

# CAUSES OF LOW QUALITY PERFORMANCE OF PUBLIC SECTOR SCHOOLS: AN EXPLORATION

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## ABSTRACT

*Quality schools play an important role in provision of quality education to the nation. In Pakistan many educational reform programs have been launched time and again to improve the quality of education but still there is a gap in the produced and desired outcomes. There are many factors inside and outside the school that directly and indirectly influence the quality of education. The purpose of this study was to identify the factors that cause low performance in elementary schools and a way forward. Data were collected from 347 teachers, 351 students and 24 principals from 24 public sector elementary schools. Data analysis revealed that indicators affecting the performance of schools are inefficient principals, unmotivated teachers, lack of essential teaching skills in teachers and students with low socio-economic status. The schools can be improved by ensuring the attainment of learning objectives by students, guiding teachers to use different teaching techniques and helping parents to support their children in studies at home.*

**Keywords:** *Low performing schools, school improvement, school quality, educational change, quality performance indicators.*

## 1) INTRODUCTION

Education is an important ingredient for human resource development. Quality education promotes productive community and creates opportunities for the socially and economically underprivileged sections of society. It stresses on learning process in which knowledge, skills, values and life experiences are transferred from one generation to the next through teaching, training, research and development that leads towards socio-economic development of the country (Ministry of Finance, 2013).

The quality of school culture and the talent of the teaching work force affects student's learning through teaching and training of students that happens in the classrooms, and as well as the activities performed at school level. The factors contributing towards school quality affect students' learning both directly and indirectly. The characteristics of school environment like school leadership can have an impact on teachers' performance in the classroom, and this in turn may influence students' learning. In addition, various teacher-level attributes can also affect the quality of the classroom work and student learning. Traits at each of these levels can also directly contribute in learning of students (Mayer, Mullens & Moore, 2000).

Many low performing schools are located in poor communities where families have low socio economic status and poor social background. These conditions make it hard for the children to come to school and be prepared to learn. Moreover financial and human resources in such schools are limited. There is shortage of books, classrooms, trained teachers and technology in such schools. Most of the teachers teach the subjects out of their training field. There is a high rate of student absenteeism and dropout in such schools. Relationship with parents and community is unfriendly (US Department of Education, 1998, p.1).

According to OECD (2005; 2006a; 2008d) and Plank & Smith (2008) as cited in Jenson (2009), evaluation can play a key role in school improvement and teacher development. It is the process of identifying strengths and weaknesses of the system. The purpose of school evaluation has changed in many countries in recent years. Historically, its focus was on the school monitoring with the purpose to make sure that the schools are following the policies and procedures properly and look after other administrative issues. Now the evaluation has been transformed from traditional approach to school improvement mechanism (p.139). School evaluation is an essential task of the education authorities and serves three different purposes, i.e. to fulfill organizational demands; to fulfill legal responsibility purposes; and lead to educational and administrative improvement (Grauwe & Naidoo, 2004, p.16). It serves two interlinked purposes, improvement and accountability. School improvement relates to access to education (equity) and education performance (quality and efficiency). School evaluation helps in reducing the achievement gap between low and high performing schools as well as enhancing the performance of students in schools (p.7).

According to Farooq (2011) the school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child. The students with higher level of SES show better performance than the students with average level of SES and in turn they perform better than those with lower SES level (Garzon, 2006; Kahlenberg, 2006; Kirkup, 2008).

Memon (2007) stated that the state of education in Pakistan is not praise worthy. Gender disparity, regional gaps, lower enrollment at primary school, lack of physical facilities and lack of efficient human resources leads to poor performance of education sector. Consequently, Pakistan is amongst those countries that have poor literacy level among the nations. The main issues of education sector in Pakistan are: teacher's absenteeism, high dropout rates particularly at primary level, low completion rates, inequalities by gender, location and social groups, low literacy rate and unsatisfactory performance of schools (p. 47).

Low performing schools are those schools which are not showing satisfactory results or not giving a satisfactory output in terms of students' achievement. There are some factors that determine the low performance of a school such as weak leadership, lack of interest and involvement of teaching staff and lack of students' interest in education (Agunloye, 2011).

