

# **A STUDY OF THE FACTORS AFFECTING THE ACADEMIC ACHIEVEMENTS OF GOVERNMENT SECONDARY SCHOOLS, KARACHI**

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## **ABSTRACT**

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*Karachi is called a "mini Pakistan" due to its unique socio-political chemistry, diversity of cultures and huge population. Happenings in Karachi greatly influence the whole of the country. Quality of education, particularly in government secondary schools of Karachi dropped during the last few decades that ultimately impacted on local & countrywide levels in several ways. The present research was all about to know the pedagogical factors that challenge the academic achievements of government secondary schools. The present investigation has been carried out in two phases. At one hand, data were collected by serving separate questionnaires to teachers, parents and students and result of the Examination Board of the same 144 selected schools was analysed on the other. Data were then correlated with the 25 raters' findings on 18 pedagogical characteristics of the same schools. After the discussion and statistical analysis, it has been concluded that Government school education in the country, particularly in Karachi is in real trouble, due to various major and minor, directly and indirectly linked interconnected factors. The identified 18 situational factors found to be correlating and affecting the performance of government schools. Concrete planning and its committed implementation, e.g. Uplifting socioeconomic status of backward class, reviewing the weak areas of education policy and management system; are the prime remedies of the problem. Moreover, improving the public education system in Karachi is not possible through any miracle or with merely emotional commitments and unsteady planning. It needs extraordinary political commitment, effective leadership, capacity building, proactive involvement (society, media and public and private sectors) uplifting the socio economic standard of parents, exercising the policies of merit and professional competencies to exert effort to make a change in overall national behaviour towards the significance of education; particularly at the leadership level. The study stressed need not only to attend the weak areas of highlighted correlating factors with the leading recommendations i.e.: 1. Establishing Provincial Think Tank for Education replacing the bureaucratic approach, 2. Decentralization of Powers, 3. Education Group of Services in*

*Provincial and National Civil Services of Pakistan, 4. Pilot Programs for Subsidizing and Privatization of Unsuccessful Schools, 5. Programs for Creating Educational Leadership, 6. Declaring Emergency in Education, 7. Effective Monitoring and Inspection System, 8. Whole Campus Development Program for Selected Schools in each District. 9. Skill Development Trainings for Students and Parents, 10. Parents Awareness and Empowerment of School Management Committees Program. The study also suggested to initiate change in the mindset towards education and educationists, through mass mobilization.*

**Keywords:** *Factors Affecting Academic Achievements, Government Secondary Schools, Karachi, Aftab Ahmed Shaikh, Government of Sindh*

## **INTRODUCTION**

“Education”, is commonly defined as delivery of knowledge, skills and information from teachers to students. “After all, what is education, but a process by which a person begins to learn how to learn?” (Ustinov, 2011). Furthermore, “Education is a fundamental building block of human development and is one of the strongest instruments for reducing poverty, improving health, gender equality, peace, and stability.” (Zoellic 2010) Hence it is an agent that counterweights to social and economic mobility imposed by cultural and historical biases.

Secondary education is a multifaceted process that has to be studied from various angles within an integrated approach from various sociological, financial, familial and political aspects.

Hence, the contextual research is directed towards an exploration of factors that influence the academic achievements of students enrolled at Government Secondary Schools of Karachi. The study may give an interpretable picture of the secondary school’s strengths and weaknesses and invite the stakeholders to take appropriate measures, accordingly.

Karachi is the largest city of Pakistan; it is equally important due to its ethnic diversities and is, therefore, known as mini Pakistan thus the result obtained in the study are vital and can be implied throughout the country to some extent.

The quality of School Education in Government Secondary Schools of Karachi has declined quite rapidly in the past two

decades, which is apparently observed through low annual enrolment and academic results (Asim, Salman 2013). Thus, the results of this study on the selected group of schools in Karachi, will expectedly represent a general scenario elsewhere in the province.

