IDENTIFICATION AND ANALYSIS OF EDUCATIONAL AND SOCIO-ECONOMIC FACTORS AFFECTING THE STANDARD OF EDUCATION: A RESEARCH STUDY OF SECONDARY SCHOOLS IN KARACHI WEST AND CENTRAL DISTRICTS.

A thesis submitted in fulfilment of the requirements for the degree of

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by

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My Parent
Acknowledgement

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Chapter 1

INTRODUCTION

Education is the development of the endowed capacities in the individual which will enable him to control his environment and fulfil his possibilities to a major extent. Education is a fostering, a nurturing and a cultivating process and is attentive to all conditions of development.

Education is also a social process and implies a social framework for social individual development. The individual participates in the social activities of the community and this moulds him and fits him to play his role as a citizen.

Since the learning process works on myriad possibilities educational goals should be flexible, suggestive and possible of revision in order to satisfy the requirements of society and of the child who lives in it.

In a society, various levels of the educational structure, from nursery to university, have their own special aspects that need to be carefully examined. The students of secondary schools come within an age group of 13-16 years. This is the stage just touching the fringe of the adolescent period. At this stage, they begin to develop their personality and to prepare for various responsibilities. In its preparatory role secondary education is vitally important for a country's present and future. As a large number of students will soon enrol in colleges, they should take
with them a reliable educational background to do well at the high level. Those who terminate this education at this level also needs a sound preparation to join a trade and occupation.

The secondary education has two aspects:

i. Introductory

ii. Conclusive

i. It is introductory in the sense that after the completion of secondary education, students proceed for higher education.

ii. It is conclusive in the sense that most of the students give up further studies after this stage and join different professions and trades.

Statement of the Problem

Secondary education is a multifaceted process that has to be studied from various angles within an integrated approach. It cannot be observed in isolation or separated from various sociological, political, financial or familial aspects that influence its quantitative and qualitative aspects in a number of ways. Since it is not possible to probe into the totality of factors which influence and determine the quality of secondary education, the present research can be directed only towards an investigation of selected socio-economic variables which influence the educational environment. Specifically we shall limit our attention to a study of significant scholastic factors which operate inside the school environs plus selected socio-economic factors which are likely to affect secondary education from outside. The scholastic factors will be further divided into
three components, namely,

1. Teacher related issues.
2. Facilities available in schools.

The socio-economic facet will mainly concentrate on parents and home environment. The term 'home' connotes a comprehensive meaning and its wide ranging impact will be examined. 'Home and school' are not two distinct and separate watertight compartments. Rather, the two are component units of an organic whole and the areas of the two overlap in the integrated upbringing of children. Keeping this in view, a comprehensive study of "socio-economic categorization of parents & its impact on the academic achievement of their children has been examined. The significant variables of the domestic scene which influence the process of education are:

a. Parents' educational qualification.
b. Parents' economic status.
c. Facilities at home.
d. Parents' involvement with their children's upbringing.

The interaction of these factors brings into proper perspective the entire picture of the educational process. Notwithstanding the study of the constituent elements of the scholastic and socio-economic variables, the principal target and direction of the research will be the determination of possible correlation between these factors and the standard of secondary education. The exercise will be done through such
research instruments as questionnaires encompassing different variables and a rating scale to measure the correlation between these factors and standard of education at the secondary level.

Significance of the Study

The aim of the study is to investigate the interaction of different factors and to bring into focus the interrelation of these factors with the standard of education. Education does not exist in isolation but operates within society and its quality is determined by the environmental variables which interact and act upon it.

This particular research is necessary as it studies the various factors such as provision of basic academic facilities with bearing on secondary education. Similarly, teacher related issues and the financial aspects will be investigated and their possible impact on the quality of secondary education will be assessed.

Parents educational status, their profession, economic condition, locale of the school and other related factors such as their involvement with their children fall under the category of socio-economic factors. These variables will be studied and their relative impact on the academic achievement of their children will be assessed.
**Definition of Terms**

a. Secondary Education--: secondary education means class ix-x, but for the collection of data students studying in class x are chosen.

b. Socio- Economic factors--: It means parents' educational, and economic condition.

c. Environmental factors--: It means students residence and the institutional environment conditions.

d. Standard of education--: In this particular thesis emphasis is given on educational achievement of students (marks obtained by the students in % and grades, detailed in chapter 4).

These terms also represent the four parameters which compare the framework of the present research.

**Delimitation**

The present research is a case study confined to schools of Karachi in District West & Central with the expectation that the work will form a micro model of the larger society in Karachi and Pakistan.

The three elements teachers, students and parents are continually interacting and influencing each other activating the process of academic achievement at the secondary school level. Therefore, it is necessary to obtain data concerning the role of each in determining the status and quality of the process of education. Keeping this objective in view three comprehensive questionnaires were prepared to collect perceptual responses
of these three categories. Furthermore, a rating scale of academic performance in relation to the relevant socio-economic factors was prepared. This was applied on 77 schools and attempt was made to gauge the relationship of eighteen situational features with the school performances.

Hypotheses

The general and broad assumption on which this present investigation is based is that the scholastic and socio-economic environment in which the formal learning process is operative significantly influence the quality of academic achievement or in other words the standard of education at the secondary level. Based on the assumption two sets of hypotheses have been formulated covering the scholastic and the socio-economic factors.

The main hypothesis formulated was:

The degree of positive or negative correlation between scholastic plus socio-economic factors and the process of education significantly influences the standard of education.

In addition to the main hypothesis, three sub hypotheses were established which are detailed below:

Scholastic Factors

a. Reasonable terms and service conditions in teaching profession and competency of teachers has positive effect on the quality of education in secondary schools of Karachi.
b. Absence of basic and academic facilities in schools have negatively correlate with the academic achievement of students.

Socio-Economic Factors

---------------------

c. Parents' education, sound economic status, and their personal involvement with the education has significantly influences the academic achievement of their children.

METHODOLOGY

The investigation is to be carried out at two levels, one of identification of significant factors and the other of correlation of a range of factors with a measurable criterion of standard of education at secondary school level. The identification is proposed through a perceptual scanning of the views of three constituent elements of the population related to secondary education, namely, teachers, parents and students. For this purpose three sets of questionnaires addressed separately to teachers, parents and students will be prepared and data obtained as part of the identification exercise. Once identification has been made an analytical survey of selected schools is to be carried out for the purpose of correlation. The schools selected will be evaluated for rating by a set of experts against each variable. The mean of each variable thus obtained will be matched against the matriculation results of the schools under study to measure the
significance of correlation between the two. Though the the identification exercise and the correlation study are independent exercises they are significantly related with each other in determining the correlation between the standard of education and the scholastic and socio-economic factors relevant to secondary school education in Karachi.

Sampling Technique & Data Collection

The sampling technique adopted for the purpose of this study is outlined below;

1. Within the aforementioned geographical limits, each and every government, nationalized and private school has been included for the purpose of collection of data and analysis.

2. A total number of 115 schools have been selected for study using the list of schools provided by the Board of Secondary Education, Karachi.

3. In every school, the senior most science teacher, class X student-monitor and his father were chosen to answer the questionnaires.

4. The questionnaire prepared for teachers included has 84 questions.

5. The students' questionnaire has 90 questions.

6. The parents' questionnaire has 67 questions.

7. A total number of 345 questionnaires were received in completed form detailed below:
Teachers = 115
Students = 115
Parents = 115
Total = 345

8. The completed questionnaires were processed for statistical analysis, generalization and interpretation.

Statistical Analysis of Academic Performances in Relation to Relevant Socio-Economic Factors. (18 Traits)

In addition to different questionnaires detailed above, the following procedure was additionally employed to determine the impact on the academic performance of schools (children) in relation to relevant socio-economic factors with the help of statistical analysis.

1. A total number of 77 schools have been selected for study using the list of schools provided by B.S.E. Karachi and taking every fourth school in order of succession.

2. 25 Raters, (senior H.M. & senior most science teacher) were assigned to respond to the rating scale, who were actually knowledgeable about almost all the schools in these districts.

3. A total number of 18 traits have been compared with to obtain the coefficient of correlation to the results of B.S.E. Karachi examinations.

4. The rating of traits have been graded on 11 point scale according to the formula:
1 (One) = For the Best
11 (Eleven) = For the Worst

\[ \text{Rating} \; X = \frac{\sum_{i=1}^{11} \text{Rating of schools } i}{25} \]

\[ i = \text{Rating of individual school by the rater on characteristics} \]

Number of Raters = 25

5. As regards the results, numerals values have been assigned as follows:

A1 -------- 1
A -------- 2
B -------- 3
C -------- 4
D -------- 5
E -------- 6
F -------- 7

The score for the schools has been calculated according to percent in grade multiplied by the numeral value of grade summed up and divided by 100.

\[ \text{Results} \; X = \frac{\text{Percent in grade } i \times \text{Grade } j}{100} \]
8. The score of the results have been correlated with the average rating on the characteristics

9. The formula applied to determine correlation between board examination results and the characteristics is given below:

\[ r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\left[N \sum X^2 - (\sum X)^2\right] \left[N \sum Y^2 - (\sum Y)^2\right]}} \]

The results so obtained are described in chapter 5.
Chapter 2

REVIEW OF LITERATURE

Relevant literature has been examined under the following five headings which provide the basic reference framework:

2. Secondary education and scholastic factors.
3. Home environment & social influences.

1. Government Policies & Secondary Education

Hussain (1986), expresses the view that govt. interest and investment is the only possible way to upgrade or at least to maintain the standard of education. Government finances the provision of suitable buildings, trained and qualified teachers, a laboratory with sufficient apparatus and chemicals, a playground with sufficient sports goods as well as social and cultural activities. The presence of a library in every school with provision of new books and journals supplied over the years is a must, but this is only possible when proper funds are allocated. In every country of the world, the provision of finances to support education is regarded as the duty of the government which has at its disposal the complete apparatus for fund-raising. The low investment in education has given rise to a
number of serious problems with which the system of education persistently suffers and as such both directly and indirectly the pattern of secondary education is also affected. A brief discussion of these drawbacks will not be without interest:

Low Literacy Ratio

Pakistan has one of the lowest literacy rates in the world. It is 26.2%, 35.1% for male population and 16.0% for the female. Female literacy in Pakistan is extremely low especially in the rural areas. The literacy rate is one of the lowest among the developing countries of the Asian region with India having literacy rate of 40.08%, Bangladesh 29.2%, Sri Lanka 86.9%, Maldives 82.4%, Iran 36.5 and China 65.5%. Literacy rate in rural areas in Pakistan is extremely depressing which is 7.3%. For the urban areas it is satisfactory to a certain extent which emerge 55.3 for the male, while for the female it is 47.1%.

(Economic survey of Pakistan 1991)

Table 2.1

<table>
<thead>
<tr>
<th>Age Group</th>
<th>World Average</th>
<th>Developing World</th>
<th>Pakistan</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11 Years</td>
<td>94%</td>
<td>64%</td>
<td>45%</td>
<td>64%</td>
</tr>
<tr>
<td>12-17 Years</td>
<td>86%</td>
<td>38%</td>
<td>13%</td>
<td>27%</td>
</tr>
<tr>
<td>18-23 Years</td>
<td>38%</td>
<td>8.7%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Mean</td>
<td>72.8%</td>
<td>36.9%</td>
<td>20.3%</td>
<td>32.3</td>
</tr>
</tbody>
</table>

(Source: Economic Survey Of Pakistan 1987)
Table 2.2

COMPARISON OF LITERACY RATES OF DIFFERENT COUNTRIES

<table>
<thead>
<tr>
<th>Country</th>
<th>Literacy Ratio in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sri Lanka</td>
<td>86.8</td>
</tr>
<tr>
<td>2. Brazil</td>
<td>77.8</td>
</tr>
<tr>
<td>3. Turkey</td>
<td>74.2</td>
</tr>
<tr>
<td>4. Malaysia</td>
<td>69.6</td>
</tr>
<tr>
<td>5. China</td>
<td>65.5</td>
</tr>
<tr>
<td>6. Algeria</td>
<td>44.7</td>
</tr>
<tr>
<td>7. India</td>
<td>40.8</td>
</tr>
<tr>
<td>8. Egypt</td>
<td>38.2</td>
</tr>
<tr>
<td>9. Iran</td>
<td>36.5</td>
</tr>
<tr>
<td>10. Bangladesh</td>
<td>29.2</td>
</tr>
<tr>
<td>11. Pakistan</td>
<td>26.2</td>
</tr>
<tr>
<td>12. Nepal</td>
<td>20.6</td>
</tr>
<tr>
<td>13. Afghanistan</td>
<td>18.2</td>
</tr>
</tbody>
</table>

(Source: Unesco Statistical Year Book 1989.)

Dropouts

The dropout problem is quite serious particularly in the rural areas. About 60% of the children dropout before acquiring the ability to read and write. Poverty, poor motivation, shortage of trained and qualified male and female teachers, shelterless schools, poor teacher- attendance in rural areas, mostly urban oriented curriculum irrelevant to rural life and unattractive school environment, have resulted in a high dropout rate. Rural areas are known for their backwardness, poverty and
indebtedness all of which encourage the discontinuation of education and favour the pursuit of material gain.

(Economic Survey of Pakistan 1991)

Quality of Education

The quality of public instruction has declined in Pakistan particularly in science and in the English language. Many factors such as defective curricula, dual medium of instruction upto secondary level, poor quality of teachers, cheating in annual examinations and overcrowding in classrooms, are responsible for poor quality of education.

(Economic Survey of Pakistan 1991)

Akhtar (1988) states that the future of any country depends upon the type of education and training that it can possibly impart to her young generation. Thus it is clear that our social survival, both in terms of socio-economic and defence survival, depends entirely on the kind of education we provide to our children. The population has increased by 18.4 million between the 1971 and 1981 census. This works a growth rate of 28.28% or an average of about 3.1% per annum. According to the estimated figure our population on 1st January 1990 was 110 million showing a growth rate of 3.1% per annum. In comparison Population growth rate in other regional countries is: Bangladesh 2.8%, Bhutan 2.0% India 2.1%, Nepal 2.7%. No attempt has been made to effectively implement the population planning programmes of the govt. especially in rural areas.

(Pak.Year Book 1988)
According to the 1981 census, Sind is the most urbanised province primarily because of the population of metropolitan Karachi (5.2 million) which comprises 63.2 percent of urban population of Sind (Economic Survey Of Pakistan 1991).

Let us now look at our budget allocation for education.