According to Mazzeo (2013) school principals have an appreciable effect on the performance of schools. Particularly academic leadership has an effect on the teacher's quality of work in schools. School principals ensure, focused and direction oriented guidance for teaching, curriculum and managing the organization as well as resources for effective performance of students. They also evaluate and monitor teachers and make decisions about their classroom practices. When teachers have limited instructional practices, weak or under performing schools and when large number of teachers teach out-of-field in these schools, the principal is responsible for the quality of teachers' performance.

Reamer (2014) has identified four main competencies of a leader who want to make change. The first competency is driving for results. This competency describes a leader who exhibits task oriented actions in order to achieve exceptional results in a short period of time. These major actions include setting high expectations for the organization and being persistent in trying to achieve goals and expectations. The second competency is influencing for results, it is impossible for a leader to work alone so he/she should be competent enough to motivate and inspire others to change their thinking and behavior to obtain results. A leader influencing for results also communicates a positive vision, gains support from key stakeholders. The third leader competency is problem solving. A leader must analyze data to make clear and informed decisions and design action plans that people will follow. The fourth competency is showing confidence to lead. The school leader is committed, publicly displays self-confidence, and stays focused.

Teachers are the single most important factor in student learning but the role of the principal in low-performing schools is very crucial for improving the performance of students. In fact, over the last 30 years, research indicates that effective principals can greatly improve various aspects of student achievement (Copeland & Neeley, 2013).

Johnson (2006) cited Sanders & Rivers (1996), Rivkin, Hanushek & Kain (2005) and Rowan, Correnti & Miller (2002), that the public education having a good teacher plays an important role in the success of students in schools. Throughout the recent years, researchers have monitored the achievement of students and found that the parents of children believe that the quality of the teacher has a lifelong impact on their children. The labor economists say that current and future monetary incentives as well as workplace services and compensations are modeled by the organizations as worker's choice or interest. When teachers start to think about decision where to teach, they put a comparison of expected monetary incentives and job services in teaching with the expected monetary incentive and services in other jobs or activities (Clotfelter, Ladd, Vigdor & Diaz, 2004).

Working conditions such as safety, security, availability of resources, appropriate teaching assignments, access, equity, time for collaboration, job descriptions, ongoing professional development, and positive relationships with principals and school leaders are the aspects of school

environment and culture that affect the quality of teaching. Many teachers leave the school because of negative working environment, or inadequate school leadership and lack of support from administrators (Johnson, 2006). When good students select a good school or intends to attend a different school, their departure also makes a huge social and cultural difference. For example, teachers lose students who provide them with the most important reward for their work—namely, the conviction that they can help children learn and succeed in school. Where low performing schools are concerned, money, parent involvement, and community supports often are in short supply. The chronically under performing schools are notoriously difficult to staff, a situation sometimes related to a lack of basic order and safety. Because of seniority transfer provisions in many districts, more experienced and effective principals and teachers may choose to move to higher-performing schools. Further, principals and teachers in low-performing schools do not always receive the support they need and are quick to leave when the opportunity arises. As a result, many low-performing schools are led by novice principals, with an unstable teaching staff that includes a disproportionate number of teachers that are new to the school or new to teaching (Baroody, 2011).

It is not only the economic status of an individual that only determines his/her academic success but also other social cultural factors such as poverty, educational background, occupational and income level of parents and harmful cultural practices. Poverty has a strong association with low academic achievement of pupils. The poverty increases the number of dropouts, grade failure, and school disengagement. The longer a child is embedded in poverty stricken conditions, the more detrimental his/her environment is for the progress of academic enhancement (Muchunku, 2014).

The indicators of socio-economic status (SES) of students like the level of parents' education, and their income are strongly correlated with the academic progress of students. The value of education to parents, their involvement in educational agenda of their children also correlates with the higher level of performance of their children. SES affects the performance of students especially at secondary school level (Toutkoushian & Curtis, 2005).

Based on the studies of Agunloy (2011), Lawson (2002) and CESA (2012), a framework was devised that can be helpful in monitoring the

performance of schools. The main components and factors of this framework are School Leadership (Vision and mission, Leadership practices, Providing conducive environment to teaching and learning, Providing human and physical resources, Motivating teachers, Human and community relations), Teacher (Professional development, Lack of motivation, Limited classroom practices, Poor relationship with students, Poor classroom management), and Students (Connection to school, Learning motivation/attitude, Behavioral performance in class, Academic performance, Academic expectation). These factors can be supportive in identification of the causes of low performance of schools.

