

Determinants and Implications of Weak Teachers Performance in Education Sector: A Case of Affiliated Schools from Board of Intermediate and Secondary Education, Multan Division (Pakistan)

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Abstract

Teachers are the foremost source of knowledge that assists the students to slot in higher order thinking and construct their own knowledge. Teachers can play an imperative role in converting the raw information into useful knowledge for the students. The major obstructions that are related with weak teachers performance incorporate low level of motivation, inadequate incentives for teachers, lack of supervision, weak inspection system, unfortunate teachers training, scarce teachers qualification and decentralized teachers monitoring system. Additional blockades embrace passive and traditional teaching methods, teachers opposition to reforms, little emphasize on teaching practice and lack of future economic security for the teachers. The researcher interviewed N1=600 respondents through multistage sampling technique. Interview schedule was used as a tool for data collection process from n1=20 affiliated schools (out of N2=306 affiliated schools of BISE) from Multan district. The researcher institute that usage of obsolete teaching methodologies (like memorizing, individual work, repetition and cramming) has deteriorating influences on the students educational carrier. On the basis of the recent research being conducted the researcher concluded that cheating in examinations, lack of dedication to studies, overemphasize on memorizing and weak conceptualization of the students about the particular lesson are the major outcomes of weak teachers performance. Accordingly usage of modern teaching methodologies (such as direct instruction, cooperative learning, group work and discussion) can improve the quality of teachers instruction.

Keywords: Teachers' performance, education sector, economic development

1. Introduction

Teaching and learning are the complex procedures that are influenced by many different factors such as learners attitudes, learning styles, teaching techniques, teachers usage of different teaching methods and specific learning context (Marzano, 2003). Teachers help learners to remember, understand, categorize and apply the required information. In addition to this there are various ways in which the learners can do creative things by using their abilities in diverse instruction materials (Spady, 1998). Thus teachers play an imperative role in increasing the attention of the students by making flexibility in their instruction process (Sternberg, 1997). Over the past fifty years there have been many developments in the way in which the concept of effective teaching has been defined and evolve (Killan, 2003). One effective definition about teacher was given by (Cole and Chan, 1986).

“The effective teacher is one who maximizes the achievements of students and who acts in accordance with an explicit set of principles that have order, coherence and relevance in the particular instructional context.”

One of the most imperative functions of a teacher is to help the students to renovate information into understanding. Consequently the students learning can be improved when they betrothed into higher order thinking (Arends, 2001).

There are 465334 teachers that are functional in primary schools of Pakistan. While 320480 teachers are functional in middle schools and 439316 teachers in secondary schools. Alternatively 76184 teachers are functional in higher secondary schools, 458835 teachers in degree colleges and 50825 teachers are functional in universities of Pakistan (Economic Survey of Pakistan, 2010). Female teachers are 47% of primary school teachers in 2005-06 (National Education Census, 2006).

Number of teachers by school level in Pakistan			
Type	2007-2008	2008-2009 (P)	2009-2010 (E)
Pre-primary	-----	-----	-----
Primary mosque	452604	465334	469151
Middle	320611	320480	323824
High	429932	439316	447117
Higher Secondary	74223	76184	78656
Degree colleges	20971	21176	21385
Universities	46893	50825	56839
Total	1345234	1373315	1396972
Source: Pakistan Education Statistics 2007-08, 2008-09 and 2009-10, EMIS-MoE Islamabad			