### 1. Literature Review

On the whole, Pakistan has been struggling against low literacy and poor quality of education, but in Sindh the quality education is going from bad to worse as compared to that of private schools (Siddiqui 2009). Private schools are, no doubt, performing better than public schools (Ravish Amjad 2012). However, they are not much easily accessible to very low income households due to various reasons.

*Secondary Schooling* occupies a central place as it relates to the critical age of a child i.e. 11-16 years, the period when the child undergoes many psychological and physiological changes to participate in future decisions. Thus, positive schooling at this stage really matters, whereas deficiencies in the education process

severely affect the ability of a child to learn properly, resulting in under achievement, loss of opportunity for further education, self-confidence and loss of that individual (Crocker 2004), (Knight and Becker 2000) quoted by Page (2010). Hence, an effective and positive secondary education is essential to build a congenial, cooperative, progressive, moderate and judicious society.

Relevant literature was reviewed in perspective of: *Government Policies and Secondary Education, Secondary Education and Scholastic Factors, Home Environment, Parents, Social Influence and Secondary Education, Socioeconomic Factors and Secondary Education, Impact of Parents' Socioeconomic Status on Children's Achievement and Education in Karachi Region.*

#### **Literature review is summarized as follows:**

- i. Secondary education throughout the country needs special attention; where, in spite of different improved versions of national education policies; the real productive implementation could not be

- made due to which HDI and GCI are at low level and MDGs have not been yet satisfactorily achieved. This could be attributed to low investment or implementation gaps due to various factors. The leading challenges are low literacy ratio, dropout and low quality of secondary education.
- ii. In the perspective of scholastic factors, teachers' role as professional, their relations with students, educational environment, curriculum, teachers' expertise, text book's quality, implementation and follow up, student-teacher affinity, counselling and motivation, examination system and cost of education are significant..
  - iii. There is significant influence of socioeconomic factors on secondary education particular parents' socioeconomic status. Social status of the student, home environment, the role of parents and peers, social influence, and societal approach are notable.
  - iv. Secondary school education in Karachi (the biggest city of the country and the Sindh province), facing challenges due to ad-hoc policies and experimentalism particularly during the devolution of the plan (SLGO) and haphazard rolling back of it, low level of ownership and leadership at management level, lack of effective use of resources, poor infrastructure of schools, law and order situation and political involvement.
  - v. According to Wikipedia on "Karachi" (2014), each year there is an influx of many thousands 5% of the population or 45,000 per month) of people belonging to lower and middle classes from all over Pakistan; who migrate to Karachi to earn their livelihood. Later on their families are settled with their children. Government schools, mostly cater middle and lower middle including the said migrants.
  - vi. After the devolution of power plan (SGLO 2001), the educational setup was drastically changed due to the unclear responsibilities, multiple reporting channels, personnel issues, structural issues, capacity problems, etc. According to Paracha, (2007) overall administration is the weakest

part of the new system, The new provincial governments 2008-13 reverted back to the previous system under the administration of Education and Literacy Department (E & LD), Govt. of Sindh. A new management cadre has also been introduced by the Education Department. However, due to the acts of rapid experimentalism, the public school system has greatly suffered.

- vii. One of the most important achievement of the Government was the inception of Sindh Education Management Information System (SEMIS) which collects the education related data in the province through Reform Support Unit (RSU) and online statistics are also available.. According to the Annual Census 2011-12 from SEMIS; out of 573 secondary schools 258 and 258 for boys and girls while 57 are mixed however 564 are functional and 9 are closed. A number of 99,594 girls and 63,992 boys are studying with 8,681 teachers i.e. 6,064 female and 2,617 male teachers in these schools. In spite of overall student teacher ratio of 1 teacher for 19

students; the quality of education is critical. In spite of the availability of school related statistics, reliability of the data is debated.

### **Significance of the Study**

With its estimated population of 201 million, Pakistan is the 6<sup>th</sup> populous country enjoying an important political and geographical position in the world.