Table 2.3

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure as % of G.N.P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>1.47</td>
</tr>
<tr>
<td>1973-74</td>
<td>1.43</td>
</tr>
<tr>
<td>1974-75</td>
<td>1.55</td>
</tr>
<tr>
<td>1975-76</td>
<td>1.86</td>
</tr>
<tr>
<td>1976-77</td>
<td>1.81</td>
</tr>
<tr>
<td>1977-78</td>
<td>1.75</td>
</tr>
<tr>
<td>1978-79</td>
<td>1.85</td>
</tr>
<tr>
<td>1979-80</td>
<td>2.65</td>
</tr>
<tr>
<td>1980-81</td>
<td>1.54</td>
</tr>
<tr>
<td>1981-82</td>
<td>1.61</td>
</tr>
<tr>
<td>1982-83</td>
<td>1.60</td>
</tr>
<tr>
<td>1983-84</td>
<td>1.64</td>
</tr>
<tr>
<td>1984-85</td>
<td>1.98</td>
</tr>
<tr>
<td>1985-86</td>
<td>2.15</td>
</tr>
<tr>
<td>1986-87</td>
<td>2.52</td>
</tr>
<tr>
<td>1987-88</td>
<td>2.89</td>
</tr>
<tr>
<td>1988-89</td>
<td>3.01</td>
</tr>
<tr>
<td>1989-90</td>
<td>3.05</td>
</tr>
<tr>
<td>1990-91</td>
<td>3.55</td>
</tr>
</tbody>
</table>

(Source: Economic Survey of Pakistan 1991)

From the tabular data it can be easily concluded that govt. is not investing the requisite amount on education in accordance with the population growth. As the data exhibits, between 1972-1981 the population increased by 18.4 million i.e. 2.98 per annum while the rate of investment nearly remained the same as before. Population growth rate in 1990 is 3.1 but
investment is not in accordance with the amount spent on education per person which actually decreased with the increase in population. The repeated devaluation of the rupee has also adversely affected education. Although the allocation for education may have increased, this has been made meaningless by devaluation.

The data presented in table 2.4 may also be of interest as it gives a comparative view of outlay on secondary education in different countries of the world.

Table 2.4 DEVELOPED & DEVELOPING COUNTRIES EXPENDITURE ON SECONDARY EDUCATION (A Comparative Statement)

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Country</th>
<th>Year</th>
<th>Expenditure on Edu. As % of G.N.P</th>
<th>Expenditure Sec. Education As % Exp. on Edu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Algeria</td>
<td>1980</td>
<td>7.9</td>
<td>25%</td>
</tr>
<tr>
<td>2.</td>
<td>Egypt</td>
<td>1981</td>
<td>4.5</td>
<td>27%</td>
</tr>
<tr>
<td>4.</td>
<td>India</td>
<td>1982</td>
<td>3.2</td>
<td>24%</td>
</tr>
<tr>
<td>5.</td>
<td>Turkey</td>
<td>1983</td>
<td>3.4</td>
<td>28%</td>
</tr>
<tr>
<td>6.</td>
<td>Iran</td>
<td>1983</td>
<td>5.7</td>
<td>34%</td>
</tr>
<tr>
<td>7.</td>
<td>Japan</td>
<td>1982</td>
<td>5.7</td>
<td>35%</td>
</tr>
<tr>
<td>8.</td>
<td>Korea</td>
<td>1983</td>
<td>5.1</td>
<td>37%</td>
</tr>
<tr>
<td>9.</td>
<td>Malaysia</td>
<td>1982</td>
<td>7.5</td>
<td>34%</td>
</tr>
<tr>
<td>10.</td>
<td>Thiland</td>
<td>1983</td>
<td>3.9</td>
<td>21%</td>
</tr>
<tr>
<td>11.</td>
<td>Germany</td>
<td>1982</td>
<td>4.6</td>
<td>54%</td>
</tr>
<tr>
<td>12.</td>
<td>Pakistan</td>
<td>1983</td>
<td>2.0</td>
<td>31%</td>
</tr>
</tbody>
</table>

(Source: Unesco Statistical Year Book 1985)

2. Secondary Education & Scholastic Factors

The study of secondary education and its services has examined through entire gamut of teacher- student and parent related issues. Attention is given at the two factors.
1. Teacher-related issues.
2. Facilities available in schools.

The focus is on the teachers and diverse factors that are relevant to this vitally important segment of the educational community. An examination of provision of facilities in secondary schools of Karachi is also brought into sharp focus due to its widespread effect.

Bhatti et al. (1987) found that the status of secondary education is generally poor. It has come to be realised that science education in particular has reached a critically low stage and need to be improved urgently. There is acute shortage of teachers; laboratories are poor and ill-equipped. The curriculum has little relevance to present needs. According to research reports, owing to non-availability of science teachers, arts graduates are working against the vacancies. The negative results of such a policy are painfully obvious.

Choice of Profession

Haertel et al. (1983) reveals in "the choice of choosing any occupation" that there are many factors involved in choosing an occupation. Persons who enter the teaching field do so for a variety of reasons some of which they recognize and some of which they do not. For some, teaching may be regarded as a highly respectable occupation. For others it may be seen as an opportunity to lead a life of service. For others still teaching may be seen primarily as an occupation that offers short working hours, long vacations and long term security. The factors that
lead to the choice are multiple, not single, and they interact to produce a pattern that varies from one teacher to the other.

These are the reasons for choosing teaching as a profession:

i. patriotic
ii. academic
iii. emulative
iv. professional
v. psychological
vi. social

Quddus (1979) concluded that most of the teachers are in the profession, because they cannot be employed elsewhere. They are, not interested in promoting an atmosphere of learning in their institutions and provide no inspiration to students to study as an end itself.

Malick (1987) advises teachers in "The real issues of education" to improve quality of their education. Rashid (1981) states that an educated person enters the teaching profession after refusal from all other quarters. They apply everywhere so as to avoid joining this profession but after disappointment they perforce accept this fate. As such, they can hardly be expected to possess merit or work for the cause of education.

**Student-Teacher Interaction**

Kyriacou's (1986) opinion is that satisfaction of students with their school teacher is based on the following context:

a. sex, age, experiences, social class, training and personality
b. pupils' characteristics e.g. age, ability, values,
personality, propensity and social class.

c. class characteristics e.g. size, range of ability, social class mix.

d. social characteristics e.g. size, buildings, facilities, ethos, disciplinary policy, proportion of high ability intake

e. community characteristics e.g. affluence, population, density, geographical condition.

Kyriacou (1986) says that in recent years much use has been made of pupils as teacher evaluators in a number of ways. Some studies have simply used questionnaires to survey pupils' opinions regarding aspects of classroom teaching in general. Others use a questionnaire or interview to obtain the pupils' opinions regarding a particular lesson or set of lessons.

Kyriacou et al. (1986) noted that the use of pupils' assessment of a lesson often provides teachers with valuable information and insight into their own teaching. There must be a system whereby teachers receive a feed-back regarding their own performance.

Education Milieu

Hartlage & Schlage (1974), Jones (1974) Redl (1975) and Stott (1971) found that children who are bored with school tend to become mischievous and troublesome having little or no interest in learning or schooling or extracurricular activities. They are not ignorant of school rules but they wilfully break them in retaliation for lack of peer acceptance and unfavourable teacher attitudes towards them or because of deeper psychological problems. Students, thus, should also receive emotional support.
Curriculum

The most basic issues of secondary education in Pakistan is that diversification of instructional programmes in accordance with the varying abilities and aptitudes of students. We inherited a legacy of general type of schooling from colonial era. It was only appropriate to change it as soon as we could. So far we have not succeeded in diversifying instructional offering. It is a well known fact that the school curricula was producing clerks during the pre-independence period. An approximate equivalence is being done today, the different being a marked deterioration in quality of output of hundreds of thousands of matriculates qualifying every year.

Every policy on education consistently recommended introduction of diversification at secondary level. Right from the education conference convened by Quid-e-Azam up the National Educational policy 1992, each policy document repeatedly, eloquently, pleaded for it. Every time we require the necessity of shifting emphasis from aimless general education to purposeful scientific, vocational and technical education. Schools were given attractive name like pilot schools, comprehensive high schools and model schools and higher secondary schools. Scientification and vocationalization and giving a technical bias to secondary education, however remained hollow slogans which could not cripple the formidable traditional structure of general education. Efforts towards diversification remain half-hearted and unco-ordinated all through.

The most important reforms in secondary education is the provision of diversification after class viii, x and xii. This
reform is extremely necessary just to eliminate bookish tendency and to bring curriculum into closer alignment with the needs of modern society. This would help to change the general aversion to manual labour and substitute for it a wholesome respect for its dignity and true worth.

The curriculum should be "agro-technical" i.e. that fulfilling the needs and requirements of the rural urban areas. The subjects of arts and crafts and practical art are very important from the educational point of view and for the economic development of Pakistan. Elementary agriculture and elementary technical training should be introduced to fulfil the rural and urban population needs.

The syllabi from class vi to xii. is suggested as below; for class VI: art, craft, clay modelling, toy making and basketry for class VII: pottery, fabric printing, and leather work for class viii: book binding, weaving, puppetry and use of bamboo-cane. Practical art including woodwork, metalwork, applied electricity, agriculture, gardening and home economics for girls. For class IX & X additional facilities and developed syllabus in science, technology, agriculture, service, trade and advanced course in home economics for female students.

Aziz's (1965) opinion is that syllabi are not so much at fault; the fault lies more with hollow teaching and unsuitable textbooks and lack of practical application of theoretical knowledge. There is not only inadequate preparation for teaching; there is also want of will to learn. Dearth of teaching material and inadequate provision of basic facilities are a bar to achieving full productivity of educational input. These
inadequate basic facilities have not so much do with lack of funds as probably with lack of will to spend and pay the price. When the will is there, new capital is raised by adding a few paisas on a cinema ticket millions are collected to erect a memorial and millions can also spent on constructing public schools.

**Student-Teacher Rapport**

Quddus (1979) expresses the view that teachers are truly the pivot of any educational system and educational standards are directly linked with the quality of teachers available in the field. Foreign studies of this aspect: Rutter et al. (1972) indicates that student-teacher rapport produces positive results. This important facet of the educational spectrum is being almost totally neglected in Pakistan. There is no fixed time for teacher-students counselling in the school time table.

**Students Counselling**

Sajid (1988) says that a considerable number of students lose heart due to lack of counselling and guidance. That means counselling and guidance is extremely necessary for better adjustment of the child. Jones (1954) says that to know about any person, we have to watch how does he discharges his responsibilities in a particular environment. He says that the home has a basic and pivotal role for a child and students are never guided and counselled without knowing about family problem. Jones & Simpson's (1974) opinion is that the duty of parents and teachers is to understand and solve their problem in such a way that at the adolescent period they could tackle their problems and discharge their duties properly. Problems of
secondary school students is with the school and their homes, so it is useful to see their position both at home and in school. Sometime home environment impinges a negative effect on their capabilities and they are unable to perform their academic responsibilities. A pupil is not just a pupil but a complete human being. He has to be dealt with keeping the sum total of his human character in perspective.

Burns et al. (1982) concluded that establishing confidence in pupils a key consideration in determining the extent to which the teacher is able to foster a favourable perception towards learning among pupils.

**Nationalization of Schools & Job Satisfaction**

Munir (1978) studied nationalization of schools and professional satisfaction of teachers.

i. She found no correlation between length of service and professional satisfaction among teachers.

ii. There is a significant correlation between academic status of teachers and professional satisfaction.

iii. Teachers who are in higher grades (salary) have more professional satisfaction in comparison to lower-grade teachers.

iv. It was found that those teachers who had adopted this job due to academic interest were more satisfied than those who had adopted the job as a routine profession.

Rana (1977) found the following facts:

i. There was no correlation between teachers' satisfaction with teaching profession and standard of education.

ii. Standard of education is directly in proportion to teacher
-pupil ratio in the school.

iii. She found significant correlation between teachers' teaching proficiency and the standard of education.

iv. Parents' lack of attention is extremely pernicious; it lowers the standard of education.

v. Students lack of motivation towards academic achievement has also harmed education apart from harming the individual student.

**Motivation of Students**

Emotional and social factors also impinge upon pupils' learning. They include, in particular, issues related to pupil-motivation. In the last decade, the notion of the self-concept has two main aspects. Self-image refers to the general attribute which describes how an individual views himself. It is now a well-established fact that for many pupils schooling involves prolonged experience of failure which undermines the development of a healthy self-concept in respect of attributes and motivation towards learning, and contributes to a sense of alienation from school and from what school has to offer. This is particularly marked during the latter years of secondary schooling.

Hargreaves (1984), one of the most influential writers on educational issues, has put it thus: My argument is that our present secondary school system largely through the hidden curriculum, exerts on many pupils, particularly but by no means exclusively, from the working class, a destruction of their dignity which is so massive and pervasive that few subsequently recover. To have dignity means to have a sense of being worthy,
of possessing creative, inventive and critical capacities of having the power to achieve personal and social change when dignity is damaged one's deepest experience is of being inferior, unable and powerless. Our secondary schools inflict such damage, in varying degrees. It is not intended by the teachers, the vast majority of whom seek and strive hard to give their pupil dignity. Radio, T.V and other newsmedia can greatly assist in promoting motivation among students by presenting programmes specially designed for them.

System of Examinations

Bhati et al. (1987) reveals that externalization of examinations has pushed students, parents and even teachers to infiltrating the secrecy of examining bodies and excising influences for obtaining higher marks by hook and crook. Tremendous malpractices and shortcomings have corrupted the examination system. According to daily "Dawn" dated July 22, 1989, the quality of evaluation of answer books by incompetent and irresponsible teachers is another aspects even more frightful.

Fee Structure

Hayes (1987) narrates that "Pakistan perhaps has the lowest students fees in the world." He further says that fees in government schools are uniform. In private schools, the sky is the limit. While the fee structure comes under periodic review, there is great political pressure against raising fees.

Bhati et al. (1987) expreses govt. is spending more than Rs 550/ per month on each secondary school students. Clearly, this is far too great & burden on the treasury of an underdevelop country.
3. **Home Environment & Social Influences**

Social status of child plays a very significant role not only in academic achievement but also in the physical, physiological, social and emotional development of children. Education is the major channel of opportunity and of social mobility. Parents' educational qualification, economic condition, place of residence, family background etc are very significant for their children not only for academic betterment but also in every aspect of their physical and mental adjustment. In this connection, a number of studies can be cited supporting this contention.

**Parents' Occupation**

Hurlock (1985) found that the father's occupation is important to a young child only in so far as it has a direct bearing on child's welfare. The father's occupation has a cultural significance in that it can affect the child's social prestige.

Elementary and high school children classify people on the basis of job and accept adult attitudes and values concerning different jobs. When a child is ashamed of his father's occupation (because of the levels of work done or the kind of attire demanded by the work) the child's attitude to his studies will be adversely affected. The elimination of class-consciousness from society should be a prime target for the government and other influential sectors.
Social Milieu

Shaw (1981) expresses that the relationship between social class, and educational attainment has been subject of much discussion and research. The term,'social class' has not been used in a single and consistent way, but it is generally taken to include two main elements. Shaw and Gammage found that the middle class homes are more likely to provide the child rearing experiences which foster greater intellectual development, motivation towards success in school, and greater academic self confidence. Secondly, middle class parents provide a strong identification model which requires and expects higher educational attainment if pupils are to enjoy the same lifestyle as their parents or relatives, which shapes their aspiration towards gaining middle class occupation.