Quality education is also a major concern in Pakistan besides the other academic issues. Many reforms have been implemented in Pakistan for the improvement of education but still the public sector schools are unable to produce a quality product and to attract the students. The product that schools are producing is not of such type that can contribute effectively for the socio-economic development of country. There is need to diagnose the problems in the system and the factors that cause the decline in quality of education. This study was designed to help authorities to diagnose where they are standing in fulfilling the needs of the students and society. The schools may use this study to diagnose and monitor their performance on indicators that were formulated in this study. Principals and teachers can get help from this study in evaluating their performance and draw benchmarks towards improvement in the system.

This study was conducted only at a small scale and can be conducted in other parts of Pakistan in order to identify the factors that are causing low performance of schools. Each perspective of factor causing low quality performance can be studied separately in detail such as leadership practices; teaching practices and students difficulty in learning can be studied.

### **1.1) Objectives of the Study**

This study was designed to:

- a) Identify the factors causing low quality performance of public sector elementary schools.

- b) Find the opinion of principals and teachers regarding the performance of principals in public sector schools.
- c) Explore the opinion of students and teachers regarding performance of teachers in public sector schools.
- d) Reconnoiter the opinion of students and teachers regarding the performance of students in public sector schools.

## **1.2) Research Questions**

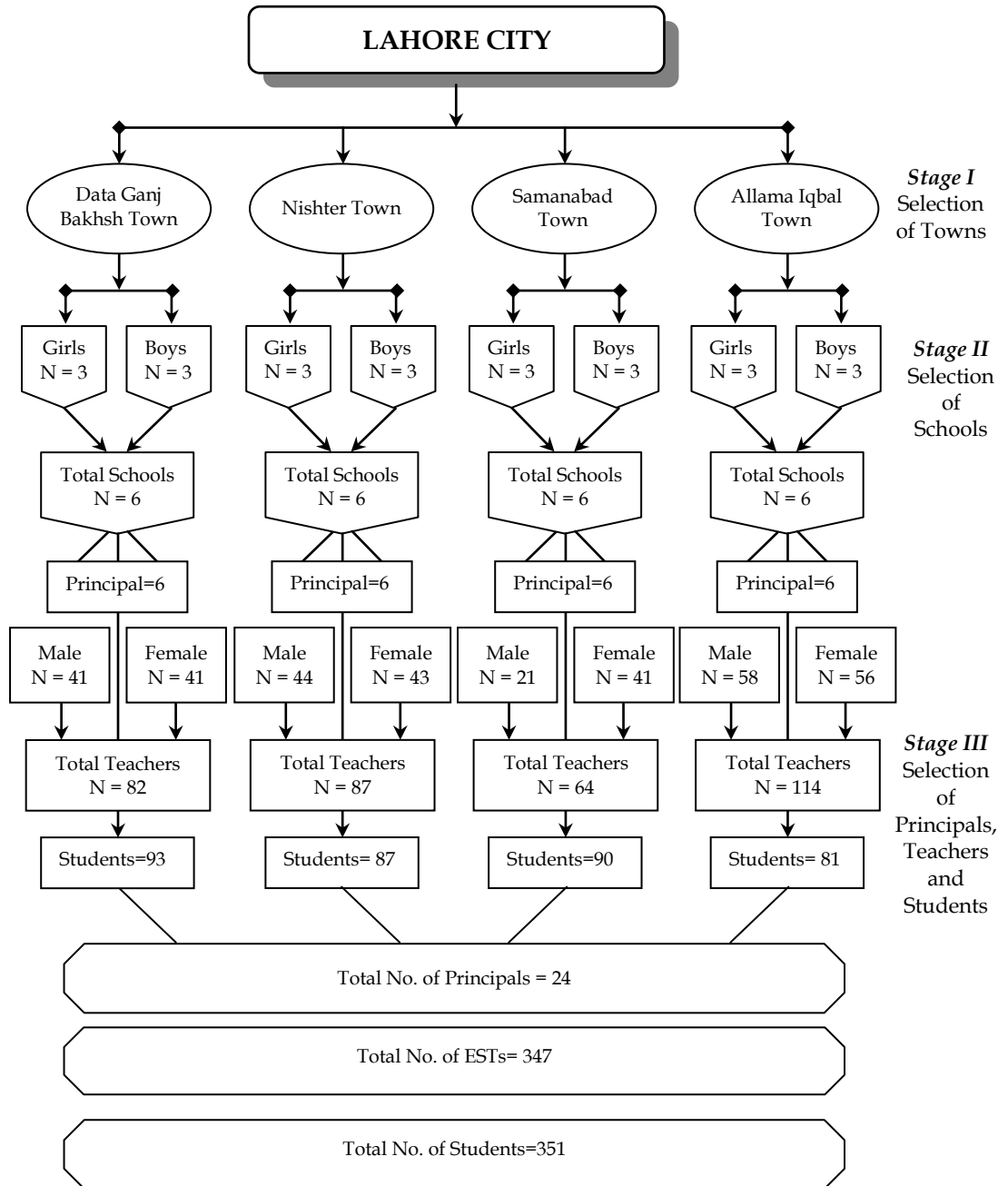
This study was designed to answer the following questions:

