

**Factor Effecting on Quality Teaching Learning at Public Sector Schools in Karachi
Pakistan**

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Abstract



Pakistan stands in the lowest ranks in effective teaching and learning in the world. There are more than a few reasons which are responsible for this state of concern. Incompetency of facilitators is the key factor among many of them. This study, grounded on an in-depth analysis of the prevailing literature, critically investigates the problems faced by students by the irresponsible behaviour, incompetency and lack of dedication towards quality teaching and lack of resources at public schools in Karachi, the most populated and metropolitan city of Pakistan. The study exposed that the teaching profession is run by the least trained, unmotivated teachers, as they are highly affected by biases, duplicity, and merit. Inadequacy of trained teachers in schools, absence of newest technical and pedagogical abilities as well as the paucity of teaching and learning resources in schools leading in overworked teaching personnel. All these things together have a tremendous detrimental impact on the nurturing and education of children which has sharply damaged the process of teaching and learning in schools. These difficulties can be removed to a maximum level by giving a warm and trustworthy environment to teachers as well as kids. Teaching resources should be provided to public schools, constant professional development and teacher training sessions should be undertaken and promotions must be made on the credibility of the instructors on merit basis. In addition, a comprehensive study of the topic is recommended.

Keywords: Quality Education, Untrained teachers, Responsibility of a Teacher, Public Schools

Introduction

Education is regarded as one of the most valuable assets for a person's life since it plays an important part in the growth of a kid and is one of the fundamental pathways to achievement. Education has a significant impact on living standards since it transforms the populace of a nation into valuable human capital, which leads to a constructive approach (Ahmad, Thomas & Hamid, 2020). The function of teachers, who are sometimes referred to as the "builders of the nation," is widely regarded as the most critical one in the educational system. Within this framework, the excellence of education is inextricably linked to the caliber and effectiveness of the institution's teaching staff. Unfortunately, Pakistan as a whole paid a minuscule amount of consideration to the educational sector, and in particular, the recruitment of competent teachers (Ahmad, Ali & Sewani, 2021). The findings indicated that throughout the preceding five years, teachers in roughly 43 percent of government schools did not receive any formal training, which resulted in a decline in both student's enrollment and academic performance.

Teachers play a pivotal role in the success of any educational institution and are accountable for guiding students toward becoming law-abiding citizens of their respective nations. Numerous studies demonstrated that the effectiveness of a teacher is directly correlated to the level of student achievement (Ahmad & Hamid, 2020; Ahmad, Sewani, & Ali, 2021). In Pakistan, a performance evaluation system for teachers is in place in both private and public schools, but using a variety of strategies and approaches in each setting. At the moment, it is known as the "Performance Evaluation Report" (PER), and it focuses on the general personalities and methods of instructors, while ignoring

the essential role that teachers play in the instruction and active learning of their students in the classroom. In Pakistan, the reports are compiled annually in order to provide annual raises for teachers without taking into consideration their professional development. Newer pedagogical approaches push teachers to develop tolerance, impartiality, and sensitivity toward the needs of the pupils under their tutelage (Ahmad, Thomas & Hamid, 2020).

In terms of effective education and learning, Pakistan is ranked dead last among all countries in the world. This level of fear can be traced back to a number of different factors, not just one or two of them. The primary problem in many of these situations is the incompetence of the facilitators. It wouldn't be too far off the mark to argue that the country is dominated by instructors who lack proper education. According to the findings of the study, the teaching profession is led by the instructors who are the least motivated to do their jobs because they are heavily influenced by biases, dishonesty, and political relationships rather than merit. Because there is a dearth of staff members in schools as well as a lack of teaching and learning tools in schools, teaching personnel are frequently overworked. Teachers may, in certain instances, be involved in illicit activities, excessively use abusive language, suffer from acute boredom, view their jobs as nothing more than a means of earning a living, and lack the most recent subject matter expertise. The cumulative effect of all of these issues has a significant detrimental influence on the care and education of children, which in turn has had a significant negative impact on the process of teaching and learning in schools. By creating an atmosphere that is welcoming and trustworthy for both students and faculty, it will be possible to eradicate these issues to the greatest possible extent. Teaching resources should be provided to government schools, and promotions should be based on the credibility of the instructors rather than the political influence of the principal or other administrators (Ali, Ahmad & Sewani, 2022). This study, which is based on an in-depth analysis of the existing body of research, takes a critical look at the challenges that students attending government schools in Karachi, Pakistan, face as a result of the irresponsible behaviour of inept teachers.