Education in Pakistan is divided into six main levels i.e. nursery (preparatory classes); primary (grades one through five); middle (grades six through eight); matriculation (grades nine and ten, leading to the secondary certificate); intermediate (grades eleven and twelve, leading to a higher secondary certificate); and university programs leading to graduate and postgraduate programs.

After earning their HSC, students may study in a professional college or the university for bachelorate program courses such as science, engineering and management. The higher education mainly supervises by the Higher Education Commission (HEC).

Network of Pakistani private schools also operate a parallel secondary education system based on the curriculum set and administered by the Cambridge International Examinations of the United Kingdom. Some students choose to take the O-level and A level exams conducted by the British Council. According to the International Schools Consultancy, Pakistan has 439 international schools.

Initiatives taken in 2007, the English medium education has been made compulsory to all schools across the country. Additional reforms taken in 2013, all educational institutions in Sindh began instructions in Chinese language courses, reflecting China's growing role as a super-power and increasing influence in Pakistan. The literacy rate of the population is ~58 %. Male literacy is ~70.2% while female literacy rate is 46.3%.

Through various educational reforms, by 2015 the MoEd expects to attain 100.00% enrolment levels among children of primary school age and a literacy rate of ~86% among people aged over 10. Pakistan is currently spen-

ding 2.2 percent of its GDP on education; which according to Institute of Social and Policy Sciences is one of the lowest in South Asia.

With its population of 26 million, Karachi is the world's 7<sup>th</sup> largest city. Due to its socio-economic dynamics it is the backbone of the country. But due to social issues due to maladministration, Afghan War, Communal riots, Lack of Civic facilities, unemployment etc. city's prosperity has been diminishing for the last few decades. Among other issues, the declining standard of education in public institution, is the leading one.

There are studies on the state of education in perspective of Pakistan, Sindh and Karachi e.g. State of Education by Khalid et al (2006), Education and the State-Fifty Years of Pakistan by Hoodbhoy (2008), A person of migrants: ethnicity, state, and religion in Karachi by Verkaaik (2007), Education in Pakistan-Key issues, problems and the new challenges by Memon (2007),. Education system in Pakistan: Issues and problems by Farooq (2007) and Rethinking education in

Pakistan: Perceptions, practices, and possibilities by Siddiqui. (2009) etc. However, there was a dire need to investigate the factors affecting the achievement of secondary schools of Karachi. So as a lucid and clear picture of the deteriorating standard of secondary education in government schools of Karachi can be obtained. The under view research is special in a sense that it is in perspective of:

- i. Karachi, the biggest and most populous city of Pakistan, hence the results are expected to be applied to a related and broader context as well.
- ii. Blend of people, diversified culture, economy, social classes and mixture of rural -urban context etc. Hence, the result could be applied at the provincial and national level.
- iii. Students of critical age, soon after which the students may be ready to set themselves for a career. Thus, the findings can be very important for the future policy making and proper implementation.
- iv. Public school system, having a maximum intake of students, mostly belongs to middle or lower middle class. Therefore,

the findings may be applied to a broader level.

The study includes government policies and priorities, socioeconomic and scholastic factors, socioeconomic conditions of parents and students in relation to standard of secondary education in different aspects. Since the current study data were collected from schools belonging to assorted strata of society with students, parents and teachers of different socioeconomic backgrounds, the interpretation in this aspect, has produced a more comprehensive, consistent and reliable picture of the situation. The results of this study will not only assist all stakeholders associated with the school education in Karachi but will also be helpful for future researchers as well as planners, educators, and scholars of Sindh and other provinces of Pakistan. The lessons learnt may also be applicable to similar situations elsewhere in the developing world.

