

APPARENT CAUSES FOR INEFFECTIVE TEACHING IN PRIMARY SCHOOLS: EVIDENCE FROM GOVERNMENT SCHOOLS OF KARACHI

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ABSTRACT

The teaching profession and teachers are perceived as the building blocks of any society and their role is not only limited to teaching but also to the development of society. Nevertheless, several factors are identified which make their efforts ineffective. Research highlights that the factors related to the Socio-Economic Status (SES), personal and professional dimensions of the teacher, and school and its profile are potent in preventing the desired teaching impact. There is a dearth in research on this topic, especially in the scenario of government sector schools of Pakistan, which are experiencing a high rate of drop out, hence, instigating an increase in poverty and unemployment. This research paper attempts to investigate the reasons for dropout and examines the factors which cause ineffective teaching in government-owned schools. With a blend of various constructs, a more effective research model has been constructed and proposed. Through the data collected from one hundred government school teachers, it has been determined that variables associated with SES, personal and professional dimensions of the teacher, school and its profile are potent predictors of ineffectiveness along with some other factors too which were never investigated in any quantitative research study before. This research will enhance the field of knowledge by elaborating the concepts associated with ineffective teaching practices in extended dimensions.

Keywords: *Ineffective Teaching; Private Schools; Education; Teacher's Performance.*

INTRODUCTION

Education is immensely important to foster economic development as well as productivity which in turn bring improvement to the life of individuals (Ozturk, 2001). Similarly, education is perceived as the crucial

factor to reduce poverty and elevate the social growth. It has been observed that the main reason underdeveloped countries do not grow is their least concern towards the quality of education (Ashraf et al., 2015). In this essence, Kiani (2010) conducted a study on Pakistan education sector and suggested that adequate measures must be taken to improve the level of primary education in Pakistan in order to foster economic growth. Furthermore, Ashraf et al. (2015), indicated some of the reasons for the decrease in quality of education which include sub-standard curriculum, inexperienced teachers, too much strength of the class, use of the unethical medium to clear exams and language duality in teaching.

Although according to Mupa and Chinooneka, (2015), it is difficult to define effective teaching, Brown (2014), posits that effective teaching is a methodology which brings observable results in cognitive as well as effective development of students. A good teacher is not only clear about instructional goals but also possess thorough knowledge and also have the ability to deliver well. Relatedly, Porter and Brophy (1988), assert that for being a good teacher one must be able to gauge the level of understanding of lecture by the students.

Similarly, the study of Fuhrman, Fuhrman, and De Lay (2010) highlighted, that effective teachers must be knowledgeable, caring about students, and adopt effective teaching pedagogy to clarify concepts in accordance to domestic conditions. On the contrary, Sprinkle (2009) provided four main points on effective teaching i.e. knowledge possession; ability to formulate and administrate instructions; promote and endorse learning and encourage students to grow. In addition to all these, an effective teacher must have the ability to facilitate students by different teaching methodologies and can simulate real world scenarios (Sprinkle, 2009). Thus, for being an effective teacher one would need to focus upon those practices which promote knowledge and skills to make learners a part of the society (Mupa & Chinooneka, 2015).

According to Lacina and Block (2011), effective teaching at primary school level is the area of prime concern across the globe; torch bearers are required in order to deal with this issue. The reason for ineffective teaching, as emphasized by Illeris (2003), effective teaching is something beyond presenting effective material and linking modern methodology with these presentations. Integration of emotional process is also particularly important for being an effective instructor, one must develop

an adequate mental balance to imply a mix of modern information and social practice in the process of teaching (Lacina & Block, 2011). In the same way, Hunt, Wiseman, and Touzel (2009) suggest that two challenges are associated with effective teaching; achievement of expert level in acceptable teaching practices i.e. (strategies and behaviors) and development of the ability to match the requirements of these practices with the passage of time

STATEMENT OF PROBLEM AND DELIMITATIONS

Teaching is a noble as well as a demanding profession. For active teaching, teachers should possess be dynamic qualities to cope up with the changing environment and demands. Substantiating the assertion, Mohanty (2000), suggests that teacher's performance is one of the most important inputs in education. The teacher's performance is the yardstick to determine the effectiveness of a school as well as to measure the learning outcomes (Nadeem et al., 2011),

Early research explains that generally, internal factors influence teacher's success, there are some external factors too which help as well as hinder the process of achievement (Smith & Smith, 1994). In this connection, literature highlights several internal and external factors which impact the teacher's success for example; duties one has to perform, lower wages, disturbing students, and lack of managerial support (Nadeem et al., 2011).

