the objectives of the research. It goes deep into the problem that could not be realized otherwise. As the objective of the current research was to explore the non-democratic attitudes of public college teachers at the undergraduate stage related to research questions, therefore mixed methodology was designed to get desirable results that are closer to the problem.

It also helped in understanding how public sector teachers behave with learners in the classroom. In this scenario, learning becomes more descriptive in characteristics; therefore, the current design was selected to consult the findings effectively. Longitudinal research design was used for this study, as views and attitudes of an individual may vary with the passage of time.

It means that people may feel, experience, and express differently at different times. The principle of data triangulation has been applied for triangulation. Data triangulation involves collecting different data from different sources using different methodologies. This present study also used data triangulation to confirm the results of the study. The qualitative part of the current research was based on debates. This technique is used to observe and listen to multiple speakers simultaneously, such as debates. In informal debates, people can express their points clearly and freely. Random sampling, cluster, and snowball methods were mainly applied to choose the speakers. The focal person was the undergraduate students of public sector colleges of the district Khanewal and the teachers teaching at the graduate level. Randomly, 200 undergraduate students and 20 teachers were selected on the basis of their willingness and the fulfillment of the research interest criteria.

3.2. Data Collection Methods

This subsection gives the data collection methods used in this study. Data were collected using surveys, interviews, and observational studies. Surveys were conducted in four colleges of district Khanewal; interviews were conducted with teachers and students of selected colleges, and observational studies were conducted in classes of public sector college teachers of district Khanewal. Convenience sampling was used to select the colleges for conducting the surveys because it is practical, manageable, and less time-consuming. Non-probability sampling, including convenience and judgmental sampling, is generally used in research in the field of education because of its benefits.

The surveys and interviews were selected as the most appropriate tools for data collection because they allowed researchers to collect information from the population of the study (i.e., the teachers and students). In order to gather multiple opinions and understandings, mixed methods (in the form of qualitative interviews and quantitative surveys and observational studies) were used. This is a more pragmatic approach to research in the field of education. To have a cumulative view of the non-democratic attitudes of public sector college teachers, surveys from the teachers of educational institutions were thought to be essential. Apart from benefiting the researcher in respecting the professional interests of the participants, the observational study is also a tool used in the field of education. For questionnaires, surveys, and interviews, interview techniques were used to gather qualitative data because they are more effective and convenient. Consequently, semi-structured interviews were conducted with the teachers and students. As per research

design, these surveys and interviews were considered very important and effective to shed light on the intended objectives of the study.

The questionnaires for the surveys and the interview guide for the interviews were developed in light of the research questions. The items in these questionnaires were developed on the basis of the dimensions of the variables used in the objectives of the study. Then, the pre-final questionnaire and the interview guide were pilot tested to establish the reliability of the items, whether it resulted in gathering meaningful data or not. The purpose of pilot testing was to ensure that the questions were neither too difficult nor too easy to answer and that they accurately conveyed the needed data. Consent was requested due to the sensitive nature of the research and to protect the anonymity of participants' contributions. All participants were debriefed at the end of the respective sessions, notified that the information they provided would be held strictly confidential, and were requested to sign a full consent letter.

4. Findings

The data given in the tables were analyzed to find answers to the posed research question of this study and to achieve the specific objectives of the study. All the significant themes, subthemes, and quotes are discussed in detail in the following.

Qualitative Findings:

The data from the interviews conducted with the teachers of public sector colleges in the district of Khanewal were analyzed to draw their opinions and comments on the emerged attitudes identified through quantitative data. All the important themes, subthemes, and their supporting quotes are given as follows. Theme 1: Incidents of Non-Democratic Behaviors Taking Place in Public Sector Teaching in the District of Khanewal: This theme presents the non-democratic attitudes of the public sector college teachers in the district of Khanewal. Three subthemes are found and discussed in detail in the following: (1) avoiding interactions (2) extreme superior behavior (3) arrogance.

Quote of the Respondent/Teacher: "They just read out the lecture and go back without any interaction with the students."