Pupil Teacher Ratio (PTR) is 40 students per teacher for primary level and 15 students per teacher for secondary level. Although Pakistan has improved a lot but still its pupil teacher ratio is low as compared to India and Bangladesh (World Development Indicators, 2007). The survival rate for grade 5 is 72% that is more than 25% of students entering primary education do not reach the last grade. The survival rate for Pakistan is low as compared to neighbour countries. The problem of dropout rates is brutal which is 31% during primary level and 16% in middle level. The foremost rationale for this pathetic situation is weak teachers performance (Education For All, 2007). Repeat rates for the grade 1 to 5 are between 2.1% to 2.6% and are highest for grade 1 and for grade 5 due to derisory attention of the teachers to students (National Education Census, 2006). Weak teachers performance is the major shortcoming of quality education. Teachers' training is often fragmented, uncoordinated and inadequate. Another innermost blockade is linguistic difficulties that arise due to inadequate students couching which coordinate to learning breakdown (Lloyd, 2009). Lack of qualified staff and non-availability of learning material are the major constraints in education sector of Pakistan (Holmes, 2003). There are diverse factors that are attributed to weak teachers performance such as lack of trained teachers, improper teaching materials availability and pathetic infrastructures of the schools. Conversely teachers performance becomes weak due to lack of laboratories, libraries and research facilities (Memon, 2007).

Despite these barriers other factors that are responsible for pathetic teachers performance are poor monitoring system for teachers, teachers appointment is subject to local interest groups seeking to place teachers of their own choice within their consistency, high level of students absenteeism, defective curriculum contents, dual medium of infrastructure, cheating in examinations and gender biasness for teachers appointment (Kanu, 1996). However on the other hand shortage of girls schools, poor quality teachers, teachers absenteeism, weak curriculum and low quality education are the major obstacles that are related with weak teachers performance (Malik, 2002). These factors have pathetic impact on enrollment rate of students especially the girls becomes the victim of this negligence (Qureshi, 2004). Thus the major indispensable teachers side constraint is low level of motivation and incentives for teachers. Other obstructions include lack of supervision, lack of inspection systems, job insecurity for teachers and derisory teachers training (Falch and Rattso, 1997). Other barriers include traditional teaching methods (such as memorizing, individual work and repetition) lack of textbooks, teachers antagonism to reforms, restricted consultation of students with teachers as well as increased repetition and increased failure rates among the students (Gropella, 2005).

The determinants of low quality education that have momentous impact on teachers performance in schools include diversity of political, beurocratic, institutional and infrastructural factors such as political instability, inconsistent educational policies and budget constraints by the government that have significant negative impact on education sector (Handa, 1999). In addition to this enrollment verses retention, non-fulfillment of beurocratic promises towards gender equality in teachers appointment and lack of female teachers predominantly for girls schools are the major factors that are responsible for weak teachers performance (Addy, 2008). Other supporting factors that have negative impact on teachers performance are lack of schools, unyielding socio-cultural patterns, limited

educational opportunities and inappropriate use of personal abilities by the teachers. There are also numerous factors that influence the school performance in Pakistan (Cunha, et al. 2006). Material constraining factors that influence the school performance incorporate lack of well furnished school buildings, usage of inappropriate instruction methods by teachers, lack of resources, lack of well designed curriculum and non-manageable class size (Rehman, 2010). Other non-material constraining factors include lack of proper vision, poor learning environment, non-professional leadership and lack of realization of roles and responsibilities by the teachers (Glewe and Kremer, 2005). Supplementary factors include cultural doctrines and tribal codes that produce a conservative environment for girls education, gender discrimination, inadequate teachers training, curriculum weakness, low quality education, teachers usage of obstinate methods for teaching and inappropriate textbooks development (Pritchett and Filmer, 1999).