In Pakistan, lower literacy rate and weak social structure have resulted in a destitute state of the education sector (Saleem et al., 2012). Nadeem et al (2011), pointed some major indicators of crises in Pakistan education sector and demonstrate that about forty-eight percent (48 %) of primary school students drop out as they reach up to the fifth grade which increases the illiteracy rate; increasing poverty; nationalization incident of privately owned institutions in 1970; misuse of international funds; poor quality and corruption in public sector educational institutions, all hamper the state of education in the country to stabilize. there is a problem of 'conception' which implies that even the students who have studied from good teachers are unable to apply their theoretical knowledge practically (HRCP, 2017). Absence from school is another problem, also many students are not punctual, thus they face difficulties to cope with the missed lessons. Furthermore, syllabus of most of the courses is in English which causes disinterest, especially for students of government school (Ashraf et al., 2015).

Recently, the Government of Sindh is investing more on education in comparison to the past, whereas, the people have lost their confidence in the government schools. According to the HRCP (2017) report, government schools are not appropriately constructed or equipped to cater to the increasing population. The student's dropout rate from government sector school has increased; during 1998 government schools had 30% primary level enrollment, which decreased to 24% by 2005-2006 and recently government schools have less than 9% children enrolled in primary level (HRCP, 2017). Thus, there is a significant need for research to understand the reasons for ineffective teaching in government schools and causes of distrust in government schools.

THEORETICAL FRAMEWORK

Teachers effectiveness is based on two distinctive characteristics; personal factors; and patterns of instructions and management (Smith, 1967). Similarly, Bar (1968), posit that the effectiveness of a teacher is a resultant of personal factors and professional factors. It has also been highlighted that school related factors are also important in analyzing the level of effectiveness, coupled with quality attitudes of the teachers. Therefore, it has been construed from the previous literature that that personal factors, professional factors, school related factors and factors associated with Socio-Economic Standards (SES), all are critical to analyze ineffective teaching at government schools. Thus, this study has been conducted by collecting data from teachers of government schools.

On the contrary, the scenario of Pakistan is exceptionally different as there is inadequate research in this regard. Although few studies including Ashraf et al. (2015); Saleem et al. (2012); and Nadeem et al. (2011), investigated ineffective teaching theme at the school level. these studies, however, did not pay concern towards some potent variables for example; lack of infrastructure, budget allocation, curriculum and textbooks, class strength, workload on teachers, outdated examination system and school safety. Thus, to make research pragmatic and beneficial for the society there is a need of modern construct which requires proper administration of variables identified by prior studies and variables highlighted by some modern articles. Therefore, through proper identification, administration, and evaluation of variables indicated by prior studies and latest articles a new research model has been developed.

RESEARCH MODEL

This contemporary model is a hybrid of all the potent variables

highlighted in prior studies as well as from the latest studies and articles. Few of the modern articles and studies which are part of this construct are; Factors influencing school performance in Pakistan (Dawn, 2010); Creating schools as learning communities (Voulalas and Sharpe, 2005); Classroom and school factors related to student's achievements (Teodorović, 2011); Factors contributing to ineffective teaching and learning in primary schools (Mupa & Chinooneka, 2015); and Factors affecting effective teaching and learning of economics in some Ogbomosho high schools (Ojo & Nkoyane, 2016).

RESEARCH HYPOTHESES

- H₁: There is a relationship between SES and ineffective teaching.
- H₂: There is a relationship between lack of instructional material and ineffective teaching.
- H₃: There is a relationship between the lack of infrastructure and ineffective teaching.
- H₄: There is a relationship between inappropriate leadership and ineffective teaching.
- H₅: There is a relationship between school environment and ineffective teaching.
- H₆: There is a relationship strength of class and ineffective teaching.
- H₇: There is a relationship between workload on teachers and ineffective teaching.
- H₈: There is a relationship between outdated examination system and ineffective teaching.
- H₉: There is a relationship between school safety concerns and ineffective teaching.
- H₁₀: There is a relationship between instructor's qualification and ineffective teaching.
- H₁₁: There is a relationship between inappropriate curriculum and ineffective teaching.