4.1. Identification of Non-Democratic Attitudes

This research project identifies the frequency of non-democratic attitudes among 88 teachers. These attitudes are attributed to teachers working in the public sector colleges of rural and urban areas of District Khanewal. The findings of this study are based on 61 interviews held with teachers after the quantitative analysis. The attitudes of non-democratic teachers are classified into various categories. The identification of a few non-democratic attitudes of public sector

college teachers gives a rough idea of initial fully non-democratic patterns in teacher behavior at the college level. By identifying the actual names of these attitudes, it urges a more focused analysis of these non-democratic attitudes on how initially these patterns crept during interaction between students and teachers. The non-democratic attitudes identified in this research are authoritarian, inflexible, and self-involved. It has been observed that public sector college teachers have a non-democratic attitude and they force their students to respect their decisions and views. Instead of making the students individuals, teachers make them artificial. This behavior puts an adverse effect on the learning environment. These non-democratic practices force students not to engage in studies and keep everything at the level of the traditional approach. Non-democratic attitudes are also against student performance and student learning activities. The non-democratic teacher does not involve himself openly, argues on the same point again and again, and enforces their views on the students. The uninvolved student does not show any interest in exploring new ideas. Non-democratic teachers in rural areas often adopt such behavior and do not welcome student arguments. The findings of this research focus on how non-democratic attitudes create difficulties in achieving an ideal level of democratic teaching, which could be more helpful in promoting strong communication of students' points of view. Findings discuss the low-quality progress of teachers in adopting different innovative teaching strategies. The prevalence of resistance to student feedback and refusal to dedicatedly answer student questions needs careful attention from authorities regarding the non-democratic aspects of the exam system. Tables and graphs are provided to show the responses of participants in percentage. These findings highlight a few non-democratic attitudes of the teachers, and those initial steps of these attitudes could be seen as a first step toward democratic handling. The research concludes by naming the identified few non-democratic attitudes of teachers in District Khanewal.

5. Discussion

It is evident from the literature discussed above that non-democratic attitudes can have a profound effect on the attitudes and fundamental capabilities of students. The nature of the effect will remain confined to the determinants of the social and economic background of teachers and students. Teachers may not only lack the ability to deal with, or even the perception of the necessity of dealing with, the underlying problems of the learners, but they also stay away from their own educational needs. In the present study, it was interpreted from the views of undergraduate learners that college teachers are not sensitive enough toward the students, have authoritarian behavior, and do not treat students positively. The academic environment of colleges in District Khanewal showed low levels of democratic practices. Respondents considered that most of the time, power is exercised arbitrarily. Teachers indulge in authoritative behavior at many times during academic activities. Students' opinions and attitudes are not promoted. These kinds of academic practices may lead the learners toward negativity, resulting in poor academic performance at colleges.

Hence, the evidence collected from the self-reported behaviors and attitudes of public sector college teachers is expected to have a direct or indirect influence on the quality of education for learners at the undergraduate level in District Khanewal. This approach not only leads to the low achievement of learners based on their knowledge and skills acquisition at the undergraduate level, but it is also unfair for them to start their lives with negativity. So, it can be concluded that the effect of non-democratic attitudes of college teachers is quite comprehensive, ranging from the cognitive development of students to the economic development of society. If democratic attitudes prevail at the micro level, they may not only promote the wider goal of reducing such professionals and bureaucrats but also improve the conditions of the system where they are studying or want to lead as an administrator or professional. The leadership and teacher training for a democratic attitude from school to university levels can be beneficial to some extent in meeting the shortcomings identified in the teaching practices and behaviors of college teachers. Up-to-date curricula respective to the recent field of interest from the market by introducing new courses and research may be a facilitator to promote the professionalization of the degree course. The high involvement of public sector college teachers and lecturers in service delivery networks of their colleges could be beneficial in overcoming their non-democratic behavior to provide quality education to students. Therefore, policies regarding HRM in these districts must be free from any political interventions, and the recruitment of the principal and teachers must be based on merit to meet the stated objectives of the educational system on macro development indicators. The constitution may also be used as a tool to remove the negative attitude of teachers, in which an article related to the commitment of teachers is described in detail. For instance, the responsibility of the state for education describes the right to education: to provide free and compulsory education to all children of the age of five to 16 years in such a manner as may be determined by law. The constitution may guide degree-level educational policymakers to lead their teachers concerning the commitment to the educational goals of the nation. Its practical implication may lead to the loyalty of the educational stakeholders to the authorities of colleges and encourage the students to respect their teachers. This would further reduce the dropout rate of schools; it could provide an environment where the quality of education of teachers influences the level of commitment either over the class or overall as well.

5.1. Implications for Quality Education

As with learning outcomes and assessment in the context under study, the non-democratic attitudes of the teachers do, in fact, have clear implications for the pedestal of quality education that learners receive at the undergraduate level. Because these attitudes restrict access to opportunities for creative thinking and propensities towards critical engagement with material and ideas, students in this educator-centric environment will often lack compassionate nurturing by the teachers and will miss out on the benefit of learning from diverse perspectives and experiences within a supportive learning community that is both undergirded by and fostering

student participation. Further, it may be expected that students who have been treated disrespectfully or impartially because traditions disapprove of accessibility to the teacher, discouraged from developing their own opinions or raising ethical questions, bear the imprints of inappropriateness and disengagement within a democratic society. The argument, of course, previews the question of whether or not students exposed to these conditions are learning habits that are difficult to challenge, unlearn, or change, which is the essence of non-democratic educational environments.