Literature Review

The government authorities in Pakistan are the most important stakeholders, yet they have never placed education at the top of their priority list. In Pakistan, the education sector has only received a small percentage of the country's total GDP (less than 3%), which has led to the world's lowest literacy rate and the provision of an education of poor quality. In addition to the lax oversight provided by the government, the education system in Pakistan is suffering from the effects of ineffective teachers, internal contradictions, and the testing of many educational policies. Karachi is sometimes referred to as a "little Pakistan" due to the remarkable socio-political chemistry, wide range of cultures, unevenness, and merger of a large population from rural and urban areas that characterize the city. The differences in Karachi's population over the past few years have had a significant impact on the way residents of the city live their lives in terms of both their health and their education. Education is one of the most important tools used by social sectors, and its effects on society may be seen both on the micro and the macro levels.

Karachi has experienced a decline in the quality of education over the past few decades, particularly in the secondary schools that are run by the government (Shaikh, 2015). Due to the fact that it receives less financial assistance from the government, the educational sector has continued to be the sector with the lowest pay and the worst performance, making it appear as though the educational sector is the least desirable profession in the country. Since teachers are among the most financially strapped members of society, many of them have turned to less-than-honourable means of supplementing their income, such as working in other countries or starting their own companies, at the expense of their credibility as educators (Zafar, 2003). As a direct consequence of this, instructors show the least amount of concern towards their assigned school obligations. Teachers in many government schools collect wages, despite the fact that they are frequently absent from the classroom because of other commitments. Because of this, the progression of high-quality teaching and learning in schools has been hampered (Shahzadi & Perveen, 2002).

In many instances, untrained teachers cannot play their vital roles in teaching learning due to lack of new knowledge and pedagogical skills. These instructors who have been officially declared as incompetent by the government have proven to be a permanent drain on the economy and a threat to the integrity of the educational system (Shah, 2003). It is a common belief that educators who are not professionally encyclopaedic and revered are unable to adapt to the numerous variants and exams that

are present in society, the country, and the globe as a whole. On the contrary, educators who keep up with new information and strive to improve their skills are better able to successfully manage the process of instructing and being instructed. They are superior teachers and learners (Saeed, Ahmad, Salam, Badshah, Ali, & Haq, 2013). To be an effective educator, one must also be an effective learner. Even some government schools lack fundamental amenities, such as blackboards, attendance registers, offices, libraries, laboratories, up-to-date book stock, and even adequate classrooms; this has a significant impact on the intellectual and physical growth of both students and instructors (Shaikh, Aziz, & Sulman, 2016).

There are a number of different elements that are having an effect on the education of children, with untrained teachers being one of the more hopeful ones. A significant influence was also shown to be caused by a lack of infrastructure, lack of training, lack of expertise and skills, least motivation, poverty, and lack of devotion. It has been noticed that a teacher who is careless and less engaged professionally than they should be is the primary factor in pupil failure. (Jafar, Yasin, Aslam, Ullah, Nasir, Ijaz, Iqbal & Khaliq, 2021).

Professionalism

A good educator should be optimistic, trustworthy, friendly, prepared, dedicated, motivational, concerned, flexible, value-based, educated, imaginative, persistent, and have a sense of humour. These are the qualities that make for an effective educator. Despite this, finding a teacher with such total and untapped talent would be extremely difficult. The widespread corruption that exists inside the education department is the primary cause of the problem. Sindh is in a horrible state as a result of the recruitment of teachers based solely on political sources rather than on the quality of candidates. Unfortunately, many people in Pakistan are unable to find work in any other industry, which leads them to pursue careers in education. The inability to educate effectively is also significantly impacted by spoken English as a primary component (Imtiaz, 2014).

Appraisal

In contrast to private schools, public schools do not consistently monitor the performance of their teachers. Furthermore, the results of performance assessments do not accurately reflect the abilities of a teacher, and the grading method that is used to evaluate teachers is ineffective for the growth of both teachers and principals. In contrast, the performance of teachers in public schools is evaluated using a summative evaluation approach. This may be seen in the lack of frequent visits from principals to classrooms to evaluate the instructors' work. (Hyun and Sajjad, 2018). In the past, researchers have consistently emphasized how important it is to have some kind of mechanism for grading teachers (Danielson & McGreal, 2000). But the question that needs to be answered is whether or not our educational institutions have a system for evaluating the work of teachers, and if they do, what the implications of such an evaluation are. In contrast, the public-sector schools are simply complying with the requirement without fully comprehending the reason behind it, whereas the private-sector schools have a system in place to evaluate the performance of their teachers in order to determine the level of quality of the education they provide. According to Danielson (2001), the process of evaluating the performance of teachers is a waste of time since neither the teachers nor the evaluators take it seriously.