LITERATURE REVIEW

Sarita and Tomer (2004), opinioned that teaching is one of the influential careers as it is the profession which can change the mindset of an entire society. Teachers are treated as the backbone of the education system (Ashraf et al., 2015); all the other matters like the school, its infrastructure, its location, curriculum, books, and classrooms are meaningless without teachers (Sarita & Tomer, 2004). Although in Pakistan there are no proper training programs for teachers, especially in the government owned schools and the teachers use old teaching methods.

In addition to this, knowledge base of most of the instructors is not updated; as with changing course contents, teachers mostly fail to update their knowledge (Ashraf et al., 2015). In the subsequent section, details of the findings and reviews on all the potent variables, found instrumental on the research subject, are discussed.

Socio-Economic Status (SES)

Lower Socio-Economic Background of Students: Mupa and Chinooneka (2015), stressed that education level and occupation of the parents are one of the predictors of achievement of their dependents. Similarly, Devlin, Kift, Nelson, Smith, and McKay (2012) emphasize that qualification and efforts of teachers are found to be insignificant, in motivating the children of low educated parents. There are some studies which highlight the relationship between Socio-Economic Status (SES) and the performance of an individual with respect to education (Ainley, 1995; Mukherjee, 1995; Amato & Amato, 1987). According to these studies, SES is the resultant of education, occupation, designation, income, and wealth. Research also claims that that people from low socio-economic backgrounds are mostly found to be ineffective in studies, regardless of the parameter or variable used to gauge the ineffectiveness. “Children can’t afford the writing materials. They are not willing to do work because they lack money” (Ashraf et al., 2015). Further supported by Mupa and Chinooneka (2015), school performance is undeniably affected by the socio-economic background of the students. Material factors are one of the major determinants of attaining education, thus parents with lower SES are not able to provide similar opportunities to their children in comparison to the parents of the middle and upper class (Hill, 2014). Suleman, Hussain, and Kayani (2017) assert that lower social status prevents student’s way of achieving excellence regardless of the sufficiency of resources in the school. Similarly, lack of resources and study material to lower SES might also increase the rate of absence and dropouts (ibid). However, research also found a strong correlation between the availability of textbooks in the classrooms and the performance of students in examination regardless of their socio-economic status (Mupa & Chinooneka, 2015). Moreover, attitude might also mediate between the relationship of Low SES and the performance of a child (Voulalas & Sharpe, 2005).

School Related Variables

Lack of Instructional Material: Najumba (2013), highlighted that a decrease in the budget or ineffective funding results in the decline of

teaching standards. The study further elaborated that cut down in budget harms standards and facilities associated with the library and also prevents effective teaching. Similar sort of finding was illuminated by another study that unavailability of instruction material and textbooks harm the process of learning and thus leads to ineffective teaching (Matimbe, 2014).

In contrast, Najumba (2013), indicated that the availability of study resources will not necessarily work if there is lacking devotion and teaching skills. Similarly, Fernandez (2014), posits that the quality of learning material used and the ability of the teacher to manage available resources does have an impact on the quality of teaching.

Lack of Infrastructure: Fewer number of teachers in comparison to a number of primary schools in Pakistan is one of the main reasons for ineffective teaching (Ashraf et al., 2015). Similarly, inadequate classrooms are also one of the prime hurdles in the effective education system (Bregman & Muhammad, 1998). “Almost all the government schools are lacking infrastructure, shortage of classrooms, and other such things which lead to discourage the devotion to study” (Ashraf et al., 2015).

Inadequate Monitoring and Leadership by Management: This is treated as one of the most important external influence on the teacher’s performance. It is the result of lack of leadership capabilities and the inability of the principal to deal with issues of the faculty (Yariv, 2011). One of the early studies conducted by Atton and Fidler (2003), also indicated some faults associated with management and leadership, which result in serious issues for teachers. Findings also postulate that, if the principal is reluctant to invest in faculty development then the shortcomings of the faculty may become a grave issue. Duarte, Goodson, and Klich (1993) postulate that motivating employees becomes much harder if they are not achieving the level of expectations. Therefore, management forced dictatorship and decreased delegated authority, eventually decreases employee motivation and loyalty.

School Environment: Teachers effectiveness is dependent upon the school environment (Guffey, 2013). Similarly, Mupa and Chinooneka (2015), clarified that the teacher’s performance is also dependent upon organizational setting. They claim that the dialogue is a way to resolve conflicts between the teachers and management; have the ability to foster a healthy culture in the school, hence fosters effective teaching.