<i>Teaching students to be self regulated learners</i>				
Instructional targets	General instructional principles	Individual instruction	Small group learners	Whole class instruction
Self monitoring, self evaluation, And positive self perception	Teachers assist the student to: a) Compare outcomes to task criteria b) Interpret and use instructor feedback c) Revise ineffective approaches d) Link success to effortful strategy use e) Articulate personalized strategies for monitoring. Students record revisions to strategies in their own words for reference and ongoing strategy development.	Students complete work and bring an assignment with teachers feedback. Teacher asks questions that guide student to a) Self evaluate work quality b) Analyze teachers feedback c) Recognize successes d) Identify the problems. Student revises his strategy about what to do in the future.	Teachers facilitate small group discussions. Teachers guide students to evaluate outcomes either in process or receiving feedback from teachers. Students work together to compare outcomes to task demands. Students share ideas about how to revise approaches to build on successes but outcome challenges.	Teacher asks students to self evaluate work prior to submission. Teachers provide feedback to students that references task criterion. Teachers ask students to interpret and learn from instructor feedback as part of the assignment. Teacher facilitates small and large group discussions in which the students evaluate their intelligence.
<i>Source: From Individualizing Instruction in Self regulated Learning by D.L. Butler, Theory into practice, 41(2), pp88. Copyright 2002 by the College of Education, Ohio State University. All rights reserved. Published in Woolfolk, A. 2004. "Educational psychology." Third Edition. Pearson Education, Inc. new Delhi, India.</i>				

Thus the researcher proposed that the use of modern teaching methodologies can help to exterminate various obstructions related with teachers. These instructions may be teacher centered or learner centered (Killan, 2003). They are as follows:

Direct instruction: The teacher delivered a sky-scraping structured format directing the abilities of learners and preserves the focus on academic achievement (Brookfield, 1990).

Discussion: The teacher substitute ideas with face to face interaction with the students in order to increase their level of conceptualization (Dillon, 1994).

Group work: The teacher structures the learning environment so that the students can interact productively as they work. Thus the students accomplish particular learning outcomes (Winkel, 1999).

Cooperative learning: Cooperative learning is the contemporary teaching strategy in which the students work together (in coordination with teacher) to accomplish a common ambition (based on their abilities and aptitudes) (Boo, et al. 2001).

2. Purpose of the study:

The present study was designed to address the major barricades that are narrated with teachers in education sector of Southern Punjab (Pakistan). These obstructions are imperative in lowering the performance of teachers and they are also accountable for low quality education as well. There are numerous barricades in education sector like disparities between region and gender, lack of trained teachers and acute dearth of proper teaching materials. Supplementary blockades are acute shortage of teachers, scantily equipped laboratories, diminutive relevance of curriculum to present day needs, overcrowded classrooms, non-qualified teachers and lack of adequately trained master trainers (Kennedy and Bexter, 2000). Although ample literature is present regarding different barricades of education sector but teachers are the major stakeholders that are overlooked in this regard. Teachers are the foremost stakeholder that are predisposed for educational future of students but countless studies exclude these stakeholders as the foremost prerequisite for good quality education. Consequently the researcher accentuate on not only the determinants and implications of weak teachers performance but also miscellaneous effectual teaching strategies which should be addressed in this regard. The researcher addressed the subsequent questions in this research:

1. What are the major determinants of weak teachers performance in education sector of Pakistan?
2. What are the foremost implications for weak teachers performance in education sector of Pakistan? To what an extent these implications are worsening the quality of education?
3. What is the importance of teaching methodologies in improving the quality of education?
4. What are the modern teaching methodologies that should be espoused by the teachers for improving their teaching performance?
5. What are the policy implications for surmounting the pathetic performance of teachers?

3. Methodology:

Education sector of Pakistan is enduring from various barriers narrated with weak teachers' performance in schools. These issues are conscientious for low quality education. These factors incorporate insubstantial teachers' performance, low teachers salaries, weak monitoring system for teachers, and squat quality interpersonal relationships of teachers with their students, fragmented teachers training, dissatisfaction of teachers on the issues of school discipline and inadequacy in delivery of knowledge (Malik, 2007). Supplementary features that hamper the process of development in education sector of Pakistan encompass various socio-economic variables including poverty, cost of schooling, single parental families and low parental education. The researcher argued that all these factors contribute to scrawny performance of teachers in education sector of Pakistan. The researcher utilized quantitative research design to evaluate the determinants and implications of weak teachers' performance. The researcher made a comparative analysis of three stakeholders of education sector of Multan division (the universe).