Teacher's behaviour in the classroom

The state of psychological stability and emotional well-being of an individual, which had been caused by the equity of social interactions and appreciative attitude of its participants to one another, has been referred to as an individual's mental health. This has been defined as the term "mental health." In the course of pedagogical engagement, it has been demonstrated that a teacher who treats their students with fairness, impartiality, and respect is directly responsible for the establishment and improvement of the mental health of their students. It has been established beyond a reasonable doubt that the appropriate behaviours of a teacher can influence the mental and emotional condition of students, boost the effectiveness of their activities, and encourage the growth of subjectivity. Unjustified behaviours, on the other hand, lead to negative sensations and are accompanied by the emotions of rejection, rage, and indignation. (Klochek & Telychko, 2021)

Methodology

In this research qualitative method was used to examine the perceptions of teachers regarding quality teaching learning at secondary level in District South, Karachi, Pakistan. Phenomenology design was used because it deals with the lived experience of peoples and classroom observations are also done in

the current study. This research was delimited to one district of Karachi and only secondary schools were selected conveniently (Creswell, 2014).

Research question

What factors influenced quality teaching and learning at public secondary schools in Karachi Pakistan?

Data Analysis and Results

Content Analysis

Content analysis revealed that there are some major components that lacks for the quality of teaching and learning process as given below:

Lack of training

Training provides participants with an in-depth grasp of how to address connected concerns pertaining to compliance. Individuals in the relevant field who have received training are able to attain present as well as projected levels of proficiency and efficiency. Teachers are required to have up-to-date knowledge on educational principles and current events, as well as an awareness of the most recent findings from relevant field studies (Ahmad, Shakir, & Siddique, 2019). However, in order to train their students in the current environment, they are unable to do so since they are unable to balance the demands of their professional and social lives. The provinces of Pakistan are responsible for the management of the education systems for teachers. On the other hand, only a tiny fraction of people are interested in acquiring training in order to increase the quality of their skills. It is necessary to establish these institutions that will regulate the performance of the school and its staff. Therefore, in this situation, we may suggest that staff members obtain more training.

Lack of experience and skills

It is necessary to have the necessary skills and experience in order to perform, as the individual would be unable to fulfil his responsibilities in the absence of these. Our country does not have enough people with these teaching skills and competencies. When it comes to governmental organizations, this trend is more prominent, despite the fact that these institutions lack the books, libraries, and other resources necessary to create an environment conducive to learning for employees as well as students (Mohammad, & Kumari, 2007). Reduced levels of technical staff necessitate increased levels of effort for expansion, which in turn leads to a reduction in familiarity with both skills and processes. These learning strategies are antiquated and outdated; at best, they will get you through the test, but they won't propel you forward in any way. There are a lot of people who get into this industry solely for the purpose of increasing their wealth. It does not appear that the instructor possesses the competence to teach in this scenario.

Lack of Infrastructure and arrangements

In this context, "infrastructure" refers to all of the components and characteristics that are necessary in order to create an environment that is suitable to a particular activity. It is possible for it to contain buildings, pieces of furniture, pieces of equipment, fixtures, and even stationery as well as other things that help in the accomplishment of a task. In the majority of schools, there are only three to four open classrooms, which is insufficient to meet the needs of the students as well as any additional prerequisites (Bergman and Muhammad, 1998).

Lack of commitment and dedication

Commitment provides the fuel for self-motivation as well as the passion necessary to carry out tasks and chores. It inspires the person to carry out their activities and realize their goals thanks to the motivation it provides. Even while students are in class, teachers are distracted with their own lives and concerns. They have a higher level of prejudice. Even in the classroom, favoritism is still prevalent because both students and teachers attend classes simply to fulfil the attendance requirements necessary for them to get their wages. As a result of their sluggishness, they have little enthusiasm in instructing students and are unwilling to learn new tactics for more advanced learning. As a consequence of this, it is commonly believed that: a lack of interest or devotion brings about a decrease in their morale as well as a decrease in the productivity of their products (Squicciarini, 2020).

Class Dimensions

All of the students are unable to report directly to their respective teachers since there are too many students in each classroom. Because there are so many pupils crammed into one classroom, teachers are unable to pay individual attention to each and every one of them. In addition, because of the

excessive number of students enrolled in each class, the pupils are unable to obtain responses to each and every one of their inquiries. The majority of the school's students are required to sit on the ground outside on the open grounds in order to attend class. This occurs even throughout the colder months of winter and the warmer months of summer. In addition, because of the enormous number of students and the cramped conditions of the classrooms, they are unable to sit in a comfortable manner. As a consequence of this, the quality of instruction can suffer when there are a lot of students in a class (Monks & Schmidt, 2011).