Thirdly, working class homes are more likely to contain extreme poverty, being overcrowded with poor housing, along with associated social tension and distress, which undermine a child's capacity to deal positively with the demand of schooling.

Fourthly, the middle class homes are more likely than the working class to provide a cultural milieu of experiences, interests, tone and use of language and assumption about worthwhile activities that are in tune with the cultural milieu of school. Thus to some extent, working class pupils are more likely to experience a type of cultural shock on entering school, particularly as they are also less likely to have attended preschool classess or nursery class.
Interaction Between Home & Society

Mortimore et al. (1984) state that working-class homes displays the whole range of such characteristics: parental encouragement, high aspiration, high income, good housing and cultural milieu similar to the school. In addition, in working class homes, when all these are absent, many pupils are still educationally successful. This is a strong predictor of their educational attainment, ranging from learning to read in the latter years, and beyond, including university entrance.

Roberts (1974) narrates that the way in which social class may have an additional distinctive influence on educational attainments is through the influence of upper middle class and middle class families who adopt a general view of the world (a set of general attitude, expectation, values and ways of having) which is derived from their type of occupation and associated status and method of working. In general, this view is reflected in the middle class emphasis on the virtue of individual enterprise and personal advancement in contrast to the working class emphasis on a collective outlook. Kyriacou (1986) sees, until recent years, a much better match between the middle class emphasis and the nature of schooling. In this respect the trends towards greater use of groups and co-operative activities in schools should benefit working-class pupils. Social integration faculties academic adjustment as well.
Society & Education

Chazan and Williams (1978) explain in the context of discussion about social class, that the term educational disadvantage has been widely used to refer to pupils whose opportunity for education attainment has been markedly constrained by either social disadvantage (e.g improvised mother child- interaction, absence of cultural experience in the home) or any other set of factors (e.g poorly resourced local school) while some writers have discussed the aspects of disadvantage stemming from working class, who experience the extreme of such disadvantage or deprivation. Cyster et al. (1979) found the most frequent type of parental involvement was that of helping on school visits and outings (78%) followed by sewing and minor repairs (65%), providing transport (54%) imparting specialist knowledge to children, usually of vocational type (45%), helping with crafts, cooking, music etc., under teacher supervision (36%, helping in school library (29%).

The study also found a strong correlation between social economic status and degree of involvement. Cyster et al. (1979) notes the danger that the parental involvement can serve merely to add yet another string to the bow of middle-class educational advantage. Some evidential physical layout of a school and the form of teaching organisation adopted can also affect levels of parental involvement activity in question. Large schools with the poor staffing ratios were particularly likely to encourage parental involvement.
Parents' Involvement with their Children

Herman and Yeh (1980) observed that the extent of parental interest and involvement in school activities was positively related to pupil achievement. Parents who felt involved in decision making and were able to relate to their child's teacher experienced greater satisfaction with the school.

The classic large scale study of parental involvement in the U.K is shown by Cyster et al. (1979) who analysed questionnaires returned from 14000 schools (83% response rate). He found that only 35% of the schools had a parent teacher association and further 26% claimed some loose equivalent. However, this compared favourably with Plowder's finding of merely 17%.

Irvine et al. (1979) report on parent involvement scheme, results showed that parent involvent had a positive effect which was independent of the child's age, mothers educational background or family financial status.

4. Secondary Education & Socio-Economic Factors

Kyriacou (1986) states that two important caveats need to be borne in mind concerning the notion of social class. First, that each class (social status) in practice covers a great diversity of experience. Second that social change in lifestyle and occupations over the years have influenced the nature of class consciousness and identification. Having said this, the extent to which social class still operates as area of pupils difference with an impact on pupils' educational attainment is surprising. Part of this continuing influence would appear to be
derived from the strong tendency for middle class and working class families, and in particular pupils to associate primarily with others from their own class, and thus reinforce and consolidate their class associates' value and attitudes.

**Education & Social Class**

Havighurst et al. (1952) concluded with a study of six high schools in the eastern United States that the grades awarded to the pupils are closely related to their social status. He found that the lower status youth also get more direct form of punishment. The teachers' report on counselling with parents are also summarized. According to the author's statements most of the counselling about discipline was with parents of lower status children.

Thomas (1985) shows that the children of lower socio-economic groups have parents who place little value on education and want them to help at home or to leave school and take jobs as soon as they can get work offers. Therefore, they contribute heavily to school drop-outs.

Many researchers have studied the impact of parent's economic and social status on the standard of their children. This may be detailed below:

**Education within Domestic Setting**

i. Naseem (1980) found that parent's social and economic conditions based on area of the house, monthly income, household goods have no correlation with standard of education.
ii. There is no correlation between joint family system and standard of education.

iii. Parent's academic qualification does not affect their children education.

iv. In the case of children whose parents are attached to teaching profession, there is no significant bearing of parents' profession on education of the children.

v. Parents' inquiries by the teacher about the academic performance of their children has no significant effects. The second study under the same title by Fatima (1980) discovered the following effects:

i. There is no correlation between parents' economic condition and the standard of education of their children.

ii. There is no correlation between parent's academic qualification and standard of education of their children.

iii. There is no significant correlation between father's teaching profession and academic achievement of their children.

iv. The guidance given by elder brothers and sisters to their younger siblings has been observed to be more effective than the guidance received from parents.

In the third study under the title "Comparison and contrast of children between the middle class and lower class parents, the following observations have been made by Perveen.

i. In middle class family children receive education according to parent's planning and preference.

ii. There is no correlation between low income of parents and
restriction in daily matters to their children in comparison to higher income family.

iii. There is no significant correlation between father's teaching profession and academic achievement of their children.

iv. It has been notified that parents receive more respect and importance from their children if husband and wife live together harmoniously.

v. Students belonging to the lower stratum of society are more conservative and orthodox in comparison to students of the middle stratum.

The fourth study under the title "Parent's economic and social status and its impact on the academic achievement of their children by results may be mentioned below:

i. There is significant correlation between parent's social status and its impact on the academic achievement of their children.

ii. There is good correlation between private coaching and academic achievement of students.

iii. There is significant correlation between elder/brother/sister and academic guidance and standard of education.

iv. There is significant correlation between parents academic guidance and standard of education.

Kyriacou (1986) expresses the view that it is clear that a number of factors influence educational attainments, including ability and motivation. To the extent that differences in social class are bound up with difference in the ability and motivation of pupils. It is not social class
which influences attainments but rather the underlying psychological experience associated with middle and working class homes respectively. Particular attention has been paid to the greater degree of cultural shock for morning class pupils which stems from the way teachers use language in the classroom and the type and the content of the curriculum experience and activities they employed, which are based on certain assumptions about common interests and lifestyles.

i. Yasmeen (1978) found that parent of lower stratum have significant correlation for their children's job inclination even at the secondary school stage.

ii. There is no correlation between lower-middle class parent and their inclination for higher education for their children.

iii. The parents of lower income group want jobs for their school age children, while there is no such tradition in the upper stratum.

iv. Educated parents take care of their children's academic problems and have, watch over their progress.

v. Childrens' educational expenses are directly in proportion to their parents' monthly income.

Cuttance (1980), Gray (1980) and Reynolds (1985) have argued that context variables, particularly, pupils ability social classes are such major determinants of educational attainments, that the difference which may result from pupils having a more rather than a less, effective teacher are very slight indeed. The developing literature on school effectiveness has further identified aspects of the school
attended which, in addition to pupil ability and social class, appears to account for some of the difference in attainment between school.

The present research is directed towards an investigation of govt. priority, socio-economic and scholastic factors of the schools, socio-economic conditions of parents and students all in relation to the standard of education. In the foregoing review of literature on selected aspects of this subject, attempt has been made to present a summarised picture of the previous research an issue related to the topic of thesis.

The previous studies in this connection were conducted on a very limited scale upto the graduation level which do not give a clear picture of the related problems and their solutions which prevail at the secondary school level. The previous studies have not been integrated; therefore they do not draw true picture of the relation between problems and their possible solutions. The underview research is performed in such a way as covers comprehensively the different aspects and factors directly or indirectly affecting the standard of education not researched previously. The data were collected from schools belonging to varied strata of society with students and parents of different socio-economic classes. Their performance, academic attainment and, ultimately, the overall effect on standard of education is being studied in this thesis.
Chapter 3

SCHOLASTIC FACTORS

This chapter mainly deals with the scholastic factors which display the interconnection between the system of school education and the immediate environmental conditions operating within school boundaries. The chapter is divided into tripartite components which are given below:

1. Teacher Related Issues.
2. Facilities Available in Schools.

The primary focus is on teachers' issues related to their teaching; i.e professional norms, terms and conditions of service, choice of profession, professional capability of teachers and teacher students relationship. In discussing this, the examination of the pay structure of teachers against terms and conditions of service on the spiralling inflation has been highlighted with an assessment of cost increase over the decades. The data depicted in the relevant tables assist factual presentation.

The focus is then shifted to the facilities normally available in schools. The provision of facilities in schools has been discussed against a backdrop of ensuing students scholastic
problem. The nature of these problems is so complex, and their effect so widespread, that "surgery" is required on an emergency basis.

We then move on to an examination of the system of external assessment prevalent in Pakistani schools. The present system of examination is full of malpractices from paper setting leakage to assessment of scripts at the centre. There are even centres where cheating is allowed in lieu of paltry payment, and in others where, cheating is allowed free for all. The present system of external assessment needs some changes to motivate reading habits and seriousness in students right from the beginning of the academic session as well as to eradicate malpractices in examinations. The situation calls for introduction on internal evaluation in addition to external evaluation. Even radical reform measures, such as assessment of scripts at the same place and the same day at the examination centre can be adopted with the provision of each question being assessed by a different co-examiner. In the questionnaires framed for identification, respondents were asked concerning the efficacy and desirability of an internal evaluation system to eventually replace the present external examination system.
TEACHER RELATED ISSUES

It has been well said that no system of education is better than its teachers Quddus (1979). Hayes (1987) also reaffirms this by saying that a teacher is truly the pivot of any educational system and educational standards are directly linked with the quality of teachers available in the field. How knowledgeable, professionally trained and committed to their profession the teachers are makes the real difference between good and poor education.

Islam as a world religion places great emphasis on education and most of all on the imparting of education which is considered to be a spiritual activity. The Holy Prophet (Peace be upon Him) stated that a teacher away from home on a teaching mission is no less than a soldier fighting in the battlefield, and that the ink of a scholar is better than the blood of a martyr.

In describing the characteristics of a successful teacher Quddus (1979) says that he should be academically well-qualified and competent in his teaching subjects; he must have sound professional training in teaching methodology, well-trained in working with children and understand the psychology of the child; plus he should possess a deep sense of professional honour.

Apart from these characteristics, he should have a commitment to his profession and must be attuned to the educational, moral, emotional and psychological development of the child. Discussing the same subject and keeping the specific requirement of his role in the class room. Kyriacou's (1986) indicates four main factors which assist teachers in playing
their part effectively. These can be enumerated as:

i. status

ii. teaching competence

iii. classroom control

iv. discipline

In return, the relevant system of education should ensure that the teachers have the security of tenure and a scale of pay commensurate with his status. Besides, he should work in an environment which honours him for the contribution he makes to society.

In the present section, it is proposed to discuss the teacher-related issues in the context of Pakistan, especially those, which have a definite bearing on professional performance and which eventually determine the quality of instruction in a system of education.

As indicated in the introductory chapter, the data showing the competency of teachers was collected through a set of three questionnaires responded by teachers, students and parents. In all 86 questions (155 parts), concerned the different teacher related issues, of which 63 questions (95 parts), were responded by teachers. 18 questions (38 parts) responded by students. 6 questions (22 parts), responded by parents. A tentative rating of teachers selected independent variables considered important for the collection of data were:
A. Teachers' Professional Norm
B. Terms and Conditions of Service
C. Choice of Profession
D. Professional Capability of Teachers
E. Teacher–Student Relationship
A. Teachers’ Professional Norms

Teachers make contact with the young minds of their pupils on several planes of perception. To be able to do this effectively and to stimulate the learning process teachers must exhibit a set of characteristics which may bring about a rapport between the teacher and the taught. An idealized personality pattern of a competent teacher is likely to show the following features:

1. good personality.
2. academic ability and skill
3. innovative approach
4. communication skills
5. honesty and sincerity
6. leadership
7. justice
8. uniformity of speech and action
9. capacity for constant improvement
10. love of the profession

It was not possible to inquire about the whole list of desirable characteristics and, therefore, these were compressed into four characteristics. Teachers were rated against these four through an appraisal by their colleagues.

   a. disposition towards students
   b. scholarship
   c. commitment
   d. honesty and sincerity
It is obvious that primary focus of teachers' attention and the target of his professional training are the students. As such, a teachers' interaction with his students is of primary importance in any assessment of his professional ability. A teacher having good inter-personal communication skills will be more successful in imparting education than one who is devoid of it.

Scholarship is the backbone of a teachers' educational arsenal. A solid base of learning is vital for the teachers and it is this knowledge that he transfers to young, impressionable minds.

A true teacher is one who does not engage in teaching primarily for any pecuniary purpose but is one who is committed to his profession and is ideasticallyally motivated. The same holds good of the fourth characteristic honesty and sincerity which is a vital component of any set of good professional characteristics by which a teacher's capability may be judged.

The four important characteristics which are essential cornerstone of a good teachers' personality were placed in questionnaires and submitted to 115 teachers who gave the replies which form the basis of the tabulation given below:
Table 3.1 TEACHERS' OPINION ABOUT PROFESSIONAL CHARACTERISTICS OF TEACHERS

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Teachers' opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>a. Disposition towards students</td>
<td>38%</td>
</tr>
<tr>
<td>b. Scholarship</td>
<td>41%</td>
</tr>
<tr>
<td>c. Commitment</td>
<td>39%</td>
</tr>
<tr>
<td>d. Honesty &amp; sincerity</td>
<td>52%</td>
</tr>
</tbody>
</table>

N = 115

a. Disposition Toward Students

Teachers questionnaires item number 'a' of table 3.1 indicates that only 38% of teachers take professional interest in their students. This is despite the fact that a school student requires a great deal of teachers' attention.

Affection is necessary for the physical, mental, emotional and psychological make-up of young children. It has been examined that maladjustment resulting directly or indirectly from deprivation of affection ranges from general unhappiness to antisocial behaviour, psychopathic personality, psycho-neurosis or even a certain form of psychosis such as schizophrenia. Researchers found that the emotional deprivation of affection
causes a negative impact on children's personality. Researchers found that emotionally starved children are introverted, show little interest in others and are selfish and demanding.

Foreign studies of this aspects indicate that student-teacher rapport produces positive results. This important facet of the educational spectrum is being almost totally neglected in Pakistan. There is no fixed time for teacher-student counseling in the school timetable.

A number of studies conclude that a key consideration is the extent to which the teacher is able to foster favourable perception towards learning among pupils most notably by establishing in pupils self esteem regarding themselves as learners.