Class Strength: Excessive enrollments in the class decrease direct conversation and individual attention. In such a setting neither the student can communicate to their instructors nor teacher can individually pay attention to the students. (Ashraf et al., 2015). The quality of education diminishes in such a setting, which prevents effective teaching. Moreover, excessive strength in classrooms causes crowdedness in the class which leads to a lack of understanding and impairs effective teaching (ibid). Suleman et al. (2017), stress that the higher enrollment in class prevents proper understanding and fosters the rate of absence, which further also results in discontinuation of studies.

Work Load on Teachers: Long working hours and horrible working conditions are also treated as a crucial variable for ineffective teaching. A teacher starts working early in the morning and work at continuously till the late afternoons. Although these timings might not be sufficient to fulfill all activities, as even after school timings, teachers usually are bound to attend the staff & parents' meetings, spend time to grade homework, and plan class lessons. Furthermore, many teachers also undertake administrative responsibilities which result in extra work burden and lengthier working hours which ultimately makes teaching ineffective (Nadeem et al, 2011).

Outdated Examination System: The system of examination in Pakistan is also found to be outdated. In fact, Ashraf et al (2015), claims this to be the lowest in the world as it does not meet the requirement of International as well as National level standards. That there is a need for modification of process associated with exams, such as methods of developing exam papers, checking, invigilation. Moreover, there should also be a proper mechanism to conduct and supervise the exams to improve the performance of students and enhance the teaching level.

Inadequate School Safety: This is the point which (Yariv, 2011). Concern for school safety arose during the 1990s and 2000s (O'Neill & McGloin, 2007). This topic is given importance not only by the students and parents, but the teachers and school administrators also consider it as a matter of crucial concern. An online article, 'Dreams turned into nightmares attacks on students' by Human Rights Watch (2017), affirmed that attacks by militant groups created a shocking impact on education in Pakistan. The article proclaims that up to 867 attacks on educational institutions in Pakistan were reported from 2007 to 2015 which left 724 people injured and 392 killed. Similarly, increasing concern toward school safety makes working more tough for teachers and result in ineffective teaching (Yariv, 2011).

Personal and Profession Related Variables

Experience and Education of Instructor: Experience of teaching is one of the predominant factors which a teacher must possess for effective teaching. Hence, according to Mupa and Chinooneka (2015), teachers need to possess sufficient experience. On the contrary, a report by the Department of Education of Sports and Culture (2012), argued and indicated that teachers having modern training may have better deliverance as compared to those with more experience. These findings are also supported by Tshabalala (2014), that methodology used for teaching is definitely enhanced by the quality of training provided to instructors.

Time Management: It is indicated that the most valuable resource any institution possess is its time; its effective use affects the teaching attributes as well as the overall performance of the school (Devlin et al., 2012). Time management is also treated as a major point of difference between effective and ineffective teaching. Teachers should manage the class behavior and complete the entire course in the due time, to provide students with maximum knowledge for their exams (Mupa & Chinooneka, 2015).

Lack of Budget Allocation from Government

In Pakistan, the education budget is less than or equals to 2% of the GDP (Dawn, 2010) while other countries like India allocate 3.5%, Sri Lanka allocates 3.2% and Nepal allocate 2.7% of their GDP for education purposes (Ashraf et al., 2015). It is recommended that the extent of the education budget must be raised in comparison to the level of the country's GDP, to compete with other developing countries (Hayes, 1987). An intensive increase in the rate of population (3.1%) is the reason for such recommendations. Furthermore, to provide a practical answer, Lockheed and Verspoor (1991), lined with the literature and affirm that the scarcity of educational budget resources will affect building new schools; student enrollment; and any other material or non-material input required to enrich learning. Studies also suggest that the dropout rate from school will reach twenty million by the end of the century and will lead to a substantial increase in illiteracy rate (Dawn, 2010).

Irrelevant Curriculum and Text Books

Bude (1985), researched the Pakistan education sector, to underline the use of local languages in the textbooks and found that the curriculum

and respective textbooks in Pakistan have been designed with minimum contribution from practicing teachers and most of the textbooks are structured by subject specialists. Hence, the curriculum is designed to address 'what children must learn' rather than 'what they can learn' (Shaeffer, 1993). Textbooks do not have relevance with the time of studies i.e. coherent with age, experience, and the ability of students. Thus, it forces students to repeat a class and foster ineffective teaching (Dawn, 2010).