- a) What are the factors that cause low quality performance of public sector schools?
- b) What are the opinions of principals and teachers regarding the performance of principals in public sector schools?
- c) What are the opinions of teachers and students regarding performance of teachers in public sector schools?
- d) What are the opinions of teachers and students regarding performance of students in public sector schools?

## **2) METHOD AND PROCEDURE**

This descriptive study was based on a survey of opinions of 8<sup>th</sup> grade students, elementary school teachers and principals of public sector elementary schools of District Lahore, Pakistan. For the opinions of respondents about the quality performance indicators/causes of low quality performance of elementary schools three questionnaires were developed and used (*i.e.*) Questionnaires for principals, teachers and students. For selection of sample, multi-stage sampling technique was used. A sample was selected comprising of (347) elementary school teachers, (350) students and (24) principals. For selection of sample, three stages of sampling include; selection of towns, selection of schools from towns, and selection of principals, teachers and 8<sup>th</sup> grade students. Geographically this study was delimited to a single district due to time, travelling and resource constraints. At first stage from tehsil Lahore city four towns were selected out of nine towns by using simple random sampling technique. At second stage six schools (three boys and girls schools each) were selected randomly from each selected town. At the third stage all principals and elementary school teachers present in

schools were surveyed, whereas only 15 students of 8<sup>th</sup> grade from each school were selected through simple random technique (Figure 1).



**Figure 1: Graphical Presentation of Sample Selection**



### 3) RESULTS

Data were analyzed by applying descriptive and inferential statistics to get insight about the perceptions of respondents about the causes of low quality performance of elementary schools.

*Table 1: Principals' and teachers' responses about quality of principals' performance*

Factors	Respondents	Mean	Std. Deviation
Setting goals and objectives for school	Principal	8.95	.954
	Teacher	8.49	1.36
Organizational and community linkage	Principal	9.04	1.88
	Teacher	9.07	2.53
Leadership practices for quality assurance	Principal	13.83	1.63
	Teacher	12.52	2.18
Motivation to teachers in adopting teaching approaches	Principal	12.95	2.07
	Teacher	11.49	2.46
Provision of conducive teaching and learning environment	Principal	17.83	2.33
	Teacher	16.33	3.08
Provision of human and material resources	Principal	17.54	3.46
	Teacher	17.27	3.68

Table 1 show that the majority of the principals responded on the factor 'providing conducive teaching and learning environment' (Mean= 17.83, SD=2.33), whereas the majority of the teachers responded on the factor 'providing human and physical resources' (Mean=17.27, SD=3.68). The least no. of principals responded on the factor setting goals and objectives (Mean=8.95, SD=.954) and least value of the teachers response is on the factor 'setting goals and objectives' (Mean=8.49, SD=1.36). The mean score values for teachers are less than the principals mean score values for all the factors regarding the quality of performance of heads of the schools. Therefore it is concluded that principals said that they pay more attention towards providing conducive teaching and learning environment whereas according to teachers, heads of schools pay more attention towards provision of human and physical resources. While according to principals and teachers they pay least attention towards setting goals and objectives for the local organization. The difference of mean score values of teachers and heads indicated that the teachers rate their head teachers less than that they claimed.