It has been examined that early years of deprivation automatically lay the foundation for the adult personality. However, the tendency to develop an affectionless or psychopathic character is offset by favourable experiences later in childhood. Unfortunately it has been found that insufficient number of teachers have affectionate behaviour towards their students. It is extremely essential that this particular negative attitude of uncaring teachers should be removed so as not to damage a budding personality.

b. Scholarship

Table 3.1, shows that only 41% of teachers have scholarship ability. As a natural corollary, they cannot transmit knowledge in an appropriate manner to their students. Also, they do not possess the requisite academic qualifications or training to
impart education to younger generation. According to data, only 39% of teachers have reasonable quality of scholarship and this is the teachers personal opinion.

Teachers are advised in "The Real Issues of Education" to improve the quality of their education. Education planners often stress the need for better pre and in-service training of teachers. At the primary level they are preponderantly second class matriculates with a few enrolling for C.T. or B.Ed courses. This is particularly true of the male candidates who, by and large, do so after giving up hope of entering other callings. By modern standards, a sizeable percentage of teachers are only nominally qualified to teach. In this connection, it can be concluded that they are in the profession, it seems, because they cannot be employed elsewhere. They are, as a result, little interested in promoting an atmosphere of learning in their institution and provide no inspiration to students to study as an end in itself.

In this connection, it can be stated that an educated person enters the teaching profession after refusal from all quarters. Quddus (1979) further states that students, who secure a good division in examinations, disclose that they want to serve the nation's sick by obtaining a medical degree, but none of them wishes to serve the nation by becoming a teacher. This is evidence of the low regard the young hold for the educational profession.
c. Commitment

According to table 3.1, only 39% of teachers have a passion for service. This is quite unsatisfactory. Teachers must have a high degree of dedication towards their profession with all concomitant attachments.

It is stated that our educators do not work with missionary spirit. Few of our teachers and professors are devoted to the propagation of knowledge as the primary object of their life. This negative attitude is consequently transmitted to the students who observe their teachers' indifference to their task and, as a result, become indifferent themselves.

d. Honesty & Sincerity

According to data collected only 52% of teachers show honesty, sincerity with their students and discharge their duties honestly. This slackness in discharging their duties is only due to lack of accountability in teachers, a heads of institutions and officials of the educational hierarchy. The consequences of a lack of attention contribute to the deterioration in the educational standards.

As the whole society has become corrupt and dishonest, it is unlikely that teachers will be unaffected by their environment.
B. Terms & Conditions Of Service

The terms and conditions of service affect the loyalty of a person towards his job. This ultimately creates either a good competent worker or a careless servant.

To examine these conditions (155) questions were asked which covered the following aspects.
1. Pay Structure of Secondary School Teachers
2. Supplementary Income
3. Inflationary Effects

a. Pay Structure Of Secondary School Teachers

The study is based on statistics available from different sources and the intention is to focus on the selected geographical area for research against the backdrop of a larger canvas at the national level. The statistical information highlighted is also relevant to the position at the micro level.

In general, there are two categories of schools, i. Govt. schools ii. private schools. The other categories of schools belong to diverse organisations like Pak Railways, Pak Army, Air- Force, P.I.A., Steel Mill etc.

In govt. secondary schools, there are two cadres J.S.T. and H.S.T.. These are further subdivided into J.S.T. (B-9), (B-11). H.S.T. (B-15), H.S.T. (B-17) with differences in basic pay, while in most of the private schools a lump sum is paid to the teachers. Generally, these amounts are extremely meagre and
cannot fulfil even their basic needs. Schools belonging to
diverse organizations (mentioned above) disburse nearly the same
salary to their teachers as government schools do. The following
tables indicate the periodical escalation in teachers' salary from
1951 to 1991.

In 1951, a vernacular teachers' general scale was Rs
60-140/. Here selection grade privilege was not given, while an
English master's general scale was Rs 130-250/= and its selection
grade was upto Rs 355/=.

In 1955, teachers' salary remained nearly the same as in
1951. An English teacher's pay was Rs 130-300/=. Its selection
grade remained the same as in 1951, while vernacular teachers'
general pay remained the same i.e Rs 60-140/=. On the contrary,
selection grade privilege was awarded to vernacular teachers i.e
Rs 150-250/=.

In 1964, a new pay scale was introduced which was
effective from 1962. In this pay scale a vernacular teachers'
ordinary scale was Rs 115-215/=; its selection grade was 215-
250/= . Here the general scale for an English teacher was
Rs 220-400 and its selection grade was Rs 310-525/= . An
ordinary vernacular teachers' scale and an English master's
scale exhibits a sharp increase of 92% and 69% respectively.

In 1970, during Yahya Khan's regime, teachers' salary was
revised. In this new pay scale, initial basic pay was raised from
220-330/=, and the yearly increment was Rs 15/=.

In 1974, another pay scale was introduced. According to
it, primary teachers' scale was Rs 165-315/ J.S.Ts were kept in
scale 8; Rs 200-12-480/= . Secondary schools teachers were given
scale 14; Rs 350-750/=; Headmaster and lecturer scale was B-17;
(Gazetted post) Rs 500-1250/=, while comprehensive school's
principal were kept in scale 18; whose pay was Rs 1000-1750/=.
The percentage increase in pay from 1964 to 1974, for J.S.Ts., it
was 74% and for H.S.Ts., it was 59%.

In 1977, the pay scale was revised. Now primary teachers' scale 6; was Rs 315-605/= J.S.Ts. scale 8; Rs 370-750/=;
H.S.Ts., were given scale 17; viz Rs 520-30-1010/= Headmasters
were given scale 17; Rs 900-2250/= . That means percentage
increase in pay in 1977 in comparison to 1974 for J.S.Ts., it was
85% and for H.S.Ts., it was 49%. If we compare the difference
between 1974 and 1977 in pay, we find that increase in pay of
J.S.Ts. is 85% and H.S.Ts. increase in pay is 49%.

In July 1983, the pay scale was again revised. Now teachers
were awarded one scale ahead of the previous one. Primary
teachers were kept on B-7 i.e Rs 560-23-1020/=; J.S.Ts. were
kept on B-9, i.e Rs 620-29-1200/=; H.S.Ts. were kept on B-15
i.e 900-55-2000/=;. The percentage increase in pay between the
years 1977 and 1983 for J.S.Ts., was 68% and for H.S.Ts., was
38%. From July 1987, a new pay scale was promulgated. Now the
various cadres and salaries were: P.S.Ts.,scale 6 Rs 750-13-
1370; J.S.Ts., grade 9 i.e 830-33-1590=, H.S.Ts. were in B-15,
i.e Rs 1165-71-2585/=; Headmasters were B-17, i.e Rs 2065-155-
3925=;

In 1991, secondary school teachers' initial basic pay is Rs
1165/= and selection grade initial basic is Rs 2065/=, (govt. and
nationalized cadre only). Private school owners pay less than
this, which is described below:
The percentage distribution of salary among all categories of school teachers responding to the questionnaires are in table 3.2.

Table 3.2  PERCENTAGE OF TEACHERS SALARY- WISE ACCORDING TO QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Salary</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs 501 - 1000/=</td>
<td>21 %</td>
</tr>
<tr>
<td>Rs 1001 - 1500/=</td>
<td>20 %</td>
</tr>
<tr>
<td>Rs 1501 - 2000/=</td>
<td>9 %</td>
</tr>
<tr>
<td>Rs 2001 - 2500/=</td>
<td>23 %</td>
</tr>
<tr>
<td>Rs 2501 - 3000/=</td>
<td>17 %</td>
</tr>
<tr>
<td>Rs 3001 - 3501/=</td>
<td>4 %</td>
</tr>
<tr>
<td>Rs 3501 - 4000/=</td>
<td>4 %</td>
</tr>
<tr>
<td>Rs 4001 - 45001=</td>
<td>2 %</td>
</tr>
</tbody>
</table>

N= 115  100%

Teachers' salary varies greatly between private-owned and govt. schools. In 95% of private schools, teachers' salary ranges between Rs 500-1000/, while only 5-8 % of private schools pay their teachers more than Rs 1000=/.

It will be observed from the above table that 21% of teachers come between Rs 501-1000 which, in today's terms of living cost, is not sufficient even for a single individual. It is a matter of extreme concern that such a situation is continue to exist with no notice being taken by the authorities.
The next aspect is that another sizeable segment of the teaching population i.e. 20% earns between Rs 1001-1500 only, which is though higher than the previous segment, is still far too low a recompense for their services. The above two segments constitute 41% of the teaching population 9% earn between Rs 1501-2000 which is also a low figure. It is to be noted that teachers earning such sums of money do so after many years of service.

The next segment of 23% earns between Rs 2001-2500 this constitutes the third segment. Thus we observe that 64% of the teachers earn a maximum of Rs 2500 which speaks of their general impoverishment. If we include the 9% portion, then this increases to a staggering 73% which indicates a disastrous state of affairs.

The remaining 17% earns between Rs 2501-4501 which although higher than the previous segments does not match the rate of annual inflation in the price of commodities.

In conclusion, the teachers who constitute an extremely vital segment of the society live a life of destitution and want with no cognizance of their desperate situation and no any hope of any relief from any quarter.

b. Supplementary Income

Owing to price hike of commodities (according to data in reply to the questionnaires) 70% of teachers state that their salary is insufficient to make both ends meet with the result that they have to look for odd jobs elsewhere. The most favourite
of these is private coaching.

According to data, 68% of teachers disclose that they engage in part-time teaching or private coaching to meet their living expenses. In spite of the gravity of the situation, required attention is not being given to it by responsible officials.

If we compare teachers' salary during 1951 and 1991. The difference in pay for J.S.Ts., is 1283% and for H.S.Ts., is 796%. In 1951, a high school teachers' initial pay was Rs 130/, while in 1991 it is Rs 1165/=.. In 1951 the rent of a two room accommodation was not more than Rs 30 -35. While in 1991, govt. has sanctioned Rs 524/= to every high school teacher as house rent while reasonable housing facilities are not available for less than Rs 1500/= excluding the utility charges. According to teachers' statements, not a single teacher avails the facilities of govt. accommodation. On the other hand, different govt. employees are provided housing facilities to a certain extent. Here it is recommended that the government should construct houses for teachers and allot them on hire-purchase basis.
c. Inflationary Effects

The effects of inflation vis-a-vis pay structure of teachers over the years with periodical increases with cost of living during 1951-1991 will not be without interest in determining the social and economic status of teachers in the Pakistani setting. In order to put the pay structure in a realistic perspective in terms of its real purchasing power, the salary scales have been compared with corresponding escalation in the price of the commodities.

The discussion is based on verifiable statistics available from different sources with the intention and is relevant and applicable to the selected geographical area of the present research.

In 1951, the price of gold was Rs 88 and 12 annas per tola. The price of the newspaper "Dawn" was 2.5 annas i.e Rs 0.15 per copy. Wheat flour and rice was available at Rs 0.27 and Rs 0.45 per k.g. Sugar Rs 1.41/= per k.g, pulse was Rs 0.76 per k.g. The price of beef and mutton were Rs 0.74 and Rs 1.89 per k.g. Price of one litre of milk was Rs 0.57 while 250 gram of tea available for Rs 1.28. Vegetable ghee and cooking oil cost per k.g were Rs 3.02 and Rs 1.74 respectively. (Table 3.3)

In 1955, one copy of "Dawn" the English daily was available at the same price as in 1951. Increase in the price of wheat flour was 11% higher. Oil was available at 3% higher price, while the cost of vegetable ghee 4% less than 1951 price. Sugar was sold at -18%. Milk, rice, pulses were available at the same price as in 1951. Tea showed a sharp increase i.e its cost
was 55% higher than 1951 price. The cost of beef and mutton were 15% and 14% higher.

The percentage increase in price from 1955 to 1964 is given below in detail:

The price of the newspaper "Dawn" increase by 20%, gold increase by 47%, wheat flour and basmati rose to 57% and 64% respectively. Beef and mutton prices shot up to 93% and 85%, pulses also showed a sharp increase i.e 82%, The prices of milk and tea increased by 43% and 25%. Oil and vegetable ghee price rose by 63% and 43% respectively.

In 1970 the price of per copy of Dawn was 25 paise; Per tola of gold was available for Rs 175/= . The price of daily consumer items like wheat flour, pulses, beef and mutton showed a sharp rise.

Percentage increase in price of daily consumer commodities from 1964 to 1974 is detailed below:

There was 150% increase in price for the newspaper "Dawn". Wheat flour and basmati rice increased by 83% and 149%. Sugar and milk prices rose sharply by 366% and 200%. Price of beef and mutton shot by 259% and 185% pulse also increased by 143%. Increase in price for ghee and oil was 100% and 134%. Increase in price of tea was 87%. (Table 3.5)

From the above data it is quite evident that increase in salary for J.S.Ts., and H.S.Ts., were only 74% and 59% respectively while the price of essential items of daily use rose to great height i.e 200%, 259%, and 366%. We find that increase in pay of J.S.Ts., pay was 85% in 1977 but increase in commodity prices was above 85%, for H.S.Ts., increase in pay was
49% but increase in prices of essential items were far above 49%. Percentage increase in the price of the newspaper "Dawn" was 33%, the wheat flour price increased by 57%, basmati rice increased by 53%. In cost sugar remained nearly stable with only 8% increase, pulse increased by 64%;; beef and mutton inerece by 16% and 32% respectively. Prices of milk, tea and vegetable ghee inerece to 30%, 89% and 15% respectively. So we observe that (H.S.T) teachers are heavily burdened by the increase in price of daily consumer items. (Table 3.3)

The percentage increase in pay between 1977 and 1983 for J.S.Ts., was 68% and for H.S.Ts. it was 38%. As mentioned above the increase in J.S.T's. pay was 68% while for H.S.Ts., it was only 38%, in comparison to percentage of pay between 1977 and 1983. The increase in price of consumer commodities of daily use during 1977 and 1983 were as follows; newspaper "Dawn" rose to 150%, wheat flour and basmati rice were 45% and 61% respectively. Pulses, beef and mutton price increases by 76%, 81% and 80% respectively. Increase in price of milk, ghee and tea were 59%, 30% and 31% respectively. Price of oil shot upto 89% while the price of sugar remained unchanged. (Table 3.4)

Comparison between pay and price of essential items during 1983 to 1987 can be detailed like that percentage increase in pay for J.S.Ts. and H.S.Ts. were 34% and 29%. Looking at increase in pay and increase in daily consumer commodity prices, we find a wide gap, specially in case of H.S.Ts., pay. Increase in price of the daily newspaper "Dawn" was 100%, wheat flour and rice increased by 38% and 12%, oil and vegetable ghee rose by 25% and 8%. sugar and pulses rose by 25%
and 17%. Beef and mutton price increased by the high level of 57% and 79%. Increase in price of milk and tea was 32% and 23%.