RESEARCH METHODOLOGY

Epistemological philosophy of research is used to compile this study as the main objective of this research is to understand what exists? & to explain the procedure that how the study aid in constructing knowledge (Charmaz, 2006). The philosophical stance of the study is epistemological realism (Williams, 1988). To pursue the research effectively, we have followed the deductive method, whereas the study setting is non-contrived, while the unit of analysis used is individual as the research has been conducted through the adaption of a closed-ended questionnaire.

Through examining the previous literature trend relating to similar study, a closed-ended questionnaire based upon 5-points Likert scale has been developed (Suleman et al., 2017; Ojo & Nkoyane, 2016; Saleem et al., 2012; Teodorović, 2011; Nadeem et al., 2011) and to circulate it effectively, simple random sampling has been used. The sample for the study compromises of one hundred (100) respondents, with a breakdown of fifty (50) male and fifty (50) female teachers of primary level government schools.

RESULTS AND DISCUSSION

In order to check the consistency of data it is initially important to figure out the level of reliability for each of the variable considered for the research, thus reliability analysis has been used to track out consistency for each variable, see Table 1.

After examining the reliability, AMOS (Analysis of Movement of Structure) software has been used to draw research model, by linking the model with each potent variable in this regard (See Figure 1). Structural Educational Modeling (SEM) has been used in order to validate the research model; all the parameters required for the validation of the research model can be viewed in Table 2.

Table 1. Reliability Statistics

Reliability Statistics	
	Cronbach's Alpha
Students Parents Edu	0.754
Students Parents Inc	0.782
Students Parents Prof Sta	0.820
Schools Safety	0.792
Outdated Exam Sys	0.787
Strength of Class	0.842
Climate at School	0.756
In ade Infra Struc	0.805
Lack of Ins Mat	0.760
Work Load	0.771
In Eff Mon L Ship	0.757
Budget from Govt	0.762
Curr T Books	0.819
Time Management	0.759
Edu and Exp	0.855
Attitude of Std	0.790
Mgt Skills	0.811
Dev of Tech	0.753
Latest Training	0.752
Qual of Training	0.753
In Effective Teaching	0.729

Table 2. Model Fit Summary

CMIN/DF	GFI	CFI	RMSEA
1.845	0.832	0.925	0.03

Table 1 highlights that the value of Cronbach's Alpha for all the variables is more than 0.70, therefore, all the variables are valid for conducting statistical analysis. This criterion of validation states that the range of Cronbach Alpha between 70 and 80 percent is acceptable to conduct the research.

Similarly, the values for validating research model are highlighted in

table 2. These values are also found stable to validate the model for further progression. RMSEA value is 0.03 which is under the cutoff values of 0.08 (Hooper, Coughlan & Mullen, 2008), 0.06 (Hu & Bentler, 1999), and 0.07 (Steiger, 2007). CFI is 0.925, which is also valid for testing even small samples and not treated as one which can lead to non-specified models (Hu & Bentler, 1999).

Furthermore, the value of CMIN/DF (Relative Chi-Square) is also less than 2 which means the model and all the associated constructs are valid for statistical testing and analysis. Confirmatory Factor Analysis (CFA) has further been used for analysis which can be observed through Table 3