Students experiencing such education may be less likely to want to continue with their studies or be retained by the institution, should they have successfully completed them due to low success rates. Those who are retained by the teacher may be observed teaching with the value center of the curriculum, thus increasing the chances of quality education being eroded given the dislocation between the value center of the curriculum and the value center of the teachers. Thus, the teacher's value center is an important correlative and predictor as it shows how their own non-democratic values influence the quality of education being provided to students.

6. Conclusion and Recommendations

The present study reveals that the teachers' non-democratic attitudes made their learners feel disinterested, and their learning passion stopped increasing for acquiring knowledge, taking guidance, and becoming adept. To mitigate the preceding situation, it is recommended to conduct a similar study all over Pakistan, focusing on less developed districts. As a result, the practices prevalent in local institutions will be identified. It is recommended for public colleges in District Khanewal to build a democratic environment for undergraduate students by eradicating the non-democratic behaviors of their teachers. The authority of both institutions is also suggested to organize workshops and seminars related to democratic teaching in higher education. This program will be arranged by the authority. In the workshops, natural and social factors about effective teaching regarding democratic attitudes were collected. Environmental details on the class, structure of curriculum policy, factors outside the public sector college, and interpersonal/administration factors, as well as interactions between administration staff and teachers, had an impact on the learning process of learners.

This study suggests that the public sector college authority encourages university management to adopt a selection and identification policy for teachers who believe in democratic values. Finally, teachers who refuse to accept this proposed policy should, after consulting their peers, submit their opinions in writing. Similarly, teachers' non-democratic attitudes have adverse effects on student discrimination as well as unintentional learning in public sector colleges in Punjab. Therefore, this study recommends that the government of Punjab should direct or train both college and university teachers to adopt democratic values. Education policy drives proficient

behavior, and teachers provide an environment oriented to inculcate democratic values in personal and environmental contexts. The education ministry should pay attention not only to the cognitive domain but also to the affective and psychomotor domains. Although this study was conducted in the context of a rural educational institution in Punjab, we believe that international comparisons are also of particular interest to the wider literature, as this phenomenon is likely to be found in other developing countries.

6.1. Policy Recommendations

Respondents of the survey in the six colleges of district Khanewal by and large revealed the presence of non-democratic attitudes among the teachers. This section provides some policy recommendations in this regard. There is a need to address this issue as early as possible. It is very important for the improvement of the teaching-learning practices in public sector colleges to provide value-based and quality education at the undergraduate level. Teachers at the public sector colleges are often found with a non-democratic attitude, which has a negative bearing on the learning of their students. Therefore, it is recommended to devise teacher training programs for updating and disseminating relevant knowledge about democratic pedagogical practices. There is a further suggestion that training content must be informed by university professors, as they possess a good understanding and grasp of these philosophies due to their initial education in social sciences and humanities. Moreover, pertinent to the recommendations are the policies of accountability transforming examination practices and initiating checks and controls through various assessment methods in colleges. The education departments may be advised to introduce a system of student evaluation of teaching and assessment practices using teacher accountability principles. The purpose is further to transform the pedagogic relationship between teacher and student, as well as to provide students the power to act against arbitrariness and intolerance of teachers. It is further recommended that the engagement of the institutions with the external and broader community and government sector agencies of educational policy making may be enhanced to maintain a supportive environment for fostering democratic pedagogical practices in colleges. In a participatory governance system of education, institutions and authorities share the responsibility to accord significance to the initiatives on democracy and human rights, especially among stakeholders. Therefore, students who are the recipients of the educational services are encouraged to play a splendid role in the making of decisions at the time of acquisitions and in the aftermath of regulations. Such practices of student councils and representation, for example, student participation in a statutory body, are practiced in some educational institutions of the university education system. However, there is a dire need to make it a practice in the area of higher education at the college level, especially in undergraduate teaching. In order to observe such a pro-democracy teaching environment, evaluation services of the teaching environment in public sector colleges may be regularly carried out in the district Khanewal annually or at least

every two years by independent agencies. Similarly, to stimulate teacher behavior, it is necessary to establish a student feedback system for classroom interaction in the colleges of the district.

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