In 1991, secondary school teacher's initial basic pay is Rs 1165/= and selection grade initial basic is Rs 2065/=, (govt. and nationalized cadre only). Private school owners pay less than this, as described below:

The data indicate that more than 40% of teachers income is between Rs 500-1500/=. As mentioned above the price of consumer goods and foodstuffs have skyrocketed, while the salary has not increased in proportion to the rise of prices consumer goods and items of daily use.

As compared to salary, the price of "Dawn" the English newspapers issued from Karachi is Rs 4.50/ per copy, 10 grams of gold costs Rs 3000/= less or more, beef is selling Rs 50/= per k.g., mutton is available at Rs 78/= per k.g., the price of different pulses is at least Rs 20/= per k.g. (Table 3.6)

If we compare teachers' salary during 1951 and 1991 with the price of consumer goods, gold price, house rent, the actual position will be clear. In 1951, a high school teachers' initial pay was Rs 130/=, while in 1991 it is Rs 1165/>. In 1951, gold was Rs 88 and annas 12 per tola while in 1991 gold is Rs 2850/ per 10 gram i.e Rs 3,000 per tola. In 1951, the rent of a 2 room accommodation was not more than Rs 50=/=. In 1991, two room residential facility is not available for less than 1500=/=. If we see the comparison between foodstuffs, the difference is treble for a person with a family of four or five members.

In 1951, the price of one copy of the newspaper "Dawn" was 2.5 annas, beef and mutton was Rs 0.74 and Rs 1.89 per k.g.
respectively. The price of pulses was Rs 0.76 per k.g., good quality sugar cost Rs 1.41 per k.g., one tola gold cost Rs 88 and 12 annas. The prices of each and every item in 1991 is very high. Daily "Dawn" is Rs 4.50/ per copy, beef and mutton is available in Rs 38/ and Rs 60/ per k.g, one tola of gold cost Rs 3500/= and good quality of sugar is available at Rs 11 per k.g. Not only the prices of consumer goods have increased excessively but also the bus fare, railway fare, house rent etc have increased to such an extent that teacher's salary should be at least doubled to meet current expenses.

A comparative statement of teachers' pay during 1951 and 1991 with differences in prices of different items of daily use in percentage difference may be summarized below:

The difference in pay between 1951 and 1991 for J.S.Ts is 1283% and for H.S.Ts. it is 796%. Increase in price of "Dawn" is 2490%. Wheat flour and rice reaches to 1275% and 1290%. Difference in percentage for pulses, beef and mutton is astronomical viz 1643%, 3865% and 2595%. Milk and tea also rose upto 1345% and 1400%. The above difference is extremely burdenful for the teachers.

In 1991, Government sanctioned Rs 524/= to every high school teacher as house rent while reasonable housing facility is not available for less than 1500/=. So here is deficit of Rs 1000/=. The abovementioned prices of foodstuffs, and different items of daily use, as well as the rent of modest accommodation show rapid price hike in each and every article counted among the basics of life. The level of prices cannot be brought to the past level. Therefore, prices of certain items should be
maintained in keeping with the cost structure in neighbouring countries. Now is the time for the Government to make an appropriate adjustment in teachers' salary, in accordance with the high prices of consumer goods. If this is not done, teachers will be forced to increase their income by other means and this will not only affects their efficiency but also encourage dishonest practices.

Table 3.3 and 3.4 give the salary structure and increase in salary in different years ranging from 1951 to 1991 for govt. school applicable also to Karachi.
<table>
<thead>
<tr>
<th>Cadre</th>
<th>1951</th>
<th>1955</th>
<th>1964</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.S.T. (Normal)</td>
<td>60-140</td>
<td>60-140</td>
<td>115-215</td>
<td>200-480</td>
</tr>
<tr>
<td>J.S.T. (Selection)</td>
<td>---</td>
<td>150-260</td>
<td>215-350</td>
<td>---</td>
</tr>
<tr>
<td>H.S.T. (Normal)</td>
<td>130-250</td>
<td>150-300</td>
<td>350-750</td>
<td>520-1210</td>
</tr>
<tr>
<td>H.S.T. (Selection)</td>
<td>200-355</td>
<td>310-525</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Table 3.4

TEACHERS' PAY ACCORDING TO THEIR CADRE (1977-1991)

(Amount in Rs.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>J.S.T. (Normal)</td>
<td>370-750</td>
<td>620-1200</td>
<td>830-1590</td>
<td>830-1590</td>
</tr>
<tr>
<td>J.S.T. (Selection)</td>
<td>---</td>
<td>700-1400</td>
<td>910-1830</td>
<td>910-1830</td>
</tr>
<tr>
<td>H.S.T. (Normal)</td>
<td>520-1010</td>
<td>500-2000</td>
<td>1165-2585</td>
<td>1165-2585</td>
</tr>
<tr>
<td>H.S.T. (Selection)</td>
<td>---</td>
<td>1600-3040</td>
<td>2025-2925</td>
<td>2025-2925</td>
</tr>
</tbody>
</table>


Table 3.5

**COMMODITIES PRICE (1951 -1974)**

(Amount in Rs for per/ K.g., Gold in tola)

<table>
<thead>
<tr>
<th>Items</th>
<th>1951</th>
<th>1955</th>
<th>1964</th>
<th>1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dawn</td>
<td>0.15</td>
<td>0.15</td>
<td>0.18</td>
<td>0.45</td>
</tr>
<tr>
<td>2. Gold</td>
<td>88.75</td>
<td>90/</td>
<td>132/</td>
<td>595/</td>
</tr>
<tr>
<td>3. Wheat flour</td>
<td>0.27</td>
<td>0.30</td>
<td>0.47</td>
<td>0.86</td>
</tr>
<tr>
<td>4. Rice</td>
<td>0.45</td>
<td>0.45</td>
<td>0.74</td>
<td>1.84</td>
</tr>
<tr>
<td>5. Sugar</td>
<td>1.41</td>
<td>1.16</td>
<td>1.61</td>
<td>7.50</td>
</tr>
<tr>
<td>6. Beef</td>
<td>0.74</td>
<td>0.85</td>
<td>1.64</td>
<td>5.88</td>
</tr>
<tr>
<td>7. Mutton</td>
<td>1.89</td>
<td>2.16</td>
<td>4.00</td>
<td>11.39</td>
</tr>
<tr>
<td>8. Pulse</td>
<td>0.76</td>
<td>0.76</td>
<td>1.38</td>
<td>3.36</td>
</tr>
<tr>
<td>9. Milk</td>
<td>0.57</td>
<td>0.56</td>
<td>0.80</td>
<td>2.40</td>
</tr>
<tr>
<td>10. Vegetable ghee</td>
<td>3.02</td>
<td>2.89</td>
<td>4.25</td>
<td>8.44</td>
</tr>
<tr>
<td>11. Oil</td>
<td>1.74</td>
<td>1.80</td>
<td>2.93</td>
<td>6.86</td>
</tr>
<tr>
<td>12. Tea</td>
<td>5.52</td>
<td>7.92</td>
<td>9.88</td>
<td>18.44</td>
</tr>
</tbody>
</table>

* Per newspaper

* Tea : Per 250 gram
### Table 3.6

**COMMODITIES PRICE (1977 - 1991)**

(Amount in Rs for Per K.G., Gold in Gram.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Dawn</td>
<td>0.60/</td>
<td>1.50/</td>
<td>3/</td>
<td>4.5/</td>
</tr>
<tr>
<td>2. Gold</td>
<td>511/=</td>
<td>1945/=</td>
<td>2837/=</td>
<td>3000/=</td>
</tr>
<tr>
<td>3. Wheat flour</td>
<td>1.35</td>
<td>1.96</td>
<td>2.71</td>
<td>6/</td>
</tr>
<tr>
<td>4. Rice</td>
<td>2.82</td>
<td>4.55</td>
<td>5.09</td>
<td>10/</td>
</tr>
<tr>
<td>5. Sugar</td>
<td>8.12</td>
<td>8.12</td>
<td>9.70</td>
<td>11/</td>
</tr>
<tr>
<td>6. Beef</td>
<td>6.81</td>
<td>12.30</td>
<td>17.83</td>
<td>38/</td>
</tr>
<tr>
<td>7. Mutton</td>
<td>15.03</td>
<td>26.99</td>
<td>37.93</td>
<td>56/</td>
</tr>
<tr>
<td>8. Pulse</td>
<td>5.52</td>
<td>9.71</td>
<td>10.59</td>
<td>13.25</td>
</tr>
<tr>
<td>9. Milk</td>
<td>3.11</td>
<td>4.95</td>
<td>6.08</td>
<td>9.55</td>
</tr>
<tr>
<td>10. Vegetable ghee</td>
<td>9.66</td>
<td>12.56</td>
<td>14.81</td>
<td>20.75</td>
</tr>
<tr>
<td>12. Tea</td>
<td>34.80</td>
<td>45.52</td>
<td>59.88</td>
<td>108.00</td>
</tr>
</tbody>
</table>

* Dawn: Newspaper / per copy
* Tea: Per 250 gram
C. Choice of profession

The choice of profession is, perhaps, the most important decision that an adult has to make in his life. The exercise of such a choice is motivated by a highly complex association of desires, aptitudes, inclinations, competence and tendencies which differ from person to person. The great diversity of motives thus defies generalization.

Among the great variety of reasons that teachers give when asked to explain their career choice, it is observed that the most devoted and dedicated ones feel that it is incumbent upon them, morally and socially, to transmit their learning to the new generation in order to prepare them for the momentous tasks of national progress, social uplift and personal fulfilment. This elite group derives great satisfaction from their personal identification with the preceding pioneers of education and they see themselves and forming another link with the golden chain of successive educators. Others ascribe their interest in their field to the favourable working conditions and the generally congenial atmosphere of professional interaction. Still others give a different set of reasons such as having impressed by a reserved 'father figure' type of teacher.

In the table given below, these diverse reasons are classified into five broad categories followed by a brief description of each:
Table 3.7

**TEACHERS' OPINION REASONS FOR CHOOSING TEACHING AS A PROFESSION**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Yes</th>
<th>No</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Patriotic</td>
<td>37%</td>
<td>63%</td>
<td>100%</td>
</tr>
<tr>
<td>b. Academic</td>
<td>44%</td>
<td>56%</td>
<td>100%</td>
</tr>
<tr>
<td>c. Emulative</td>
<td>6%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>d. Professional</td>
<td>31%</td>
<td>69%</td>
<td>100%</td>
</tr>
<tr>
<td>e. Others</td>
<td>5%</td>
<td>95%</td>
<td>100%</td>
</tr>
</tbody>
</table>

N = 115

a. Patriotic Reasons

Item no: a, of table 3.7, indicates that 37% of teachers had chosen this profession just to serve the nation. Thus 37% of teachers prefered to adopt it despite availability of other jobs.

b. Academic Interest

Item no: b, of table 3.7, indicates that 44% of teachers have chosen, this profession due to academic interest, as teaching involves some sort of reading, writing and teaching work. Therefore, considerable number of teachers have opted for this profession.
c. Emulative Reasons

According to the item no: c of table 3.7, 6% of teachers have adopted this profession, as a symbol of love for, and imitation of their teachers. This particular fact indicates that good teachers not only induce good characteristics in their students but also stimulate them in their professional choice.

d. Service

Item no: d, of table 3.7, reveals that 31% of teachers adopted this profession just to get a job and escape unemployment. This fact is further confirmed by item no: vi, of table 3.19, that 33% of incapable persons have adopted this profession resulting in all round deterioration in academic life.

e. Other Reasons For Choosing Teaching As Profession

Economic Reasons

In this age of educational decline and economic pressure, more and more people are adopting the teaching profession in Pakistan because it gives them a regular wage without any severe pressure to perform well.

According to item no: e of table 3.7, 5% of teachers join the profession due to miscellaneous reasons. Harteal etal. (1983) reveals in "The choice of choosing any occupation," that there are many factors involved in choosing any occupation. Persons who enter the teaching field do so for a variety of reasons some
of which they recognize and some of which they do not. For some, teaching may be a highly respectable occupation. For others, it may be seen as an opportunity to lead a life of service. Havighurst and Rodgers (1952) conclude that for still others, teaching may primarily be an occupation that offers short working hours, long vacations and long term security. The factors that lead to the choice are multiple, and they interact to produce a pattern that varies from one teacher to the other. These are enumerated below:

g. Psychological Factors

Individuals have different psychological needs, some of them conscious, some of them unconscious. Both may unite in a teaching situation. A man or woman may have a need for affection that is gratified by relating to children, another may have the need to wield power over others. Others, having formed a strong identification with a teacher in his own childhood, may have always longed to be a teacher. Still another may have a strong love of a particular subject and one is happiest when teaching and learning it.

h. Social Factors

In a family where one or both parent are teachers, the child may have been influenced from his earliest years towards the choice of teaching as a profession.

According to Havighurst et al. (1952) In another family, where parents have had little schooling themselves, there may be

67
parental pressure to select teaching as the best route to upward social mobility. Some persons, in deciding to enter the teaching field, are strongly influenced by their peers; others are influenced by the teacher or other adults.

Malick (1986) found that some teachers enter this vocation after having given up hope of entering other fields. This fact holds good specially for the male teachers. He further states that academically, by modern standards, a sizeable percentage of teachers is only nominally qualified to teach.

For some teachers, love of the subject-matter is the primary motivator, others are interested in personal development of young people as they grow to maturity. Some teachers find nine or ten months per school year attractive. Many must work during the summer and other find time for taking courses, travelling, or pursuing hobbies.

Probably no single reason motivates any given person to select teaching as a career or to remain in the profession. For most people the decision results from a consideration of a number of diverse factors.

Armstrong etal. (1981) discloses in "Education:" An introduction: that the great variety of reasons that teachers give when asked to explain the career choice is not surprising.
D. **Professional Capability**

A teacher is a person who is expected to display a high degree of professional capability in the execution of his duties. In fact only such persons should enter the teaching profession as have prepared for its demanding needs earnestly and seriously many years in advance. Thus capability is not merely theoretical but also practical. Not only does the teacher have to study his subject extensively, but he must have also used an effective practical methodology in imparting that knowledge to vast numbers of students. Then he has to proceed further to see if the knowledge has been properly received and assimilated. It is for this that the whole infrastructure of tests, oral interrogation, written examinations, home work and class work is based. In order to fulfil these exacting demands, it is vital that human virtues such as honesty, assiduity, sacrifice and justice should be developed and made use of.

In this study of professional capability, one has made use of teachers, parents and students questionnaires and presented the results of findings.
Table 3.8

PERCENTAGE OF SECONDARY SCHOOL TEACHERS
ACCORDING TO AGE & SEX

<table>
<thead>
<tr>
<th>Teachers' Age</th>
<th>Sex</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Less than 25 years</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Between 25-35 years</td>
<td>20%</td>
<td>36%</td>
</tr>
<tr>
<td>More than 36 years</td>
<td>23%</td>
<td>18%</td>
</tr>
</tbody>
</table>

N = 115

According to table 3.8, male teachers comprised 45% of the total number of teachers while 55% were female. The number of teachers age-wise is: 3% of teachers are below 25 years, 56% are between 25-35 years of age while 41% of teachers were more than 36 years old.