## **2. Methods:**

In order to explore the causes of declining standard of education, the broader assumption of this study was, "*The pedagogical*

*factors in which the formal learning process is operative; significantly influence the quality of academic achievement" which led to formulate the main hypothesis:*

*"The level of positive or negative correlation between pedagogical factors and the process of education, significantly impacts upon the standard of education at government secondary schools of Karachi."*

In addition to the above main hypothesis, the following three sub hypotheses were also formulated:

- a. Reasonable terms and service conditions for the teachers and their competency have a positive correlation with the quality of education in secondary school of Karachi.*
- b. Non-availability or lack of basic academic facilities has negative correlation with academic achievement.*
- c. Parents' educational qualifications, financial stability and personal involvement in the children's educational progress; have noteworthy stimulus on the academic accomplishment of their children.*

The study was carried out in two phases. The first phase was related to the identification of significant factors while the other was correlation of a range of factors with a measurable criterion of the standard of education at a contextual school level.

Survey method was used to collect data from the respondents.

#### **4.1 Population**

The population of the study comprised all school heads, senior teachers, prefects/ students and their parents/guardians and education officers of the school administration cadre related to Government Boys and Girls Secondary Schools of Karachi.

#### **4.2 Sample**

A sample of 144 schools out of total 573 schools (every fourth) in successive order, was used during:

- i. Identification of situational pedagogical (Scholastic and Socioeconomic Factors) by the respondents (Teachers, Students and their Parents)
- ii. Rating of schools against each situational pedagogical factor with each sample school (by the nominated raters), for the

analysis and determination of correlation between the “means (averages) of “rating score” of each identified factor and the “*academic achievement result of each school* (BSEK result)”.

#### 4.3 Research Instrumentation

##### 4.3.1 Questionnaires

Three sets of questionnaires were prepared each for Senior Teachers, Students and their Parents for scanning of their view and identify leading situation factors.

##### a. Validity and Reliability

In order to ensure validity and reliability of the tools, a panel of educationists was requested to refine the first draft of the questionnaires. They considered many of the questions as intact and arranged document of research. They also further refined the items in the context of relevancy, simplicity, language and purposefulness. The factors like: planned mode of data collection, respondents’ efforts, wording, sequence, format, information accuracy, measured behavior, structure, visual layout and analytical plan etc. were kept in view while refining the tool. The restructured questionnaires were

then piloted among a diversified sample of 30 teachers, 30 students, 30 parents. Reliability of questionnaire items was obtained as 0.671, 0.779 and 0.657 Alpha respectively. The finalized questionnaires were, then, administered among the desired sample, as briefed below.

##### b. Selection of Respondents and Data

A request letter was issued to the heads of sample schools, containing the following request and criteria:

- i. *A teachers’ questionnaire was filled by two senior most HSTs with minimum qualification as Bachelor (B. Sc/B. A/B. Com or equivalent with B. Ed), 5 years teaching experience to teach grade IX/X, good academic results in last three years.*
- ii. *Students’ questionnaire was filled by Two prefects/monitors or students of grade X with at least 60% marks in previous class i.e. Grade IX*
- iii. *Parents’ questionnaire was filled by two parents / guardians of the same prefects / monitors or students of grade X or members of SMC who are educated, active and well versed in school and education related affairs.*

The questionnaires for teachers, students and their parents contained 86, 81 and 60 questions, respectively. Out of the total collected questionnaires, 345 were selected (115 for each stratum) for the scanning of views. In this identification phase, the completed questionnaires were further processed for statistical analysis, generalization and interpretation for the identification of 18 significant pedagogical traits further sub-divided and categorized into scholastic (internal) and social-economic (external) factors.

### **3.3.2. Rating Sheets/ Proforma and Selection of Raters and Data Collection**

On the basis of the above identification; a "Rating Sheet / Proforma" was developed to rate, each of the sample schools against each of the situational factors.

Concerned District Education Officers were asked to recommend 25 raters (senior education officer/school head) based on the following criteria:

- i. The rater must have at least a post graduate degree with a degree in education,

- ii. Having at least 3 (three) years experience in school/town/district administration
- iii. Having sufficient knowledge and well versed about sample schools' affairs located in Karachi

The recommended raters, thus, evaluated *the sample schools* for rating against each variable). The mean of each variable, thus, obtained was matched against the result of the SSC examination of the same sample school to measure the significance of correlation between the two.