3.1. Sample size and sampling procedure:

A sample size of $N_1=600$ respondents was opted from Multan division through multistage sampling technique. The researcher selected Multan district out of four districts of Multan division (Vehari district, Multan district, Lodhran district and Khanewal district) through simple random sampling technique in the first stage of sample selection. Afterward the researcher selected $n=20$ affiliated schools out of $N_2=306$ affiliated schools from Board of Intermediate and Secondary Education, Multan (district). Consequently an average of 7-12 students per school was selected by the application of law of large number in which the bigger sample is selected from larger part of the population and the smaller sample is selected from smaller part of the population. The researcher interviewed the parents, teachers and students by using convenient sampling technique. Students of both 9th and 10th grade were opted as they were the senior most students of the school and they can better eloquent about the factors affecting the teachers' performance.

3.2. Tool for data collection:

The researcher used interview schedule as a tool for data collection procedure. The interview schedule was comprised of four portions.

First portion: Demographic profile of the respondents

Second portion: Structure of education sector

Third portion: Determinants and implications of weak teachers performance

Fourth portion: Policy implications and recommendations

Both structured and unstructured questions were adjoined to evaluate and maximize the response rate of the three stakeholders. Although the teachers were giving biased responses but the researcher establish a rapport and tried to maximize the response rate by avoiding the response effects (errors in responses).

4. Data analysis:

Then the researcher ascertains the relationship among the independent (cause) and dependent (effect) variables by coding them in various categories. Afterward the researcher apply one way ANOVA test to match up to the responses of three stakeholders (parents, teachers and students). The procedure of ANOVA is used to test the hypotheses concerning means of several populations. It is the general technique to test the hypotheses of the concerned populations to be tested (based on the assumptions that the populations are normally distributed) (Zhang, 2011). The formula for one way ANOVA is as follows:

$$SS_{total} = (\sum x_1^2 + \sum x_2^2 + \dots + \sum x_r^2) - \frac{(\sum x_1 + \sum x_2 + \dots + \sum x_r)^2}{N}$$

$$SS_{total} = \left[\frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \dots + \frac{(\sum x_r)^2}{n_r} \right] - \frac{(\sum x_1 + \sum x_2 + \dots + \sum x_r)^2}{N}$$

$$SS_{within} = SS_{total} - SS_{among}$$

$$df_{among} = r - 1$$

$$df_{within} = N - r$$

$$MS_{among} = \frac{SS_{among}}{df_{among}}$$

$$MS_{within} = \frac{SS_{within}}{df_{within}}$$

$$F = \frac{MS_{among}}{MS_{within}}$$

x = individual observation

r = number of groups

N = total number of observations (all groups)

n = number of observations in group

Table no.1

Percentage distribution of respondents with respect to obstructions related with teachers in education sector of Pakistan.

Determinants of weak teachers performance in education sector of Pakistan			
Variables	<i>Percentage respondents who agreed on this stance</i>		
	Teachers	Parents	Students
Gender biasness for teachers appointment	70%	37%	50.5%
Teachers absenteeism	14.5%	79.5%	67%
Usage of obsolete teaching methodologies	13.5%	68%	80%
Lack of qualified teachers	22.5%	75.5%	57.5%
Overemphasize on punishment strategies	33%	62%	87.5%
Physical violence on students	27%	54.5%	72%
Lack of commitment and motivation	40.5%	81%	55.5%
Fragmented teachers training	40.5%	81%	66%
Inadequate incentives for teachers	73.5%	48.5%	28.5%
Students are not allowed to question	18%	69.5%	82%
Assignments given by teachers are not analytical	7%	69.5%	79%
Lack of future economic security for the teachers	79%	34%	66.5%
Implications of weak teachers performance on students			
Variables	Teachers	Parents	Students
Fear of punishment arises among the students	40.5%	72%	88%
Student competencies becomes weak	30%	60%	74%
Frequent use of mother language	76%	51.5%	40.5%
Cheating in examinations	79.5%	47.5%	67%
Cramming among students	81.5%	63%	63.5%
Overemphasize on memorizing	57%	48%	78.5%
Lack of dedication of students to studies	65.5%	46.5%	74%
Weak conceptualization among students	31.5%	78%	55.5%
Students will copy the assignments	67%	81.5%	73%