Table 3.9 (i)

EDUCATIONAL, PROFESSIONAL QUALIFICATIONS & GRADE

<table>
<thead>
<tr>
<th>Educational Qualifications</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Sc</td>
<td>94%</td>
</tr>
<tr>
<td>M.Sc</td>
<td>9%</td>
</tr>
<tr>
<td>M.A.</td>
<td>17%</td>
</tr>
<tr>
<td>Misc</td>
<td>5%</td>
</tr>
</tbody>
</table>

N = 115
ii.

<table>
<thead>
<tr>
<th>Professional Qualifications</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
<td>83%</td>
</tr>
<tr>
<td>M.Ed</td>
<td>14%</td>
</tr>
<tr>
<td>Untrained</td>
<td>3%</td>
</tr>
<tr>
<td>N =115</td>
<td>100%</td>
</tr>
</tbody>
</table>

iii.

<table>
<thead>
<tr>
<th>Cadre</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.S.T</td>
<td>18%</td>
</tr>
<tr>
<td>H.S.T (B-15)</td>
<td>45%</td>
</tr>
<tr>
<td>H.S.T (B-17)</td>
<td>17%</td>
</tr>
<tr>
<td>Private Schools</td>
<td>20%</td>
</tr>
</tbody>
</table>

According to table 3.9, 85% of teachers are science graduates and 9% and 17% have a masters degree in Science and Arts respectively.

Apropos professional qualifications, 83% of teachers are Bachelor of Education degree holders, while 14% of teachers were Master in Education, and only 5% of teachers have miscellaneous degree and certificates like L.L.B., Homoeopathic certificates etc.

The above data seems to be extremely alarming in an cosmopolitan city like Karachi, where 6% of schools arts teacher or undergraduate science teachers are teaching science subjects. One can imagine what will be the plight of small cities and rural areas.

Bhatti et al. (1987), found that the states of secondary
education is generally poor. It has come to realized that science education in particular has reached a critically low stage and needs to be improved urgently. There is an acute shortage of teachers; laboratories are poor and ill equipped and curriculum has little relevance to present-day needs. According to research report, due to non availability of science teachers, arts graduate are working against these vacancies. Hardly any thing has been done to remedy this anomalous state of affairs. The evidence of long range planning is conspicuously absent.

Table 3.10 (i)

(Teachers' Questionnaires)

CHECKING HOMEWORK IN SCHOOLS

<table>
<thead>
<tr>
<th>Homework Checking</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Once a week</td>
<td>20%</td>
</tr>
<tr>
<td>Once a month</td>
<td>45%</td>
</tr>
<tr>
<td>Less than this</td>
<td>25%</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

ii.

(Students Questionnaire)

<p>| Regularly Check       | 13%     |
| Seldom Check          | 32%     |</p>
<table>
<thead>
<tr>
<th>Just check Cursorily</th>
<th>55%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N= 115</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
(iii)

(Parents' Questionnaires)

<table>
<thead>
<tr>
<th>Complete correction</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' signature</td>
<td>31%</td>
</tr>
<tr>
<td>To a certain extent</td>
<td>39%</td>
</tr>
<tr>
<td>No correction at all</td>
<td>20%</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----</td>
</tr>
<tr>
<td>N = 115</td>
<td>100%</td>
</tr>
</tbody>
</table>

Homework checking by teachers is as follows: 10% of teachers check daily, while 20% check them once a week, 45% of teachers disclose that they check them once in a month, and 25% of teachers themselves disclose that they check homework less frequently than this.

As in table 3.10, (ii) 13% of students report that teachers check their homework daily, 32% report that teachers seldom check their home assignments, and 55% of students reveals that their home assignments are checked cursorily. Students thus do not find any incentive to do their homework.

In this connection 31% of parents disclose that they find just the teachers' signature on their children's exercise books, 10% of parents reveal that complete correction; has been done. 39% of parents inform us of partial correction and 20% of parents inform us that no correction in their children's exercise books has been done at all.
Completion Of Syllabus By Teachers And Other Advice

Students report that at least 20% of teachers do not complete their prescribed course. There are many reasons for this: firstly, schools remain closed frequently due to trouble in the metropolitan city. Secondly, in a 25-minute period, teachers take at least 5-10 minutes to settle down in the classroom. There are many truants, scamperers and mischievous students who create problems not only in their class but also in the whole school. Dealing with them takes a lot of time. In view of the varied calibre of students in each class, teachers sometimes have to repeat a single lesson many times. These are some of the reasons why teachers fail to complete the entire course.

As the mental level of a vast number of students is extremely low, 31% of teachers advise students to study manuals, guides and solved papers to understand the lesson before and after teaching.

It is clear that the process described above is a clear negation of what education stands for. To deal with it, one would recommend:

a. authority be given to the teacher to deal with disobedient pupils;
b. expulsion of habitual offenders from school;
c. creation of a wholesome atmosphere both in school and outside that is conducive to good education;
d. removal of reliance on defective guides and imparting of proper education;
e. Prohibition of teachers from working in coaching centre or engaging in private tuition;
Table 3.11

RATE OF GIVING TESTS IN SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a month</td>
<td>12%</td>
</tr>
<tr>
<td>Twice a year</td>
<td>75%</td>
</tr>
<tr>
<td>Once a year</td>
<td>10%</td>
</tr>
<tr>
<td>None</td>
<td>3%</td>
</tr>
</tbody>
</table>

N = 115  100%

As far as concerned about the giving of test by the individual subject teacher is (indicated in table 3.11) 12% of teachers give one test in a month, 75% teachers give tests twice in a year. 10% of teachers give tests once in a year and 3% of teachers never give any test to determine the progress of their students.

Table 3.12

INSPECTION IN SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Often (cursorily)</td>
<td>13%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>27%</td>
</tr>
<tr>
<td>Never</td>
<td>60%</td>
</tr>
</tbody>
</table>

N = 115  100%
Table 3.13  (Parents' Questionnaires)

**STUDENTS SATISFACTION WITH THEIR TEACHERS' ACADEMIC PERFORMANCE**

<table>
<thead>
<tr>
<th>Students' Satisfaction</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40%</td>
</tr>
<tr>
<td>No</td>
<td>27%</td>
</tr>
<tr>
<td>To a Certain Extent</td>
<td>33%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 3.14

**DEVOTION OF DEDICATED TEACHERS**

<table>
<thead>
<tr>
<th>Devotion</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Devotion</td>
<td>45%</td>
</tr>
<tr>
<td>Slight Devotion</td>
<td>26%</td>
</tr>
<tr>
<td>Average Devotion</td>
<td>14%</td>
</tr>
<tr>
<td>Full Devotion</td>
<td>15%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

There are various reasons why teachers discharge their duty dishonestly:

i. The Head of the institution pays no attention to teachers' problems.

ii. Lack of school inspection.

iii. As mentioned in the previous table 3.2 (i - iii) teachers engage in forced moonlighting with the result that they are unable to discharge their duties honestly.
According to data as in table 3.12, only 13% of schools are inspected cursorily with no significant outcome, while 69% of schools are never inspected and 27% of schools are inspected sometimes. Teachers themselves report in response to the questionnaires that their 61% of colleagues discharge their duty honestly. On the contrary, parents' questionnaires indicates (table 3.13) that only 40% of students show satisfaction with the teachers' academic performance and 38% of students are satisfied only to a certain extent. Finally it can be concluded that due to lack of accountability to various sections of authority and power, teachers do not discharge their duties honestly. According to table 3.14, 45% of teachers do not perform their duty honestly, 26% of teachers do so with slight devotion, 14% of teachers with average devotion and only 15% of teachers perform their duty with full devotion. The result of lack of attention is the deterioration of the standard of education.

Table 3.15

<table>
<thead>
<tr>
<th>TEACHERS' ARTICLE</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2%</td>
</tr>
<tr>
<td>Never</td>
<td>97%</td>
</tr>
</tbody>
</table>

N = 115 100%
The textbook board is the main authority for making arrangements with the relevant subject specialist to produce textbooks. However, this is not so. Inspite of the many capable school-teachers available, they invariably invite a panel of university professors to write books on different subjects. As these professors are not well-acquainted with secondary school students' aptitude and their requirements, appropriate topics are not included in the textbooks. As indicated by the responded questionnaire, only 1% of teachers' service is utilized for writing textbooks. Table no: 3.15 indicates that only 1% of teachers often write scripts while 2% write sometimes, 97% of teachers get no time to write scripts at all. The various province textbook Boards must, as a rule, invite specialist school teachers to author books on their own subjects.

Table 3.16

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Lack of ability</td>
<td>29%</td>
<td>71% = 100%</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>44%</td>
<td>56% = 100%</td>
</tr>
<tr>
<td>Weak academic standard</td>
<td>48%</td>
<td>52% = 100%</td>
</tr>
<tr>
<td>Interest in tuition</td>
<td>48%</td>
<td>52% = 100%</td>
</tr>
<tr>
<td>Dislike for job</td>
<td>79%</td>
<td>21% = 100%</td>
</tr>
</tbody>
</table>

N = 115
The diverse characteristics of teachers are enumerated in table no: 3.16, 29% of teachers' acknowledge lack of ability in themselves, 44% of teachers find in their colleagues lack of teaching interest, 48% of teachers find poor academic abilities in their colleagues, 48% find teachers more interested in private tuition for pecuniary benefits, 79% of them disclose that they have opted for this profession due to their inability to obtain other jobs. The selection of unsuitable persons in such positions must be prevented and selection procedure streamlined.

Table 3.17

<table>
<thead>
<tr>
<th>Students' Opinion</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low academic ability</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>Diligent</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Pursue pecuniary profit</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Do not work assiduously</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Devoid of Devotion</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>N = 115</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As in table 3.17, 31% of students' opinion affirm the low academic ability of their teachers, 45% of students' opinion is that teachers work diligently, 57% of students' opinion is that teachers pursue pecuniary profits though they should consider their profession to be above such mundane matters, 30% observe that teachers do not teach assiduously, and 26% of students observe that teachers are devoid of devotion. As such, they will be unable to instil any good quality in their students as they themselves are devoid of them.

Table 3.18

**STUDENTS' OPINION OF TEACHERS' ACADEMIC AND ETHICAL CHARACTERISTICS**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Agreed</th>
<th>Not Agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach with interest</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Permit to ask questions</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>Dictates notes</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>Teach orally</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Insufficient teacher</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>Academically weak</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Ethically weak</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Private coaching</td>
<td>34%</td>
<td>66%</td>
</tr>
</tbody>
</table>

N = 115
According to students as in table no: 3.18 only 57% of teachers take interest in their students' academic and other relevant welfare, 41% of teachers permit students to ask questions about different matters, nearly 36% of teacher dictate notes or important points, 64% of teachers just teach orally i.e. they do not use teaching aids like instruments, apparatus, models and charts. 12% of students report that there are insufficient number of teachers in their schools, 33% of repeatedly report that academic attainments of their teachers are weak, 41% of students report that ethical values have deteriorated in teachers, 37% state that teachers do not take appropriate interest in teaching work, and 34% of students report that teachers take more interest in private coaching. that is why they do not teach wholeheartedly in schools. In this regard, a report may be mentioned. Munir (1979) quoted several mothers' opinion that the standard of education has declined due to teachers' lack of interest in teaching work. The far reaching effects of such a situation for national development are too horrible to be imagined.

(Parents' Opinions of Teachers)

Table 3.19

<table>
<thead>
<tr>
<th>PARENTS' SATISFACTION WITH TEACHERS' WORKS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied with teaching</td>
<td>40%</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>22%</td>
</tr>
<tr>
<td>To a certain extent</td>
<td>38%</td>
</tr>
<tr>
<td>N = 115</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to table no: 3.19, 40% of parents are satisfied with the teaching abilities of the teachers, while 38% of parents are satisfied only to a certain extent and 20% parents are not at all satisfied with their teaching.

(Parents' Questionnaire)

Table 3.20

TYPE OF CORRECTION IN EXERCISE BOOKS

<table>
<thead>
<tr>
<th>Type of Correction</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' signature only</td>
<td>22%</td>
</tr>
<tr>
<td>Complete correction</td>
<td>25%</td>
</tr>
<tr>
<td>To a certain extent</td>
<td>39%</td>
</tr>
<tr>
<td>No correction at all</td>
<td>14%</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>N = 115</td>
<td>100%</td>
</tr>
</tbody>
</table>

Parents' observations about the checking of home assignments by the teachers which is tabulated in table no: 3.20, 22% of parents find only the teachers' signature on their children's home assignments, 25% of parents observe complete correction of exercise, 39% of parents inform that correction is partial whereas 14% of parents report that there is no correction at all. In this connection, it may be mentioned that as the classrooms are overcrowded and teachers have to teach for 6 or 7 periods of 25 -30 minutes a day. It is not possible for the subject teachers to make complete 100% correction in exercise books,
journals and registers. In view of the above facts, it is vital that the work load of teachers to be reduced. Students should not be burdened with unnecessary homework that cannot be corrected. Teachers' teaching load should be limited 18 hours a week and they should be given an extra amount for each extra hour.

Table 3.21  Parents' Questionnaires

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Agreed</th>
<th>Not Agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of educational ability</td>
<td>42%</td>
<td>58% = 100%</td>
</tr>
<tr>
<td>Lack of interest in teaching</td>
<td>32%</td>
<td>68% = 100%</td>
</tr>
<tr>
<td>Teachers' declining standard</td>
<td>51%</td>
<td>49% = 100%</td>
</tr>
<tr>
<td>Commercial mindedness</td>
<td>59%</td>
<td>41% = 100%</td>
</tr>
<tr>
<td>Teaching without devotion</td>
<td>50%</td>
<td>50% = 100%</td>
</tr>
<tr>
<td>Emphasis on private coaching</td>
<td>50%</td>
<td>50% = 100%</td>
</tr>
<tr>
<td>Non availability of other jobs</td>
<td>33%</td>
<td>67% = 100%</td>
</tr>
<tr>
<td>Understaffed schools</td>
<td>17%</td>
<td>83% = 100%</td>
</tr>
</tbody>
</table>

N = 115
As in table no: 3.21, 42% of parents observed lack of educational ability in teachers, 32% observe lack of interest in teaching works, 51% of parents reported their views on the teachers' declining academic standard and ethical values, 59% of parents inform that teachers are commercial minded, 50% of parents inform that teachers are commercial minded, 50% inform that teachers show no devotion to teaching, 50% of parents report that teachers do not teach properly in the classroom but only in private coaching. 17% of parents observe that there were fewer teachers than the required demand in schools, 33% of parents' opinion is that teachers enter this profession because of their academic ability is so limited that they were not accepted for employment anywhere else.