Though identification and correlation study; were independent exercises yet they were significantly related with each other in determining the correlation between the standard of education and pedagogical factors related to the Government Secondary Schools of Karachi.

### **4.3.3. Result Module**

BSEK on request, provided the data on the academic achievement/result by the BSEK of the required period in Excel form which was converted to database application/

#### 4.3.4 SEMIS Database Module about Schools

On request, the RSU-E&LD-GoS provided related educational statistics /database about schools of Karachi, converted to database module.

#### 4.4 Analysis of Data for Correlation

To determine the impact and the correlation between identified pedagogical factors/traits and the academic achievement of the students of the sample schools; the mean score of rooting against each of the 18 identified traits (factors) was compared with the mean of the grading score of the result of each sample school. The reason to focus on Science Group result was the fact that an overwhelming majority of regular students of government secondary schools prefers to opt "science group". In this regard,

The rating of the traits by 25 raters was graded on an 11- point scale according to the following formula and rating of individual schools, by the raters, on certain characteristics,

- 1 (one) = For the best.
- 11 (Eleven) = For the worst.

$$\text{Rating } \xi = \frac{\sum \text{Rating of Schools } i^{1-11}}{25}$$

- i. In relation to the other variable (i.e. The result of SSC examination); the numeral values were assigned as to A1=1, A=2, B=3, C=4, D=5, E=6 and F=Fail.
- ii. The score for the schools was calculated according to the percentage in grade multiplied by the numeral value of grade summed up and dived by 100 i.e.

$$\text{Result } \xi = \frac{\text{Percent in grade } i \cdot 100 \times \text{Grade } j \cdot 1-7}{100}$$

- i. The score of the outcome was correlated with the average rating on the trait characteristics.

The Pearson's Correlation formula was applied to determine correlation between the result of the SSC examination by the BSEK and trait characteristics.

#### 5. Discussion and Findings

The findings of the study are based on the data collected through a set of three questionnaires responded by teachers, students and parents with 86, 81 and 60 questions respectively. The data led to the identification of 18 traits or situational factors against which the raters rated each of the situation factors of the identified schools. For the correlation between identified factors, based on the mean of the raters

rating and the result of SSC Examination further working was made through statistical interpretation. The findings are divided into the following four sections as described below:

1. Analysis of Internal Pedagogical or Scholastic Factors.
2. Analysis of External Pedagogical or Socio Economic Factors
3. Combined Analysis of Internal and External Pedagogical Factors
4. Analysis and Results

### **5.1 Internal Pedagogical or Scholastic Factors**

Internal pedagogical factors were considered in the perspective of purely school related pedagogical factors directly impacting upon the students' achievement. They were divided into the following three categories:

#### **i. Teacher Related Factors**

The teacher plays a very important role in the learning process. In addition, the five most significant teachers' related factors were studied in various perspectives:

- a) "*Professional Norms*" were studied in perspective of: their attitudes towards students, scholarship, commitment and level of honesty

with sincerity. It was meant to explore the understandings of the respondents.

- b) "*Terms and Conditions of Service*", were studied in perspective of: their pay structure, supplementary income and inflationary effects; so as the level of satisfaction among respondents could be explored.
- c) "*Choice of Profession*" was studied to explore the reasons behind selecting the profession of teaching.
- d) "*Professional Capability of Teachers*" was reviewed by thorough scanning of views of respondents i.e. teachers themselves, students and parents on different capability related aspects i.e. age, qualification, assigning homework, course completion, tests and inspection, level of satisfaction among students and parents, teachers aptitude in research work and writing, self-assessment of teachers and ethical characteristics of teachers etc.
- e) "*Teacher-Student Relationship*", was studied in the perspective of the opinions from the respondents from the aspects of: overall teaching, attention,

their confidence, satisfaction of the parents of the students' achievements, teachers parents relationship, function of punishment