Discussion and Conclusion

The funding and management of public schools are woefully inadequate. The supervisory system at the primary level is both ineffectual and has a lengthy tradition of existence. Students attending public schools typically come from families with little financial resources. As a result, these families are unable to cover the costs associated with their children's education. Teachers are unable to give personalized attention to each student because of the high class size, and students are unable to hear lectures in an effective manner as a result of this. There is currently no system in place that can effectively train teachers. The training that teachers receive is not ongoing. The standard of education provided by public schools is not meeting the expectations of concerned parents. At the elementary school level, the accountability system is not nearly as robust as it is in secondary schools. A series of educational programs have been tried and tried, but none of them have produced any positive effects due to inefficient implementation and assessment procedures. The evaluation and content of the primary education curriculum are out of date. It does not fulfil the needs of the child in any way. It does not satisfy either the national or the international requirements. The findings of the study indicate that legitimate systems of teacher performance evaluation are utilized at both public and private secondary schools in Karachi. Despite this, the quality of the performance evaluation systems utilized by public and private secondary schools is found to be quite distinct from one another. Our findings are supported by research that demonstrates the performance review system utilized in private schools is more successful than the one utilized in public schools (Khan, Chandio, & Farooqi, 2014; Farooqi, Khan, & Arsalan, 2012). The findings of the study permit us to draw the conclusion that the importance of the teacher's ability to interact with them, comprehension of their challenges, individual feelings, degree of lesson preparation, and other elements is exceptionally high (Klochek & Telychko, 2021).

Recommendation

It is a requirement that administrators and other heads of schools act in the capacity of mentors to the teachers who work under their supervision. As part of their responsibilities in this job, administrators and heads are tasked with providing teachers with information regarding the indicators of a teacher's performance. When teachers are observed, this ensures that they will be able to operate effectively according to the criteria that has been outlined. Teachers need to have a comprehensive understanding of the indicators that are included on the teacher performance assessment instrument in order to effectively execute their jobs and be aware of the fact that these indicators will form the basis of their evaluations. Additionally, teachers need to be aware of the fact that these indicators will form the basis of their evaluations. If teachers are made aware of the performance indicators, they will have a greater level of confidence in the dependability of their own evaluations of how well they are performing their jobs.

According to the findings of this research, the issues that are now being faced by educators in Karachi in particular and Pakistan as a whole could potentially be relieved by the deployment of new teaching learning tactics, approaches, and techniques. Two potential ways in which the function of teachers and their performance could be improved are through the establishment of an environment of trust within educational institutions and through the expansion of accountability mechanisms already in place. It is possible that the government will choose to incentivize educators to remain in their current positions by providing them with additional benefits. They will find that this helps them become more motivated, which is the goal. The use of this technique, which will result in a beneficial impact, will benefit both the teaching and learning process as a whole as well as individual components.

It is necessary for educational institutions, such as schools, to make a wide variety of instructional and scholastic resources accessible to students in order to raise the standard of the education that is offered there. As a direct result of implementing this measure, both the level of

learning and the standard of instruction will significantly improve. It is likely that educational institutions will receive more financing for the purpose of achieving this objective, specifically for the purpose of making purchases of pedagogical resources.

To ensure that teaching posts are filled by individuals who are capable of doing the job, a selection procedure has been put into place that is exclusively based on academic and professional qualifications. The construction of the system is carried out by staff members that meet the required qualifications. Because of this, it is strongly advised that the idea of merit be adhered to in the process of choosing or appointing instructors. This is because this will help ensure that the best possible instructors are selected. There have been a great number of innovations and developments made in recent times in the world in which we currently reside.

It is the job of educators to guide students towards becoming productive members of society. Therefore, in order to properly instruct and prepare the students for the responsibilities that they will have in the future, the instructors are required to stay current with fresh knowledge, research, and information. This is so that they can teach the students properly and properly prepare them for the responsibilities that they will have in the future. As a result of this, teachers and other education workers need to take part in continual professional development. It's likely that teachers will be given the opportunity to take part in ongoing professional development programmes in order to enhance their capabilities as educators. If this occurs, this would be a positive step forward.

The allocation of classes within educational institutions may be rationalised by school administrators or higher authorities in order to maintain a constant level of interest among teachers. This may be done in order to retain the level of interest among students at a consistent level. In order to find a solution to this issue, there ought to be a rise in the total number of teachers employed by educational institutions. The energy levels of instructors may be maintained this way, which would prevent them from being overloaded.

It is possible to give directions to teachers informing them to tie information to the students' real-life experiences in order to overcome the problem with textbooks. This would allow the problem to be solved. It is feasible that educators will be motivated to teach concepts rather than the text itself if supplementary sources such as newspapers, journals, and other such things are utilised in the classroom. It's probable that the principals and other administrators at these schools will play a significant role in this regard. If the instructors approach it in this way, they will be able to successfully manage the monotony that the texts present.

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