*Table 2: Difference of teachers and principals opinion on principals' performance*

Factors	Perception of respondent	N	Mean	Std. Deviation	F	t
Setting goals and objective	Principal	24	8.958	.9545	3.20	1.63
	Teacher	347	8.495	1.3608		
Leadership practices for quality assurance	Principal	24	13.833	1.63299	1.67	2.88*
	Teacher	347	12.524	2.18279		
Providing conducive environment for teaching and learning	Principal	24	17.833	2.33437	2.82	2.33*
	Teacher	347	16.334	3.08231		
Providing human and material resources	Principal	24	17.54	3.46384	.704	.346
	Teacher	347	17.2738	3.68209		
Motivating teachers to adopt proper teaching methods	Principal	24	12.958	2.07426	1.36	2.84*
	Teacher	347	11.4899	2.46403		
Development of human and community linkage	Principal	24	9.0417	1.87615	5.64	-.05
	Teacher	347	9.0692	2.53093		

\*P<.05 level of significance

Table 2 shows that there is no significant difference between the opinions of principals and teachers regarding principals' performance for "setting goals and objectives" (t=1.637), "human and material resources" (t=.346), and "developing school community linkage" (t=-0.05). There is a significant difference in the perceptions of teachers and principals regarding "Leadership practices for quality assurance" (t=2.881), "providing conducive environment for teaching and learning" (t=2.33), and "motivating teachers for selection of proper teaching methods" (t=1.364). Therefore it is concluded that teachers and principals have different perception regarding organizational goals (Principal=13.833, Teachers=12.524), leadership practices (Principal=17.833, Teachers=16.334), and teaching-learning environment (Principal=12.958, Teachers=11.4899). The mean values indicate that the principals are more in favour of the statements but the teachers have no agreement with their principals' reported performance. However for the other variables both type of respondents have same opinion.

*Table 3: Teachers and students' responses on quality indicators of teachers' performance*

Factors	Respondents	Mean	Std. Deviation
Classroom management	Teacher	07.54	1.91
	Student	05.17	0.76
Teacher motivation	Teacher	10.55	2.28
	Student	03.65	0.85
Relationship with students	Teacher	17.20	2.69
	Student	14.43	2.88
Classroom practices	Teacher	19.43	2.79
	Student	16.94	2.05

The majority of the teachers responded that their “Classroom practices are up to the modern standards that meet the needs of students” (mean=19.43, SD=2.79) and the majority of the students also responded that classroom practices are acceptable for them (mean=16.94, SD=2.05). The least number of teachers responded on the indicator “effective classroom management” (mean=7.54, SD=1.91) and least number of students responded on the indicator “teacher provide motivation to the students” (mean=3.65, SD=.852). Therefore it is concluded that according to both type of respondents, teachers pay more attention towards classroom practices, according to teachers they pay less attention towards classroom management and according to students' teachers have less attention towards motivation to students (Table 3).

The opinion of teachers regarding teachers' performance indicators on the basis of types of their academic qualifications, there is no significant difference among the opinions of teachers regarding motivation ( $p=.758$ ,  $F=.277$ ), classroom practices ( $p=.998$ ,  $F=.002$ ), relationship with students ( $p=.214$ ,  $F=1.547$ ) and classroom management ( $p=.419$ ,  $F=.873$ ) on the basis of academic qualification at  $p\leq 0.05$  level of significance. So it is concluded that teachers have same opinion regarding motivation, classroom practices, interaction with students and classroom management on the basis of their different academic qualification (Table 4).

*Table 4: Differences of teachers' opinion regarding their quality of performance on the basis of academic qualification*

<b>Dependent variable</b>	<b>Sources of variance</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>
Motivation	Between Groups	2.902	2	1.451	.277	.758
	Within Groups	1800.862	344	5.235		
	Total	1803.764	346			
Classroom practices	Between Groups	.034	2	.017	.002	.998
	Within Groups	2734.375	344	7.949		
	Total	2734.409	346			
Student-teacher interaction	Between Groups	22.354	2	11.177	1.547	.214
	Within Groups	2484.707	344	7.223		
	Total	2507.061	346			
Classroom management	Between Groups	6.382	2	3.191	.873	.419
	Within Groups	1257.762	344	3.656		
	Total	1264.144	346			

*Table 5: Comparison of teachers' opinion regarding their performance on the basis of professional qualification*