## **ii. School Facilities Related**

**Factors.** Facilities in the schools directly affect the learning process. They are not only a source of positive motivation for the students, but a good indicator of education standard in that institution. School Facilities were divided and studied into two broad categories:

- a) **Basic Facilities for Students:** In this aspect, views of respondents were explored on the overall status of all infrastructure related facilities of schools from boundary wall, clean and airy classrooms, writing boards, fans, tidy toilets, water, sweeping and cleaning, first aid box, sports goods, transport, equipped science labs, other utilities beside educational, recreational and cocurricular activities etc.
- b) **Academic Facilities for Students:** About these, the views of respondents were studied about proper library, avail-

ability of textbooks, functional laborites, apparatus and chemical, educational trips, teaching and learning aids, awards, functionality of SMCs etc.

## **iii. System of Examinations and Related Malpractice**

The system of examinations and related irregularities were studied in the perspective of the respondents' views on: understandings and level of satisfaction of: aim and purpose of internal and external tests and examinations, malpractices, violence and use of unfair means, examination dysfunction, countermeasures for malpractices,

In the above context, SSC-II examination result of the last few years (1995-2011) was studied that was found to be around 70% except in 1999 when it remained critically low as 35% only. The results also show the leading edge of girls' students on boys and private institutions in public schools.

## **5.2 External Pedagogical or Socio Economic Factors**

These socioeconomic factors were understood as out of the school, which significantly impact upon the students' achieve-

vement i.e. Parents' financial status, their qualification, ethnic background, views on different outlooks regarding society, personal visions etc.

In the said perspective, views from respondents were obtained on: parents' educational qualification, their economic conditions, role of family member(s) in additional income, facilities for students at home (play, tv, computer, recreation facilities, outing etc.), parents role in nurturing children (tuition, self-coaching, counselling etc.), Social Class & Educational Achievement.

An important segmental stage of the study showed a comparison between 20 schools of affluent social area versus 20 schools of poorer areas wherein it was revealed that the pass percentage was remained 70% (9002.5 grade points) in a better area in comparison with merely 4.67 percent (11.5 grade points) in poorer areas.

### **5.3 Combined Analysis of Internal and External Pedagogical Factors**

In accordance with the methodology described above, a total number of the following 18 traits were identified and considered

in relation to the results of SSC-II examination by BSEK;

#### **5.3.1 Internal Pedagogical or Scholastic Factors**

These included: i. Teachers' terms and conditions of service, ii. Teachers' competency, iii. Basic facilities in schools, iv. Academic facilities in schools, v. Schools tests and examinations, vi. Resort to tuition, vii. Competence of head of school, viii. Admission strictness, ix. School maintenance, x. School finance and xi. Location of school

#### **5.3.2. External Pedagogical or Socio Economic Factors**

These included: i. Fathers' education, ii. Fathers' occupation, iii. Mothers' education, iv. Mothers' occupation, v. Income household, vi. Students' residence and vii. Parents' contact with teachers

To determine the impact and the correlation between "*each of the 18 identified pedagogical factors / traits*" and the "*academic achievement*" of the students of the sample schools (the SSC-II result of the BSE Karachi); "*the mean scores of rating were compared with mean scores of grading result of each sample school*".