Hypothesis testing with One Way ANOVA test:

<i>H1: Fragmented teachers training is the major determinant of weak teachers performance.</i>					
Source	DF	SS	MS	F	P
Factor	2	65.62	32.81		
Error	597	1049.49	1.76		
Total	599	1115.12			
<i>H2: Gender biasness for teachers appointment is the major determinant of low quality education.</i>					
Source	DF	SS	MS	F	P
Factor	2	28.72	14.36		
Error	597	961.57	1.61		
Total	599	990.29			
<i>H3: Usage of obsolete teaching methodologies is the major determinant of low quality education.</i>					
Source	DF	SS	MS	F	P
Factor	2	297.84	139.92		
Error	597	1201.99	2.01		
Total	599	1451.83			
<i>H4: Cramming is the major outcome of weak teachers performance.</i>					
Source	DF	SS	MS	F	P
Factor	2	396.41	198.21		
Error	597	1019.16	1.71		
Total	599	1415.57			
<i>H5: Weak conceptualization among the students is the major outcome of inadequate teachers instructions.</i>					
Source	DF	SS	MS	F	P
Factor	2	318.62	159.31		
Error	597	925.58	1.55		
Total	599	1244.20			
<i>H6: Usage of modern teaching methodologies can improve the teachers performance during instruction.</i>					
Source	DF	SS	MS	F	P
Factor	2	150.42	75.21		
Error	597	880.45	1.47		
Total	599	1030.87			

5. Discussion:

Table no.1 and one way ANOVA test results illustrates the foremost obstructions narrated with teachers that encumber the process of development in education sector of Pakistan. *Women have to countenance many confronts regarding gender discrimination in every field, especially in Pakistan (Jam, 2005).* Female teachers are discriminated in job attainment and male teachers are preferred over female teachers particularly in patriarchal setup of Southern Punjab (Pakistan). *Lack of female teachers is the foremost blockade in accomplishing high literacy rate of female students. On the top of it traditional values in Pakistani society prefer girls education through female teachers (Skelton, 2002).* Conversely female teachers have to face gender biasness for teachers appointment which is the major rationale for inadequate

number of female teachers in education sector of Pakistan. Consequently 70% teachers, 37% parents and 50.5% students agree on this stance that gender preconceived notion for teachers appointment is the foremost social barricade in education sector of Pakistan that demotivates the teachers towards their teaching profession ($p=0.002$). *In the rural areas the foremost blockade related with teachers is teachers absenteeism predominantly in public schools with weak monitoring system. Teachers absenteeism escorts towards low quality education of the students and their weak conceptualization as well* (Khan, 2002). Additionally 14.5% teachers, 79.5% parents and 67% students agree that teachers absenteeism is the foremost cause of high dropout rates of the students. *Teachers side constraints incorporate low level of motivation and incentives for teachers e.g. lack of supervision, weak inspection system, unfortunate teachers training, scarce teachers qualification and decentralized teachers monitoring system. Additional blockades include passive and traditional teaching methods (including memorizing, individual work and repetition) lack of textbooks, teachers opposition to reforms, restricted consultation of students with teachers and increase in failure rates of students* (Gropella, 2005). When teachers are not given ample facilities and good environment of teaching then they do not take interest in educating their students. Consequently weak teachers performance has pessimistic impact on quality education of students. Additionally 13.5% teachers, 68% parents and 80% students agree that usage of superseded teaching methodologies have negative effect on quality education of students ($p=0.000$). *Teachers are also deprived of various advantages that contributed to their weak performance. These factors are lack of incentives for teachers (like low teachers salaries), scrawny monitoring system, fragmented teachers training, dissatisfaction of teachers on various issues of school discipline and inadequacy in the delivery of knowledge* (Ornstein and Levine, 2008). Additional factor related with low quality education is lack of qualified teachers. When teachers are not educated up to a passable level then they cannot teach the students on quality standards. The major objective of education is to organize the students up to the mark for construction of contemporary knowledge based society. However this function can only be performed by highly qualified teachers. Moreover 22.5% teachers, 75.5% parents and 57.5% students agree that lack of qualified teachers is the foremost obstacle for achieving high literacy rate in Pakistan. *In government schools predominantly in rural areas the teachers habitually use physical punishments for their students that's why students evade attending the school due to fear of punishment. This escorts towards absenteeism of students and their poor grades* (Looney, 2003). Ultimately students drop out from school. The above mentioned table shows that 33% teachers, 62% parents and 87.5% students agree that overemphasize on punishment strategies is the salient barricade related with teaching profession. On the other hand 27% teachers, 54.5% parents and 72% students agree that imposition of the physical violence by the teachers is the cause of high dropout rates of the students. *Occasionally teachers are not overenthusiastic, motivated and steadfast to their profession. There are many rationales for this issue like derisory incentives and lack of future economic security for the teachers* (Heyneman and Loxley, 1983). When government allocate low budget for education sector then teachers are the foremost stakeholder that become the victim of this decision. Consequently they do not take much interest in quality teaching. Lack of commitment and motivation of teachers to their teaching