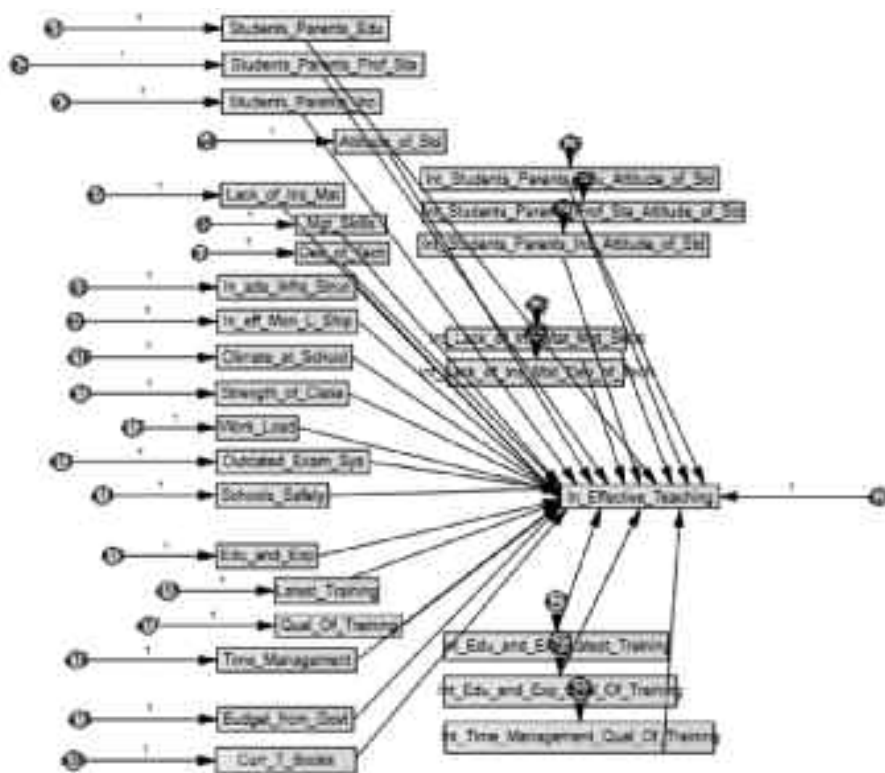


Figure 1. Research Model

All the variables associated with the construct of SES have a significant impact on ineffective teaching (Table 3), thus all three variables are viable in making students' weak and the efforts of teacher ineffective. Although class strength is the only variable from the construct of 'School' which is not making teaching ineffective.

Table 3. Confirmatory Factor Analysis (CFA)

	Estimate	S.E.	C.R.	P
In-Eff. Teachi <— Std's Parents Edu.	.043	.011	4.032	***
In-Eff. Teachi <— Students' Parents Pro. Sta.	.048	.011	4.357	***
In-Eff. Teachi. <— Students' Parents Inc.	2.919	.015	195.229	***
In-Eff. Teachi. <— Lack of Ins. Mat.	.883	.010	85.801	***
In-Eff. Teachi <— In-ade. Infra. Struc.	.046	.011	4.225	***
In-Eff. Teachi <— Ineff. Mon. & L-Ship	1.271	.015	85.419	***
In-Eff. Teachi. <— School environment	1.784	.015	121.097	***
In-Eff. Teachi. <— Strength of Class	.008	.012	.666	.505
In-Eff. Teachi. <— Work Load	.086	.011	7.754	***
In-Eff. Teachi <— Outdated Exam Sys.	.846	.010	82.822	***
In-Eff. Teachi <— Schools Safety	.062	.011	5.670	***
In-Eff. Teachi <— Edu. and Exp.	.134	.010	13.092	***
In-Eff. Teachi <— Time Management	.116	.010	11.327	***
In-Eff. Teachi <— Budget from Govt.	.033	.011	2.885	.004
In-Eff. Teachi <— Int Studs Parents Inc. Att. of Std.	.044	.003	17.241	***
In-Eff. Teachi <— Int Studs Parents Prof Sta. Att. of Std	.003	.002	1.348	.178
In-Eff. Teachi <— Int Students Parents Edu. Att. of Std	.013	.002	5.431	***
In-Eff. Teachi <— Int Lack of Ins. Mat. Dev. Of Tech.	.002	.003	.517	.605
In-Eff. Teachi <— Int Lack of Ins. Mat. Mgt. Skills.	.008	.003	2.548	.011
In-Eff. Teachi <— Int. Edu. and Exp. Latest Training	.029	.002	17.155	***
In-Eff. Teachi <— Int Edu and Exp. Qual. Of Training	.019	.002	11.948	***
In-Eff. Teachi. <— Int Time Mt Qual of Training	.009	.002	5.394	***
In-Eff. Teachi. <— Att. Of Std.	.763	.010	76.601	***
In-Eff. Teachi. <— Mgt. Skills	.018	.011	1.572	.116
In-Eff. Teachi. <— Dev. of Tech.	.011	.011	1.015	.310
In-Eff. Teachi. <— Latest Training	.093	.010	9.348	***
In-Eff. Teachi. <— Qual. Of Training	.175	.010	17.359	***
In-Eff. Teachi. <— Curr T Books	.028	.011	2.588	.010

From the construct of 'Personal and professional capabilities,' all the variables have a positive impact on ineffective teaching, except devotion of teacher towards the profession, as this variable has the ability to diminish the impact of any internal or external impact on teaching. On the other hand, both the variables; lack of budget from government and outdated and inappropriate curriculum and textbooks, are found to have a significant impact on the dependent variable. Thus, indicate that budget from the government, as well as outdated curriculum and books, result in ineffective teaching practices in primary level schools of Karachi.