### 5.3.3 Analysis and Results

#### Statistical Analysis of Academic Performances in Relation to Relevant Internal and External Pedagogical Factors

Sr. No.	Characteristics	Mean	Standard Deviation	Correlation
0	SSC Examination Results	2.98	1.18	1.00
1	Teachers' Terms and Conditions of Service	2.96	0.90	0.78
2	Teachers' Competency	2.82	0.93	0.69
3	Basic Facilities in Schools	3.45	1.36	0.87
4	Academic Facilities in Schools	3.58	1.51	0.84
5	School Tests and Examination	3.13	1.98	0.43
6	Resort to Tuition	2.75	1.56	0.64
7	Competence of Head (of school)	3.10	0.87	0.86
8	Admission Strictness	3.03	1.59	0.67
9	School Maintenance	3.06	1.65	0.66
10	School Finance	3.32	1.46	0.86
11	Location of School	3.70	1.57	0.72
12	Fathers' Education	2.89	2.21	0.35
13	Fathers' Occupation	4.20	1.65	0.63
14	Mothers' Education	4.03	1.72	0.64
15	Occupational Status of Mothers	3.78	2.34	0.49
16	Household Income	4.12	1.37	0.59
17	Residence of Students	3.35	1.03	0.85
18	Parents' Contact	3.03	1.49	0.76
Factors 1-11 are internal pedagogical (scholastic) factors Factors 12-18 are external pedagogical (socioeconomic) factors * Insignificant at 0.01 level				

The above analysis shows that all the identified the 18 factors are correlated with the academic achievement of the students of Government Secondary Schools of Karachi. The above table shows the value On the The values of mean, standard deviation and the correlation found with the statistical values against the identified internal and external pedagogical factors which further helped to interpret the results.

In the light of the available data and its statistical interpretation; summary of the results is as follows.

## **6. Contextual Correlation and Significance**

A correlation exercise between the 18 identified factors and the academic achievement concluded that level of correlation between pedagogical factors and the process of education impacts upon the educational standard of government secondary schools of Karachi. Such factors play a very operative and imperative role in improving educational standard and academic achievements of students. It will, therefore, be fitting if the desired conditions

are promoted and created in government secondary schools of Karachi.

In additional to the main hypothesis, three auxiliary hypotheses were established. Hypotheses "a" and "b" were related to internal pedagogical (scholastic) factors while hypothesis "c" was related to the external pedagogical (socioeconomic) factors.

### **6.1. Internal Pedagogical or Scholastic Factors**

- a. *Reasonable terms and service conditions for the teachers and their competency have a positive correlation with the quality of education in secondary school of Karachi.*
- b. *Non-availability or lack of basic academic facilities; has negative correlation with academic achievement.*

The hypothesis "a" was tested and validated by statistical analysis. The values of correlation of the factors 1 and 2, have been noted as +0.78 and +0.69 that show that the *teachers' service terms and conditions* along with *their competency* are positively correlated with the academic achievement of the students.

In the test of hypothesis "b"; it has been noted that the availability of basic and academic facilities positively correlate with the academic achievement because the correlations of factors 3 and 4 (Basic and academic facilities in schools) with academic achievement have been noted as high as +0.87 and +0.84.

## 6.2 External Pedagogical or Socio Economic Factors

c. *Parents' educational qualifications, financial stability and personal involvement in the children's educational progress; have noteworthy stimulus on the academic accomplishment of their children.*

Hypothesis "c" was tested in two ways. At one hand, the results were compared between 20 schools with the students of affluent or better social class with the schools with the students of lesser or poor social classes study (tables 52 and 53). It is worth mentioning that the overall pass percentage of lesser class schools was found to be 4.62% only (with one "D" and two "E" graders) against better schools pass percentage 69.71% (with 26 "A-I", 116 "A" and 346 "B" graders

etc.). The figures proved that the students from relatively affluent social classes performed far better than those who belonged to lesser or poor social classes. Observations have thoroughly been discussed in the context of the causes.

On the other hand, the academic achievements of 144 schools were examined and correlated with the raters' findings on 7 socioeconomic factors. The statistical values of the correlation were noted as +0.35, +0.63, +0.64, +0.49, +0.59, +0.85 and +0.76 which were significant at 0.1 level. It means that these factors impact the standard of education in government secondary schools of Karachi. Consequently, in order to improve and uplift the declining standard of education; these factors should also be focused upon.