<b>Dependent variable</b>	<b>Sources of variance</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>
Motivation	Between Groups	7.364	3	2.455	.469	.704
	Within Groups	1796.400	343	5.237		
	Total	1803.764	346			
Classroom practices	Between Groups	10.385	3	3.462	.436	.727
	Within Groups	2724.025	343	7.942		
	Total	2734.409	346			
Student-teacher interaction	Between Groups	26.271	3	8.757	1.211	.306
	Within Groups	2480.790	343	7.233		
	Total	2507.061	346			
Classroom management	Between Groups	14.451	3	4.817	1.322	.267
	Within Groups	1249.693	343	3.643		
	Total	1264.144	346			

The opinion of teachers regarding teachers' performance indicators on the basis of professional qualification, there is no significant difference between the opinion of teachers regarding motivation ( $p=.704$ ,  $F=.469$ ), classroom practices ( $p=.727$ ,  $F=.436$ ), relationship with students ( $p=.306$ ,  $F=1.211$ ) and classroom management ( $p=.267$ ,  $F=1.322$ ) on the basis of professional qualification at  $p\leq 0.05$  level of significance. So it is concluded

that teachers have same opinion regarding the enlisted indicators of performance (Table 5).

*Table 6: Comparison of teachers' opinion regarding quality performance indicators on the basis of teaching experience*

Dependent variable	Sources of variance	Sum of Squares	df	Mean Square	F	p
Motivation	Between Groups	37.503	3	12.501	2.428	.065
	Within Groups	1766.261	343	5.149		
	Total	1803.764	346			
Student-teacher interaction	Between Groups	10.178	3	3.393	.466	.706
	Within Groups	2496.882	343	7.280		
	Total	2507.061	346			
Classroom practices	Between Groups	59.420	3	19.807	2.540	.056
	Within Groups	2674.989	343	7.799		
	Total	2734.409	346			
Classroom management	Between Groups	47.262	3	15.754	4.441	.004
	Within Groups	1216.882	343	3.548		
	Total	1264.144	346			

There is no significant difference between the opinion of teachers regarding motivation ( $p=.065$ ,  $F=2.428$ ) and relationship with students ( $p=.706$ ,  $F=.466$ ) on the basis of teaching experience at  $p\leq 0.05$  level of significance. However it is concluded that teachers have different opinion regarding classroom practices ( $p=.05$ ,  $F=2.540$ ) and classroom management ( $p=.004$ ,  $F=4.441$ ) with students on the basis of teaching experience (Table 6).

The multiple comparisons show that the teachers with length of 10-15 year teaching experience have different opinion than the teachers having 1-5 year teaching experience ( $p=.008$ ), the teachers with 10-15year teaching experience have different opinion than the teachers with 5-10 year teaching experience ( $p=.049$ ) and the teachers with 10-15year teaching experience have different opinion than the teachers with 15+ year teaching experience ( $p=.000$ ) at level of significance  $p\leq 0.05$ . Therefore it is concluded that the teachers with 10-15 year experience have better opinion than the other on classroom management. It can further be deduced that this span of experience has not only the knowledge but motivation and the skills for classroom management better than the novice and the older teachers (Table 7).

*Table 7: Multiple Comparison of teachers perception regarding “classroom management” on the basis of teaching experience (N=347)*

Teaching experience (i)	Teaching experience (j)	Mean difference (I-J)	Std error	p
10-15year	1-5year	1.07990(*)	.40187	.008
	5-10year	.83810(*)	.42450	.049
	15+	1.23008(*)	.34412	.000

*Table 8: Teachers’ and students’ responses on student’s quality performance indicators (N=347)*

Factors	respondents	Minimum	Maximum	Mean	Std. Deviation
Behavioral performance in class	Teacher	4.00	16.00	13.18	2.23
	Student	1.00	11.40	6.00	12.00
Learning motivation or attitude	Teacher	5.00	16.00	11.08	2.56
	Student	1.00	14.00	7.00	16.00
Academic performance	Teacher	4.00	50.00	9.14	3.50
	Student	1.00	10.00	5.00	12.00
Student linkage with school	Teacher	4.00	27.00	7.51	2.11
	Student	1.00	9.00	5.00	12.00
Academic expectation	Teacher	3.00	12.00	6.63	2.36
	Student	3.00	14.00	4.00	55.00

Table 8 shows that the majority of the teachers responded that the indicator of quality performance of students is “behavioral performance in class” (mean=13.18, SD=2.23) whereas “academic expectation” (mean=6.63, SD=2.36) gathers less importance. Whereas the students rank at the highest that "learning motivation or attitude towards learning" is the most important indicator for their quality performance. So it is concluded that according to teachers, students’ performance is based on their behavioral performance. However the academic expectations are least contributing indicators.