profession is the major obstruction in education sector. *Education system of poor quality may be one of most imperative rationales why poor countries like Pakistan do not develop. There are numerous obstacles regarding teaching profession in education sector like lack of trained teachers, deficiency of proper teaching materials and lack of pre-service training (Shami, et al. 2005). Other blockades are acute dearth of teachers, scarcity of qualified teachers, lack of adequately trained master trainers, little emphasize on teaching practice, non-existence of proper monitoring system for teachers and teachers appointment is subject to local interest groups seeking to place teachers of their own choice within this consistency (Vachon, 2007). On the other hand teachers absenteeism, squat salaries of teachers, poor quality of teaching, cheating in examinations and lack of social demand for education is related to the fact that families and communities do not value formal education. (Memon, 2007).* The table shows that 40.5% teachers, 81% parents and 55.5% students agree that lack of commitment and motivation of teachers (to their teaching profession) is the foremost barricade in accomplishing elevated quality education for the students. On the other hand 79% teachers, 34% parents and 66.5% students agree that lack of future economic security is the foremost reason of insufficient commitment of the teachers to their teaching profession. The foremost obstruction allied with teachers is that the assignments given by the teachers are not analytical. Students develop poor learning tendencies due to non analytical assignments. They only copy those assignments and they have no insight of the lesson. The table reveals that 7% teachers, 69.5% parents and 79% students agree that assignments given by the teachers are not analytical and this escorts towards poor conceptualization of the students about the meticulous subject. *Weak teachers abilities and attitude is the foremost limitation for education. The training of the teachers is often fragmented, uncoordinated and inadequate. Consequently the teachers are less qualified and their performance is not adequate (Kennedy and Baxter, 2000).* One of the explanatory justifications for weak teachers performance is fragmented teachers training. Accordingly 40.5% teachers, 81% parents and 66% students agree that fragmented teachers training is the major determinant of weak teachers outcomes in their teaching profession (**$p=0.000$**). *Asking questions about the pertinent topic facilitates the students to make critical inquiry and momentous analysis about the particular topic (Knight, 1992).* This will facilitates the students to engage in diverse problem solving strategies. Nevertheless the students are not permitted to ask question from the teachers about the relevant topic and this is the base of ambiguity and complexity among the students. Whereas 18% teachers, 69.5% parents and 82% students agree that the major barricade regarding teachers is that they do not allow the students to ask questions. *The major blockade in education sector of Pakistan includes cramming and coping what has been taught to the students. Students are not allowed to question what has been taught and written in the textbooks (PRSP, 2003). Students do not have an understanding of what they are memorizing but they have to memorize the books.*