In the light of the aforesaid findings the main hypothesis stands accepted that *"The level of positive or negative correlation between pedagogical factors and the process of education significantly impacts upon the standard of education at government secondary schools of Karachi."*

## **7. Conclusion and Recommendations**

The study specific deliberations have determined that education is a joint product of two interdependent elements i.e. Home/community and school. A brief pointwise reflection of the analysis is as under:

- i. To make efforts for the economic uplift of the poor or less privileged social classes through effective planning and implementation and to promote education and literacy among masses of poor areas and slums.
- ii. To initiate realistic reforms and reorganization of the system at micro and macro level.
- iii. To organize, value and promote a team of honest, nation loving, competent, visionary and sincere employees on merit and transparency at all levels of command and control.
- iv. To go for adequate and timely funding that to be spent on a smart approach in a positive and transparent way and to realize that the academic performance of students cannot be considered in isolation, but is associated with other scholastic, socio-economic, political and psychological factors which must be kept into consideration for a productive educational system
- v. To choose and promote effective leadership, management, administration and command and control system and to make or review policies and strategies at provincial and contextual level in perspective of cultural, social, political, economic and religious aspects.
- vi. Need to balance" the quality and quantity" and need to take bold decisions for school improvement and the healthy interaction between family and schools which can be promoted through effective media campaigns and incentives.
- vii. To take general corrective measures like: accountability, check and balance, monitoring, consideration of on cost effectiveness, reward and award.
- viii. Need to uplift the social and economic status of the government school teachers and other personnel and to value and incentives as talented individual could join education services with respect and dignity.

- ix. To ensure periodic review, the teachers' terms and service conditions be reviewed, balanced and implemented in favour of the education system
- x. To make sure the competency and merit based selection of educators and related personnel and to make efforts and start organizing programs to provide basic and academic facilities.
- xi. To strengthen, promote and functionally effective SMCs for effective interaction between school and community.
- xii. Need to provide and spend funds on realistic and transparent way through collective participation.
- xiii. To improve restore internal testing, examination, regular monitoring, school inspection and to curb tuition and coaching culture through better approach and academic performance in schools.
- xiv. Need to design effective uniform admission criteria in the schools and to ensure allocation of special development fund school maintenance through SMC. Furthermore to enable schools to generate their own funds through transparent ways of self-sufficiency.
- xv. To establish schools in new settlements in suitable and accessible localities with effective planning and coordination especially to promote school-community interaction for the parents which can lead to counselling programs for the teachers, parents and students' welfare.
- xvi. To introduce incentive to the parents of better performer students and stipend to such students and to the deserving poor parents of slum and poor localities to get their wards admitted.
- xvii. Inception and introducing skill development program for the students and the parents through SMC in off school hours.
- xviii. To use media and all other possible ways for the cause of Society's ownership for the acceptability, credibility, productivity and support for government school system of education.
- xix. To promote competition through policies of decentra-

lization of schools to interested and capable adopters or organizations on public friendly terms and conditions.

## **8. Summary**

In the light of the study, the following general and study specific actions are proposed:

### **A. General**

- i. Stability of system with Concrete Decision Making
- ii. Political Commitment
- iii. Leadership, Team and Capacity Building
- iv. Proper and transparent Spending on School Education particularly in Government Sector.
- v. Proactive and Deep Involvement of Civil Society
- vi. Active Role of Media
- vii. Constitution of Educational Think Tank
- viii. Introducing competition through decentralization of schools on Public Private Model Basis
- ii. Justified Administrative Powers to Officers for Prompt remedial measures
- iii. Prompt Basic and Academic Facilities in Schools
- iv. Holding of Proper Co-Curricular Activities
- v. Proper Educational Investment as per Demographical Changes
- vi. Inception of Family Literacy Programs for the Parents
- vii. Selection of Students, Teachers and Dynamic Leadership
- viii. Resolving Teacher Oriented Problems and Issues
- ix. Professional Development of Teachers' and Education Managers
- x. Refinement of Curriculum,
- xi. Improvement of System of Examination
- xii. Overhauling National Educational Trends, Setup and Proper implementation.
- xiii. Education for a Purpose-Shift in Mindset.

### **B. Study Specific**

- i. Balance and justified postings of teachers as per Enrolment and Teacher- Students Ratio

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