*Table 9: Comparison of students' opinion regarding quality performance indicators on the basis of their mother's qualification (N=351)*

Dependent Variable	Sources of variance	Sum of squares	df	Sum of means	F	p
Academic expectation	Between Groups	46.851	5	9.370	3.471	.004
	Within Groups	931.309	345	2.699		
Parental Involvement	Between Groups	208.916	5	41.783	4.113	.001
	Within Groups	3504.816	345	10.159		

There is a significant difference between the opinion of students regarding academic expectation ( $p=.004$ ,  $F=3.471$ ) and the role of parental involvement ( $p=.001$ ,  $F=4.113$ ) on the basis of their mother's qualification at  $p\leq 0.05$  level of significance. So it is concluded that mother qualification affects their expectation for academic achievement and the role of parental involvement (Table 9).

*Table 10: Comparison of students' opinion regarding quality performance indicators on the basis of father's qualification (N=351)*

Dependent variable	Sources of variance	Sum of squares	df	Sum of means	F	p
Connection to school	Between Groups	7.574	4	1.894	2.499	.042
	Within Groups	262.192	346	.758		
Academic expectation	Between Groups	26.123	4	6.531	2.373	.052
	Within Groups	952.037	346	2.752		
Parental Involvement	Between Groups	343.708	4	85.927	8.822	.000
	Within Groups	3370.024	346	9.740		

There is a significant difference between the opinion of students regarding connection to school ( $p=.042$ ,  $F=2.499$ ), academic expectation ( $p=.052$ ,  $F=2.373$ ) and need of parental involvement ( $p=.000$ ,  $F=8.822$ ) on the basis of their father's qualification at  $p\leq 0.05$  level of significance. So it is concluded that father qualification of students affect their opinion on the enlisted indicators of quality of performance of students (Table 10).

**Table 11: Comparison of students' opinion regarding quality performance indicators on the basis of their father's salary**

<b>Dependent Variable</b>	<b>Sources of variance</b>	<b>Sum of squares</b>	<b>df</b>	<b>Sum of means</b>	<b>F</b>	<b>P</b>
Learning Motivation/ Attitude	Between Groups	27.619	3	9.206	3.247	.022
	Within Groups	983.891	347	2.835		
Academic performance	Between Groups	10.457	3	3.486	3.322	.020
	Within Groups	364.096	347	1.049		
Academic expectation	Between Groups	38.350	3	12.783	4.720	.003
	Within Groups	939.810	347	2.708		
Parental Involvements	Between Groups	83.681	3	27.894	2.666	.048
	Within Groups	3630.051	347	10.461		
Connection to school	Between Groups	.774	3	.258	.333	.802
	Within Groups	268.993	347	.775		
Behavioral Performance in Class	Between Groups	1.849	3	.616	.248	.863
	Within Groups	862.920	347	2.487		

There is a significant difference between the opinion of students regarding their learning motivation ( $p=.02$ ), academic performance ( $p=0.20$ ), academic expectation (.003) and parental involvement ( $p=.048$ ) on the basis of their father's salary. Therefore it is concluded that salary of students' fathers affect their opinion (Table 11).

**Table 12: Multiple Comparison of students' opinion regarding quality performance indicators on the basis of their father's salary**

<b>Father's salary (I)</b>	<b>Father's salary (J)</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b>p</b>
10,000-20,000	less than 10,000	.75098(*)	.22343	.001
20,000-30,000	less than 10,000	.63656(*)	.24847	.011
30,000+	less than 10,000	1.02963(*)	.51329	.046

Multiple comparisons show that there is a significant difference between the opinions of students whose fathers earn 10,000-20,000 or more than those who earn less than 10,000 ( $p=.001$ , .011, .046). Therefore it is concluded that the salary of fathers affect the opinion of students



regarding the indicators of academic performance. In other words it can be said that the students belonging to better socio-economic status groups have different opinions than their other counterparts (Table 12).