In addition to this the major cause of weak conceptualization among the students is non-analytical assignments given by the teachers (Ahmad, 2004). Accordingly there are also many implications of weak teachers performance in education sector. Especially the students become the victim of weak teachers performance. There are various implications of teachers negligence and usage of obsolete methods on students conceptualization. They include

students educational background, cheating in examinations, cramming, lack of dedication and weak conceptualization among the students. The most significant factor is students educational background. Teachers habitually judge the students on the base of their past educational performance. This is not a good judgment. It may happen that student work hard and improve his competencies in later years of their educational carrier. Additional major factor is educational competencies of the students. This encompasses intelligence of the students as well as their deep understanding about the meticulous lesson. Student competencies have positive impact on grade attainment of students. *Meager learning habit causes grade failure, grade repetition, dropout from school, absenteeism of students and low quality education. Accordingly the acquisition of skills will have positive impact on cognitive skills of the students and thus perk up the quality of education which will augment the rate of returns to education sector (Addy, 2008). Only attending the school is not adequate but there are also other limitations regarding poor infrastructure, curriculum weakness and poor school management that contribute to lower the literacy rate (Watkins, 2000).* When the students use their mother language in the school then they have to face difficulties in the use of English language. The use of mother language is the major obstacle in attaining quality education. Thus 76% teachers, 51.5% parents and 40.5% students agree on this stance. Cheating in examinations and cramming are the foremost obstructions related with students. These are the shortcuts espoused by the students. These activities do not oblige deep conceptualization. The students who have weak self concept engage in such activities. *Self perception plays a fundamental role in emergence of motivation in students. If students perceive that they are not talented, they are more likely to slot in such activities like cheating and cramming that do not demand critical thinking, time management and hard work. Students who perceive them as talented have confidence on their cognitive and functional abilities (Dart, 1994).* They use them to fabricate positive results though high motivation and hard work. The table demonstrates that 79.5% teachers, 47.5% parents and 67% students agree that cheating in examinations is the major barricade in attaining quality education among students. While 81.5% teachers, 63% parents and 63.5% students agree that cramming is the major cause of weak conceptualization and lack of critical thinking among the students (**p=0.000**). *Ahmad (2004) concluded that the foremost stumbling blocks in education sector of Pakistan include cramming and cheating among the students. Students copy what has been taught to them through textbooks. Ornstein and Levine (2008) analyzed that the assignments given by the teachers are not analytical but the students copy such sort of assignments. If the parents neglect the children at home then they will feel alienated and their interest in studies will become low. Students have to comprehend their roles and responsibilities regarding education. They can augment the living standards of their family and also contribute to increase the literacy rate of the country. But lack of dedication to studies among the students is the leading obstruction in education sector of Pakistan. Accordingly 65.5% teachers, 46.5% parents and 74% students agree on this stance. The salient causes of lack of perseverance are low socio-economic status of their parents, conservative thinking of the family about formal education, lack of school management, inadequate school infrastructure and physical violence on the students. Low quality education has the worsening impacts upon conceptualization of the students (National Education Policy, 2009).* The students usually

have weak conceptualization of the lesson that leads towards low grades of the students. The assignments given by the teachers are not analytical but the students copy such sort of assignments. All of these factors contribute to students weak conceptualization about their course contents. Therefore 31.5% teachers, 78% parents and 55.5% students agree that weak conceptualization of the students has negative impact on attaining good grades in the school ($p=0.005$). Due to this weak conceptualization students have no understanding of the assignments given to them by their teachers. Accordingly the students overemphasize on memorizing. Thus 57% teachers, 48% parents and 78.5% students agree that overemphasize on memorizing is the foremost implication of weak teachers performance (especially by the usage of obsolete teaching strategies). Consequently the usage of modern teaching methods for students instruction is the major determinant for high quality education ($p=0.000$). Despite these facts usage of modern teaching methodologies can increase the conceptualization among the students. *These modern methodologies include cooperative learning, direct instruction, group work and discussion. These methods can better prepare the students to engage in higher order thinking. These methods are based on teacher centered as well as students centered learning techniques (Killan, 2003).*