Finally, it could be easily concluded that a considerable number of teachers does not teach properly in the classroom. There is no sign of devotion in their teaching and they do not use teaching aids and apparatus. Their behaviour, activities and other traits do not come up to certain ethical standards. They seem to be more interested in private coaching for monetary benefit. Of course, there are certain shortcomings, problems and other obstacles in the way of better performance. But despite that fact they may conceivably perform at a better level than their present one. The education department must assist teachers who wish to perform their duties properly.
E. **Teacher-Student Relationship**

Teacher-student harmonious relationship is extremely beneficial for the academic betterment of children. It creates a healthy psychological effect on students and is an additional characteristics of a competent teacher. In this connection several questions were asked from the students, parents and teachers to determine how far teacher-students relationship is harmonious.

**Table 3.22**

<table>
<thead>
<tr>
<th>Degree of Satisfaction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully satisfied</td>
<td>13%</td>
</tr>
<tr>
<td>Satisfied to an extent</td>
<td>34%</td>
</tr>
<tr>
<td>Slightly Satisfied</td>
<td>30%</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>23%</td>
</tr>
</tbody>
</table>

N = 115 100%

**STUDENTS APPRAISAL OF THEIR TEACHERS**

As in table 3.22, only 13% of students are fully satisfied with the teaching of their teachers, 34% of students are satisfied to a certain extent, while 30% of students are slightly satisfied, and more than 23% of students are absolutely satisfied with the teaching performances of teachers. These drawbacks can only be eradicated by fulfilling shortcomings
pertaining to teaching with the help of proper guidance, instruction and frequent inspection. According to Kariacou (1986), the satisfaction of students with their school teachers is based on the following context variables.

a. Teachers' characteristics eg. sex, age, experiences, social class, training and personality.

b. Pupils characteristics eg. age, ability, values, personality, and social class.

c. Class characteristics eg. size, range of ability, social class mix.

d. School characteristics eg. size, building, facilities ethos, disciplinary policy, proportion of high ability intake.

e. Community Characteristics eg affluence, population, density, geographical location.

Table 3.23

<table>
<thead>
<tr>
<th>Degree of Attention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15%</td>
</tr>
<tr>
<td>To a certain extent</td>
<td>63%</td>
</tr>
<tr>
<td>Small extent</td>
<td>9%</td>
</tr>
<tr>
<td>No</td>
<td>13%</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>N = 115</td>
<td>100%</td>
</tr>
</tbody>
</table>
As in table 3.23, only 15% of teachers can pay requisite individual attention towards their pupils, 63% of school teachers can pay individual attention towards students to a certain extent, 9% of teachers can pay to a very small extent, while 13% disclose that they cannot pay individual attention as the class rooms are overcrowded. In this connection as a remedial measure, teacher-pupils ratio should be adjusted.

Table 3.24

<table>
<thead>
<tr>
<th>Students' Disclosure of Their Problems to Their Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent</td>
</tr>
<tr>
<td>Rarely None</td>
</tr>
<tr>
<td>Not at all</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>N = 115</td>
</tr>
</tbody>
</table>

As indicated in table 3.24, only 30% of students frequently discuss their problems with their teachers. In 47% cases they hesitate to do so while, 23% of students never discuss their problems with their teachers. Kyriacou (1986) says these deficiencies can only be removed by a viable student teacher relationship. As recommended above, a set time for students counselling must be included in timetable.
In Pakistan the literacy rate is extremely low and most of the parents belong to the lower stratum of the society. They are not in a position to guide their children in academic matters even at the initial stages. On the other hand, some literate parents are so careless that they do not pay heed to the academic betterment of their children. Therefore, the academic attainment of a large number of students in the previous category and a small number of students from the latter category is quite unsatisfactory. That is why according to data as in Table 3.25, only 7% of teachers are fully satisfied with the academic standard of students, 21% of students are satisfied to a certain extent, 30% of teachers are slightly satisfied and 42% of teachers were not at all satisfied with the academic standard of students.

According to teachers' questionnaires it is observed that at least 70% of teachers state that their salary is insufficient.
Because of their dishonest inclinations, nearly 17% of teachers try to avail of improper benefits from students. The damage done to education is therefore incalculable.

Teachers' Relationship With Parents

It is the parents' responsibility to meet teacher to enquire about the level of progress of their children. It has been found that most of the lower-lower class parents do not bother to meet teachers. Here comes the teachers responsibilities to send message through the head of the institution to parents whose children are suffering from various type of academic and ethical (disciplinary) shortcomings. According to data received in response to the questionnaires teachers correlate with 17% of parents approximately. This figure is dismally low among other ways of parents - teacher collaboration, we may suggest:

a. holding of meetings between parents and teachers at least twice during the academic session to discuss their children's progress or lack of it.

b. sending detailed result reports by mail rather than through students.

c. inviting parents to participate in school activities not merely by attendance but through organizational involvement.
Function Of Punishment

Inspite of the importance of "punishment" as discussed below by several researchers to keep students on the right path, only 60% of schools enforce this principle. The outcome of such loose discipline is the wasting of many academic years of the students. The Chicago tribune states that spanking as a form of punishment is coming back into fashion stated by Hurlock (1986).

Feshback (1973) describes that punishment plays a very important role in the moral development of children. The first function is restrictive. Grause et al., (1972) says that punishment deter the repetition of socially undesirable acts. When children discover that certain acts will lead to punishment, they are usually deterred from carrying out these acts out of fear of punishment they have received in the past for commision of these acts.

The second function of punishment is educational. Before children can understand rules, they can learn that certain acts are right and others are wrong by being punished for carrying out wrong acts and by failure to receive punishment when they carry out acts that are permitted as described by Kurtines etal (1974) and Morris etal (1973) Motivation to avoid socially disapproved behaviour is the third function of punishment. Recognition of the possible consequences of a wrong act is essential to motivate avoidance of such an act. When children are intellectually able to weigh alternative acts and the consequences associated with each, they must learn to decide for themselves whether a wrong act is worth its price. If they decide it is not, they will be motivated to abstain from such an act.
2. FACILITIES AVAILABLE IN SCHOOLS

Facilities in schools that contribute towards determining the standard of education in any institution could broadly be of three types i.e.

i. Space vs Students (Space Facilities)
ii. Basic Amenities for Students
iii. Academic Facilities

The facts about the situation in schools in our study area, as narrated by parents, students, and teachers in answering questions directed to each through questionnaires have been tabulated in Tables 3.26-3.34.

Space Vs Students

As evident from table 3.26 and 3.27 the number of students enrolled in schools is variable, ranging from as small a number as 200 to as high as 3200. Nearly 90% of schools have less than 1700 students on their rolls. The extreme variability in the number of students is also evident from the mean 935 (table 3.27). Equally unreliable is the mean number of rooms in schools, which is 17.3. As a result, the number of students accommodated per room in schools in our study area is 58.4 which is obviously a very high concentration leading to low receptivity of students at the time of imparting instruction. Still more unsatisfactory is the student-teacher ratio. The mean number of teachers who teach at least eight different
subjects per school is no less than 28.5. This prevents the developing of any intimate student-teacher relationships.

A brief perusal of these tables yields the following results. Large classes, particularly in the urban areas present an obstacle to innovation. Only teacher training institutions may talk about "project method, demonstration, field trips and application of theoretical knowledge by effective use of community resources." Such discourses are purely theoretical during the pre-service training of teachers. Once the trainees get a certificate or degree in teaching, they treat it as a licence to teach for life without re-training, or taking refresher courses or being required to adopt modern methods of teaching.

According to table 3.27, 33% of schools are govt. controlled 41% are nationalized schools and 26% schools are privately owned. Private schools in our study area are mostly established for commercial benefit. That is why, as shown in tables 3.28 & 3.29, a considerable number of students have a negative opinion about their schools. 38% of students disclose that not only they do not like their schools but even go so far as to express loathing for them. 34% of respondents indicate that the school buildings are barely habitable while 10% say that they are utterly unbearable and 11% say that their school is not good. The statements clearly indicate that the condition of at least 55% of schools is in such a deplorable condition that they regard their school more as a torture cell than as a place of education.

The efficiency of teachers, due to their disproportionate ratio in Karachi is not up to the mark. Bhatti et al. (1987) found
the Pakistani teacher-student ratio to be nearly 30, while the pupil-teacher ratio in secondary schools in U.S.A, West Germany, England and Wales, year-wise as mentioned by Armstrong et al. (1981) is tabulated below:

Table 3.26

<table>
<thead>
<tr>
<th>NO: OF STUDENTS</th>
<th>PERCENTAGES OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 - 700</td>
<td>24 %</td>
</tr>
<tr>
<td>701 - 1200</td>
<td>28 %</td>
</tr>
<tr>
<td>1201 - 1700</td>
<td>38 %</td>
</tr>
<tr>
<td>1701 - 2200</td>
<td>3 %</td>
</tr>
<tr>
<td>2201 - 2700</td>
<td>4 %</td>
</tr>
<tr>
<td>2701 - 3200</td>
<td>3 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>= 100%</strong></td>
</tr>
</tbody>
</table>

Table 3.27

<table>
<thead>
<tr>
<th>FEATURES</th>
<th>Mean values</th>
</tr>
</thead>
<tbody>
<tr>
<td>No: of students/school</td>
<td>935.5</td>
</tr>
<tr>
<td>No: of teacher /school</td>
<td>28.5</td>
</tr>
<tr>
<td>No: of students/class</td>
<td>58.4</td>
</tr>
<tr>
<td>No: of class rooms/ school</td>
<td>17.3</td>
</tr>
</tbody>
</table>
B. Categories of schools

---

Government 33%
Nationalized 41%
Private school 26%

Table 3.28

STUDENTS' LIKING OF THEIR SCHOOL

Degree of attachment

---

Excessive 28%
Little 34%
Dislike 38%

N ≈ 115 100%

Table 3.29

STUDENTS OPINION ABOUT THEIR SCHOOL

Appearance

---

Very beautiful 8%
Good 37%
Bearable 34%
unbearable 10%
Not good 11%

N = 115 100%
Table 3.30

STUDENT - TEACHER RATIO IN DIFFERENT COUNTRIES

<table>
<thead>
<tr>
<th>Countries</th>
<th>Ratio Year-wise</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. A</td>
<td>19.8</td>
</tr>
<tr>
<td>West Germany</td>
<td>25.9</td>
</tr>
<tr>
<td>England &amp; Wales</td>
<td>18.0</td>
</tr>
</tbody>
</table>

The above data indicate that the student-teachers ratio in England & Wales is 15.5, & 18.5 in West Germany, 17.6 in U.S.A, while teacher ratio in Karachi is 48. Student-teacher ratio is also highly variable in different parts of Pakistan. In rural areas, the number of students is generally low, while the number of students in a school in an urban area like metropolitan Karachi is very high i.e 935.5. So the problem is greater in urban areas.

In Karachi, more than 60 students are found in per classroom, and in a few cases more than 70 or 80 students per room. So it seems to be very difficult for a subject teacher to pay individual attention to each student. Teachers have to spend a lot of time in maintaining discipline in the classroom asking truants about misdemeanours in every period specially in schools situated in slum localities. Every subject teacher has to waste a lot of time in enquiring about their regular or irregular absence from school, lack of attention towards class teaching, incomplete home work, and frequent absence from the
classroom. A few students avoid facing certain teachers specially those who are strict disciplinarians. The data indicate that 13% of schools have less than the required number of teachers, while 79% of schools have a reasonable number of teachers. There are no proper arrangements for a teacher to substitute for another if one is on leave.

Basic Facilities In Schools

The position of basic humane facilities for students is tabulated in table 3.31, at least 12 items have been presented in order to evaluate our enterprises vis-à-vis the standard of education. Overcrowding, as indicated above, leads to further realisation of acute shortage of certain basic human needs. Only 60% of schools have sufficient desks to seat their students; while 40% do not have any desks at all. Students of these institutions must bear the torture of keeping standing, or sitting on the floor, during school time. About 65% of schools have blackboards in classrooms to display written matter before students. The rest of the 35% of schools rely in oral narration or book reading, or do anything imaginable. Bhatti et al. (1987) found that most of our teachers continue to rely on verbalisms. Talk and chalk are the principal methods of classroom instruction. In most of the rural schools, there are no provision of blackboards. Even in Karachi, more than 44% of schools do not have appropriate blackboards. Generally, a portion of a wall is painted with black paint and used for this purpose. Even if a black-board is available, the
teacher may not be fully conversant with the method of effectively using the board. Nearly 63% of schools can accommodate all enrolled students which means that 38% of schools enrol more students than they can possibly accommodate. It is anybody’s guess whether the school administration expects drop-outs or students feel their regularity in class to be unwelcome.

Karachi commonly experiences day temperature about 35°C during April to October for at least seven months. The humidity during these months remains high, and atmospheric heat becomes unbearable. Only 46% of schools have electric fans fitted in classrooms to allow some relief to students. 54% of the schools do not possess this facility. Classrooms must provide relief from tropical humidity.

The cleaning arrangements in schools is quite unsatisfactory. Only 54% of schools have appointed full time sweepers to clean schools. The rest 46% of schools do not aim to keep their premises sufficiently clean. According to teachers’ statements, only 39% of teachers were satisfied with the cleaning standards at school.

Most schools do not have proper drinking water facilities. If at all they exist, they are highly unhygienic. The water is not potable and in summer, is very hot. Coolers are not provided in schools at all. This is a cause of great inconvenience especially during the hot weather which persists most of the year.

Canteens or places where cheap and clean refreshment may be available are not constructed on school premises. As a result, vendors of unhygienic foodstuffs congregate near the school gates
and sell unhealthy items to unwary children.

Most of the government-owned schools are running in satisfactory buildings, whereas most of the nationalized and private schools are running in flats, small residential houses, or buildings not constructed for educational purposes where classes are held in garages, kitchens and attics. The overall percentages of schools running in unsatisfactory premises is 40%. Nearly 73% of schools have no transport facilities for their students. Private schools have buses which charge extremely high sums for providing transportation.

According to table 3.32, only 3% schools have provision of physical check-up for their students showing the administration's negligence towards importance of physical and mental health. This extreme negligence is proved by the fact (as mentioned in table 3.31) that 65% of schools do not have any First-aid kit to cope with emergencies. The overall impact of this utter disregard of providing basic human amenities is that the students feel that in school they are undergoing a trial and concentrating on studies is impossible.
### BASIC FACILITIES IN SCHOOLS

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Present</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient desks</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Appropriate blackboards</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Airy rooms</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Spacious rooms</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Fans</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Toilets for students</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Drinking water</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Sweepers (Full time)</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Clean environment</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>Proper Building</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>First aid Kit</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>Transport arrangement</td>
<td>27%</td>
<td>73%</td>
</tr>
</tbody>
</table>

N= 115
Table 3.32

EDUCATIONAL, RECREATIONAL & CO-CURRICULAR ACTIVITIES IN SCHOOLS

<table>
<thead>
<tr>
<th>Diverse Activities</th>
<th>Present</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>Cultural</td>
<td>3%</td>
<td>97%</td>
</tr>
<tr>
<td>Girls Guides</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>News letters</td>
<td>3%</td>
<td>97%</td>
</tr>
<tr>
<td>Excursion</td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>Medical check up</td>
<td>3%</td>
<td>97%</td>
</tr>
<tr>
<td>Contact with parent</td>
<td>3%</td>
<td>97%</td>
</tr>
</tbody>
</table>

N = 115

Academic Facilities In School

The analysis of academic facilities to students in our study area is tabulated in table 3.33 - 3.34. It has been already pointed out that disproportionate student-teacher ratio in our schools, and the consequent low efficiency of our teachers leads to further deterioration of educational standards. Table 3.27, indicates the impact of imbalance in student-teacher ratio. According to the obtained data more than 41% teachers allowed students to ask questions in the
classroom. Furthermore, due to excess number of students, 25% of teachers took care of their students, 37% of teachers did not care much, while 38% of teachers remain unconcerned totally.