#### **4) CONCLUSION AND RECOMMENDATIONS**

This study showed that the problems of low performance in schools that are needed to be addressed are that principals are unaware of the goals and objectives for the students' academic learning and they do not assure the implementation of objectives for students' learning that is even though the objectives of teaching a topic are being given in the curriculum but still most of the principals do not ensure whether the objectives have been met or not. This finding is in line with findings of Agonloye (2011) i.e. the Poor leadership begins with lack of articulated vision, purposeful direction, and measurable actions. Principals need improvement in leadership practices for providing effective classroom environment for students as leaders are responsible for the school and classroom environment and hence they are responsible to provide a safe and conducive learning environment. It matches with the research findings of Mazzeo (2013) i.e. school principals have an appreciable effect on performance of schools particularly academic leadership has an effect on the teacher's quality of work in schools. School principals ensure focused and direction oriented leadership for teaching, curriculum and manage the organization as well as resources for effective performance of students. Principals also evaluate and monitor teachers and make decisions about their classroom practices.

There is lack of teacher motivation as they are not monitored by the principals, poor student-teacher relationship i.e. students have fear to ask anything from their teacher or if they find any difficulty in learning they do not ask the teacher and pitiable state of classroom management by teachers. Teachers do not make use of different instructional material in classroom for effective teaching and learning.

Students' learning motivation and attitude is affected by their mothers' and fathers' qualification. Students have low academic expectation for them and hence lead to poor academic performance. Farooq (2011) also found that parents' involvement in their child's education increases the rate of academic success of their child. The students with high level of SES perform better than the middle class students and the middle class

students perform better than the students with lower socio-economic status.

The problems in the schools can be overcome through the implementation of school improvement techniques. Existing schools can be transformed into quality performing schools through monitoring the problems that students face in learning. After identifying the causes of low performance in perspective of principals, teachers and students, it can be recommended that principals should focus on learning objectives and ensure that the objectives have been achieved by the teachers. Teachers should be motivated through providing them with salary incentives, and they should use different teaching methods, techniques and materials in classroom for better learning of students. Parental involvement in their child's education be ensured and parents of students should be guided that how to help the students in learning at home. Illiterate parents can keep check track of their child's performance through conducting meeting with relevant teachers.

Setting goals and objectives for an institution is the key factor to ensure improvement in the quality. There are some national goals of education in a country and institutional as well. The principal should know the objectives of school and assure their implementation by sharing it with teachers and monitoring the classes regularly. And objectives should be based on skills rather than knowledge. Typical ways of teaching should be excluded from the education. Teaching material besides course material should also be included through activities in classroom. A teacher can hold classroom competitions, debates, self-writing by students etc. this is the responsibility of the principal to ensure the availability of such material and guiding teachers to make their teaching effective.

Use of single teaching method or typical method i.e. lecture method should be avoided. Lecturer method prohibits the active learning of students and makes them passive learners. Students get bored by passive learning and lose their attention from the lesson which may cause poor classroom management. Teachers should involve students in lesson by making them active learner.

Reinforcement enhances the performance. Salary incentives provide motivation to teachers to perform well. The teachers who show good

progress of students should be awarded so the other teachers may also get motivation.

Classroom environment plays an important role in teaching and learning environment. Environmental conditions affect the concentration of students. There is lack of larger classrooms with ventilation in public sector schools of Pakistan. So it is the responsibility of principal to arrange resources for managing large classroom size.

Teacher and student relationship is an important factor for progress of students. When students have too much fear from the teacher, they cannot learn the content in the state of fear. Students who are not friendly with their teacher cannot take the help of teacher if they need. So it is the responsibility of the teacher to develop friendly relationship with students so they may take help of their teacher whenever they need.

Large number of students in a class causes mismanagement in classroom environment. Students should be divided into section and a reasonable number of students should adjust in a single section.

Teacher's ability to make use of teaching aids and multi teaching methods enhances the learning of students. Teachers should keep high expectations for students so that students struggle to meet those expectations.

The students have low academic expectation for self which results in low academic performance. The factors which cause low academic expectation and low academic performance are: the low level of students' parental education as well as the income of their fathers. Education of parents performs a very vital role in good performance of students. The schools should manage this deficiency of students' low SES by organizing parent teacher meetings and guiding them how to help their children at home and how to keep track of their progress.

The principal should ensure the availability of quality teachers and favorable environment to teaching and learning where quality education can be provided. Teachers should monitor the performance of students through tests or quiz on regular basis. So that the students in difficulty can be helped out and fast learners can be promoted.

Teachers should organize classroom activities and competitions for students and motivate them to take part in those activities. Teachers should also reinforce the students to work harder to achieve good grades and develop competencies.

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