In addition, the twofold aspect highlights the impact of moderating variable on ineffective teaching as the moderation of student's attitude with the education of student's parents makes teaching ineffective. Similar, results were found valid when we linked the student's attitude (moderator) with the income of student's

parents. However, the student's attitude (moderator) with parent's professional status related positively with effective teaching practices. Therefore, it is optimal to infer that students with a positive attitude towards studies can grasp lecture well regardless of their parent's professional status. On the contrary, management skills (moderator) and devotion of teacher (moderator) with inadequate teaching material are failed to make teaching effective.

Similarly, the link between quality of training (moderator) with the teacher's education and experience also failed to improve quality and significance of teaching, similar has been true for the quality of training (moderator) with the management skills of the teacher. Last but not the least the combination of teachers' devotion with the ineffective instruction material also prove negative impact on ineffective teaching. Hence, validate the above-mentioned statement that devotion of teacher is the characteristic which can overshadow any internal or external factors and has the ability to make teaching effective under any circumstance.

CONCLUSION

This study validated the concept that the inclusion of new variables in the research model are crucial for the optimization of learning and research activities. Although research literature on the subject associated with the scenario of Pakistan did not highlight much regarding many variables like inadequate mentoring; leadership, school environment; and inadequate security of schools. These variables were found significant to be included in the research model specially to make model coherent with the developing countries in Asia (Human Rights Watch, 2017; Mupa & Chinooneka, 2015; Guffey & Loewy, 2012; O'Neill & McGloin, 2007; Yariv, 2011; Atton & Fidler, 1999; Duarte, Goodson, & Klich, 1993).

The study findings also clarified that the variables associated with SES are potent in causing ineffective teaching but if students take interest in studies, they perform well in exams regardless of their parent's profession. Though this is not the case with lower income and less educated parents as the moderating role of student's interest does not improve the outcomes. Hence the findings are coherent with the prior studies of Devlin et al. (2012); Ainley (1995); Mukherjee (1995); Amato and Amato (1987). Although the study uncovers the fact that the positive attitude of the parents of students eliminates teachers' ineffectiveness. Therefore, this indicates that there is a difference of findings of the study by Suleman et al. (2017), who claim that low social class hinders student capabilities. Our study findings imply that counseling parents from the lower SES may improve the study patterns.

Relating the findings with the impact of school profile on ineffective teaching, it has been observed that except for class size all the variables included in the construct make teaching ineffective. Along these lines, findings related to the lack of instruction is consistent with Matimbe (2014), and Najumba (2013); Lack of infrastructure is consistent with Ashraf et al. (2015), and Bregman and Muhammad (1998); inadequate monitoring and leadership with Atton and Fidler (2003), and Yariv (2011); the school environment is consistent with Guffey and Loewy (2012); workload on teachers with Nadeem et al. (2011); outdated examination system with Ashraf et al. (2015); and inadequate school safety is consistent with the findings of with Yariv (2011). Moreover, findings for class strength are inconsistent with Ashraf et al. (2015); and Suleman et al. (2017), as it is believed that experience and devotion of teachers are the capabilities through which one can easily encounter this issue.

Contrary to the findings of SES and school-related variables, the study also reveal that personal and professional characteristics of teachers make teachers sound professionals and makes teaching effective. Empirical evidence substantiated that education, experience, and time management are all potent in making teachers effective.

RESEARCH IMPLICATIONS

This study emphasizes that the policy and decision makers for government schools should prefer certain factors like budget allocation; schools security; and development of school infrastructure. Similarly, education departments must also pay attention to the work-load burdened on teachers and the outdated examination system. It is also suggested that the concerned authorities should ensure effective mentoring programs in the government schools, to motivate the teachers and make them loyal with their profession.

AREA FOR FUTURE RESEARCH

Research work can be extended by taking the following measures:

- Taking the ‘attitude of parents’, as a mediating variable between poor SES condition and ineffective teaching.
- Focusing more on variables like students’ own level of interest for mediation in the construct of miscellaneous (other) factors.
- Comparing the results on the basis of different provinces of Pakistan.
- Gauging reasons for ineffective teaching at government colleges and universities in order to clarify the impact of different constructs under different scenarios.

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