6. Conclusion:

After assessing the analysis the researcher concluded that in underdeveloped countries the foremost concern is low quality education that becomes the major motivator for the students to learn less despite off spending greater time in school. The foremost issue in this regard is teachers style of teaching and school environment. The major confronts of education sector ranges from lack of infrastructure to shortage of qualified staff. Accordingly the acquisition of learning skills will have constructive impacts on cognitive skills of the students and thus perk up the education quality which will augment the rate of returns to education sector. Only attending the school is not ample but there are other constrictions regarding students family and community. The foremost teachers side constraint is low level of motivation and incentives for teachers. Other obstructions include lack of supervision, inadequate inspection system, low teachers salaries, job insecurity for teachers, inadequate teachers training, lack of teachers qualification and decentralized system for teachers monitoring. Other blockades incorporate passive and traditional teaching methods including memorizing, individual work, repetition, lecturing, lack of textbooks, teachers antagonism to reforms, restricted consultation of students with teachers as well as augmented repetition and increased failure rates among the students. Other factors are weak teachers performance, low teachers salaries, scrawny monitoring system, low quality interpersonal relationships of teachers with their students, fragmented teachers training, overemphasize on memorizing, individual work, repetition, dissatisfaction of teachers on the issues of school discipline and inadequacy in delivery of knowledge. There are various modern teaching strategies that should be adopted by the teachers to augment their teaching performance. These strategies include direct instruction, discussion, group work, cooperative learning and problem solving strategy. These modern strategies engage the students in higher order thinking and thus play an imperative role in restructuring the teaching strategies.

7. Recommendations:

1. Teachers must have profound understanding and knowledge of the subject they are teaching to students.
2. Teachers should abandon obsolete teaching methods so that cramming among students can be abridged.
3. Teachers should espouse new learning methods for instruction and evade focusing on the preceding traditional methods like memorizing, repetition, individual work and focus on textbooks.
4. Teachers should appreciate positive consequences of their value based actions.
5. Teachers should ask questions from the students to verify their understanding and acquire responses from all students.
6. Teachers ought to give enticements regarding their future economic security.
7. Teachers should be given pre-service training for their professional development.
8. Teachers should deliver lectures to the students with clarity to promote understanding among the students.
9. Teachers should encourage discussions in classrooms and opinions of every child should be valued and none should be ridiculed and no conclusion should be dawned until everyone who wants to contribute has given opportunity.
10. Teachers should persuade the students to ask questions to endorse critical thinking among the students by presenting apposite information so that they find out the opportunity to learn.
11. Teachers should encourage the students to ask pertinent questions about the particular lecture.
12. Teachers should focus on assessment methods so that skill development among the students can be amplified.
13. Teachers should give detailed instructions and elucidations to the students.
14. Teachers should commence assessment techniques that challenge learners and enable them to revel deep understanding.
15. Teachers should make emphasize on facilitation of learning and help the students to construct their own knowledge through innovative ideas.
16. Teachers should make sure the involvement of students and should emphasize on their academic achievement.
17. Teachers should not only persuade the students to ask questions but also reflect their thinking and ideas.
18. Teachers should try to augment the learning outcomes of students such as numeracy expertise, life abilities, creative proficiencies and social benefits of education.
19. Teachers, parents as well as students should comprehend the significance of their roles and responsibilities regarding education so that all of them can contribute to amplify the literacy rate.

20. The assignments given by the teachers must be analytical so that it increases the understanding among the students.
21. Teachers and parents should focus on inducing “social constructivism” which means to be a social process whereby students acquire knowledge through their interaction in the environment and personal experience rather than dependant on the teachers lectures.
22. Teachers should focus on modern teaching strategies (direct instruction, discussion, group work, cooperative learning, problem solving strategy and small group work. These modern strategies engage the students in higher order thinking) that are effective in increasing the quality of education.

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