It does not require any elaboration that libraries, science laboratories, audio-visual aids, co-curricular activities like picnics, excursions, debates, lectures by dignitaries and specialists, parents-teacher associations, inspection of schools by inspectors etc are necessary components of a proper educational system.

A perusal of table 3.32, exhibits that our schools are generally lagging behind in all these spheres.

Science Education

The state of secondary education is generally poor but it has come to be realized that science education in particular has reached a critically low stage and needs to be improved urgently. There is an acute shortage of teachers and laboratories are poor and ill-equipped. The curriculum has little relevance to present-day needs.

According to table 3.8, nearly 6% of intermediate science or Arts graduates are teaching science subjects in different schools of Karachi. Due to non-availability of science teachers, arts graduates are working against these vacancies. So the most urgent problem in science education is the problem of non-availability of suitably qualified science teachers. Science is being taught primarily as theory by the teachers who themselves may not have studied science. This calls for immediate action for redesigning priorities in teacher training-institutions. What
instruction can be imparted by such teachers who themselves have not studied science?

Provision Of Laboratories

According to data, in Karachi only 66% of schools have separate science rooms and laboratories. How the other 34% of schools manage their science practicals cannot be imagined. They simply rely on reading and stating facts before the students. Almost all private and nationalized schools do not have separate science rooms in their schools. Unfortunately nearly 2/3 of schools belong to the private sector.

In these schools, there is acute shortage of chemicals and apparatus. As mentioned above, 90% of these private and nationalized schools are housed in residential bungalows and flats. The covered area of these schools is generally 120 square yards, while few schools are situated in 400 - 600 square yards bungalows. So most of the private schools do not have a permanent laboratory, and science rooms for the demonstration of science subjects taught in school. The students of such schools lag behind in the study of science and its practice. Most students of these institutions cannot perform science practicals as they are not taught to do so.

Private schools charge exorbitant fees under various heads, but hardly any part of the money is recycled to the students in any form. It is reported by the students as represented by the table 3.33, only 53% of schools provide required chemicals and appropriate apparatus to their students.
It may be mentioned here that a considerable number of Govt. schools have a large laboratory and science-room and bulk quantity and good quality of chemicals and apparatus. Unfortunately their teachers, lab. assistants and lab. attendants do not use them to perform practicals. Sometime, in chemistry practicals, number of glassware is used to perform a single practical. The maintenance and checking of journals recording experiments with signature of teacher in charge is also not done regularly. There is also acute shortage of lab-attendants and the entire burden falls on the lone teacher.

In chemistry practicals, different chemicals are used and most of the school teachers demonstrate the practicals to students who individually perform them in their examination. That is why students of only 53% of schools report that they have the needful quantity of chemicals and apparatus while students of 47% of schools reveal that they have a meagre quantity of chemicals and apparatus. Shortage of equipment in the science laboratories is mainly due to lack of proper co-ordination among various organizations and govt. departments.

In this connection, educational institutions should be given authority to place orders for their requirements to a reliable supplier without the interference of red tape and money-making middlemen. The head of the institution and other superior authorities should keep a close eye on this matter to check misappropriation of funds.
Libraries In Schools

It is often remarked that our students do not improve and extend their knowledge, which is limited to the textbooks and they do not acquire the ability to think beyond what they are taught in school. The administrators and educationists sadly criticize students who do not devote their time to studies. They have no reading habits and no thirst for the acquisition of knowledge.

Firstly, we should examine the prevailing provision of books. Do we provide our students the opportunities to enlarge their awareness and information? What opportunities are available to talented and ordinary students? Do we create thirst and curiosity for the acquisition of knowledge? The answer is that we do not because the available facilities are extremely limited. Unfortunately, in some institutions they do not utilize them properly. Nearly each and every govt. and private school has one to three almirahs containing a few books. Generally one teacher is deputed for the care of these books. The almirahs are kept in the staff room or in a clerk’s office. These books are not provided to teachers or to students. There is no librarian kept for this purpose. Limited accessibility curtails knowledge.

According to survey, as in table 3.33, it has been found that only 2% of schools of Karachi fulfil the books provision facility to their students to a limited extent. It can be easily concluded that the standard of education has deteriorated because adequate reading material is not available in our educational institutions. This calls for allocation of more funds for providing library facilities to each school all over the country in a systematic manner.
Sports, Co-Curricular Activities & Excursion

Sports and co-curricular activities are extremely necessary for the physical, mental and emotional development of young children. These activities increase integrity and co-operative spirit among pupils and other members of society through healthy competition among different groups and communities. The recreational activities enhance enjoyment and co-operation among participants. sportsmanship becomes the most appreciable trait of one’s personality in real life and a good sportsman can generally prove to be a good citizen.

Henry (1964) has developed the concept of physical education as an academic discipline with a body of knowledge without any need to demonstrate its practical application. Physical education has a scholarly body of knowledge drawn from anatomy, physics, physiology, cultural anthropology, history, sociology and psychology.

Games or physical exercises are essential for a healthy mind and body. Not only a sturdy body but certain moral aims are also obtained through this training. The qualities of whole-mindedness, temperance, control of passion by reason, co-ordination of thought and action are likewise fostered.

According to Aristotle, the purpose of gymnastic training was not to produce merely physical hardihood among soldiers or to produce perfection in athletes, but also to develop good habits for the control of dominating passions and appetites.

Excursions, and educational trips are most significant for educational attainment and social development of children. Students obtain a lot of knowledge by visiting cottage and other
relevant industries like cement sugar, ghee factories etc. They see everything with their own eyes and observe the practical application of the theoretical knowledge which they study in textbooks.

Inspite of awareness of the value of sports and co-curricular activities, very few educational institutions provide games and sports facilities to their students in an appropriate manner. It may be noted that the Govt. takes Rs 12/= from each and every student in the name of game funds. The govt. also sanctions Rs 4000-5000/= to every high school for the promotion of games and sports for the physical, mental, emotional and social development of every child. Despite such a huge collection of money from students and allocation from the govt., the end results are unsatisfactory. Only a selected number of students are provided game and sports facilities e.g if the total number of students in a school is 500, game and sport facilities are provided to only 40-50 students. These are only for three games cricket, hockey, football. The rest of the vast body of students cannot participate in such activities.

The factual position is that, on average, every school collects at least Rs 7,000 - 10,000. But as reported by the students and teaching staff, the school administration spends not more than Rs 1000 - 1500/= in purchasing sports goods and meeting the expenditure for tournaments. According to table 3.33, 55% of schools have games arrangements and nearly the same number of schools have playgrounds on campus or near the institution. It does not mean that in 55% of schools there is cent per cent students' participation in sports. It has been
found that the maximum number of student participants is not more than 5-10%. The money collected for sports remains un-utilized or finds its way into the pockets of dishonest officials.

As far as facilities of educational trips in secondary schools of Karachi is concerned, it is not more than 5%, while only 6% of schools organize recreational picnics which are also a means of informal learning. Only 8% of schools have parent-teacher associations, and only 5% of schools invite dignitaries or specialists to address the students.

Broome (1976) and Hymes (1953) concluded their findings with the help of more than 37 reports. They state that parents' involvement in school activities can be as effective as training parents to carry out educational activities at home provided the parental involvement is comprehensive and well-structured and integrates home-school experiences.

Audio Visual Aids

Audio-visual aids play a very significant role in teaching. It makes the learning process not only realistic but also very pleasant. According to psychologists, children benefit far more by a variety of steady learning which they cannot learn from books. Cross and Cypher state that "80% of the learners' readily recall information as the result of their visual perception". Pictures, charts, models, maps, diagrams, film strips, television, tape recorders, radio, motion pictures are the main audio-visual aids which are being used in advanced countries and some of the developing countries as teaching aids.

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Rosallie (1950) used television for teaching pupils of secondary classes and found it to be very useful. Dale describes the significance of motion pictures by stating that pupils can observe everything with their own eyes and that is imprinted on the receptive memory. Anderson found that if class teaching is correlated with motion pictures, motivation continues and pupils remain engaged in learning. They observe substances and sights with their own eyes and listen to sounds. Allen says that film strips are more useful than moving pictures.

The above indicates the significant position of all audio-visual aids but unfortunately in our country we are not using films and other relevant items for teaching. Data reveals that less than 5% of schools' teachers are using audio-visual aids like maps, graphs, charts, diagrams etc. Science teaching demands the use of apparatus and equipment for the true and real apprehension of all topics and lessons. The use of computer in school is almost nil whereas computers are regarded as indispensable tools for study in western countries.

School Uniform

It has generally been observed that students of Government schools located in depressed civic areas do not wear the prescribed uniform. If at all they do so, it is generally dirty and unwashed with grime clearly visible on it. It is vital that before entering class, all the students of school should stand in assembly and have their uniform checked by the teachers. The introduction of shalwar-qameez as uniform has further added to this problem. Students able to wear this dress
at home and come to school wearing it. Previously they used to wear other clothes at home and kept their uniform separate. Now they no longer do this. In private school, a special uniform is prescribed and pupils generally keep it clean.

School Timings

Most schools run in two shifts—morning and afternoon. In Government schools, generally the morning school is attended by girls and the afternoon shift by boys. In private schools (which are mostly co-educational), both subjects operate without any such distinction. It is quite clear that schools which try to cram learning into four-hour capsule course cannot provide any proper education. The first shift usually begins at 7.35 A.M. and finishes by 12.15 P.M. with one hour for recess in between. Thus the teaching of more than six subjects is forcibly fitted into this tight schedule. The reasons for Govt. schools doing this viz. shortage of funds is unacceptable. Private schools are determined to do a roaring business in the name of education. Previously schools used to operate in a single shift generally from 8 A.M to 4 P.M. But this has obsolete because in the face of the rising tide of commercialism.
Reinforcement

The term "Rewards" means form of appreciation for an attainment. It does not have to be essentially in the form of a material possession. Instead, it can be a word of approval, a smile, or a pat on the back. Awards motivate children towards the best achievements. They create healthy competition among students and bring out their latent potentialities. Commercial and industrial agencies also pay bonuses and give departmental promotion to create a spirit of goodwill to their employees. It also makes a profound imprint on children's behaviour. Jones (1954) found that, when positive techniques, in the form of praise, encouragement, or balanced criticism, are used in schools, desirable responses outweigh the undesirable in the ratio of 46 to 1. Even children who at first seem recalcitrant later show desirable responses. Mc.Kenzie etal. (1968) who established a reward system for ten students in a learning disabilities class, involving the reinforcing of good marks on daily assignments with privileges in class and weekly pocket money from parents at home, found that the children's performances on the in-school rewards alone rise after a period, and of the home-based contingency produces a marked increase in academic progress. Baron etal. (1971), Costantini etal. (1973), Fish & Loehfelm (1975) Haddad etal. (1976 ) and Lane & Coon (1972) found on different occasions that "throughout the childhood years, rewards have important educational value. They tell children that their behaviour conforms to social expectation and they motivate children to repeat this socially-approved behaviour. These acts as thus reinforcement agents for
good behaviour.

The above findings indicate that rewards create a positive effect and a competitive attitude not only among students, but also on people pertaining to different professions. Despite such profound importance of awards in relation to building good educational characteristics of students, our institutions are not giving proper importance to it. According to data as in table 3.33 only 46% of schools give awards to their students on the co-curricular side. The system of rewards, prizes and other honours needs to be more widespread than it is at present. Promising students who belong to poor families should also be provided financial assistance or given free ships.
### Table 3.33

**ACADEMIC FACILITIES IN SCHOOLS**

<table>
<thead>
<tr>
<th>FACILITIES</th>
<th>Present</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>2%</td>
<td>98%</td>
</tr>
<tr>
<td>Science laboratory</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Sufficient apparatus and chemicals</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Audio-visual aids</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>Trips for students</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>Experts to deliver lectures</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>Awards</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Invites guests or dignitaries</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>Organise recreational picnics</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Games arrangement in school</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Parents Teachers association</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>inspections</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Efficient Teachers</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Satisfactory cleanliness of schools</td>
<td>39%</td>
<td>61%</td>
</tr>
</tbody>
</table>

N = 115

### Table 3.34

**TEACHERS’ CARE OF STUDENTS IN ADDITION TO TEACHING**

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excessive</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

N = 115 100%
Conclusion

The crisis of facilities in secondary schools and many other types of educational institutions has many aspects which may be enumerated as under:

a. the lack of funds;
b. misappropriation of funds;
c. misuse of provided facilities;
d. inappropriate personnel in institutions;
e. incapable administration;
f. lack of accountability in educational institutions;
g. indifferent attitude of teachers;

Besides these facts, there are a number of other factors responsible for the shortage of facilities in the educational institutions.

The abovementioned factors indicate the variety of shortcomings in educational institutions. The implications of these factors may be summarised below:

The population migration from rural to urban areas is on the increase due to better availability of socio-economic opportunities. The urban population now comprises 28.3% of the total population as against 17.6 percent in 1951. The percentage of urban population in Sind is the highest and stands at nearly 50%. The worst affected by this internal and external influx is the metropolitan city of Karachi where a large number of Iranians, Afghans, Biharis, Bengalis and others have congregated due to political instability in their own countries and for
better job opportunities etc. Most of them have chosen to come to Karachi due to its sophisticated industrialization and also due to the presence of a sea and an airport.

The urban area is expected to have better educational opportunities for students. Unfortunately, in most of the cases, this is not so because of the enormous population growth, and a great internal and external influx causing unplanned urbanization in metropolitan Karachi. This results in educational dislocation. But the most unfortunate fact is the misappropriation of educational funds from different educational and other government agencies, red tapism, and misuse of funds from the educational institutions which have created great chaos in the educational system.

It has been observed that equipment and material provided in an institution are soon damaged or destroyed by the students themselves eg they break their desks, remove electric wires, damage school fans and other articles. Students spoil the paint of the school building inside and outside the classrooms by writing slogans, fixing posters, and drawing pictures on the walls. These practices make the whole building and classroom dirty and disgusting. Cohen and Manion (1981) had found that the classroom climate is influenced even by its physical appearance and layout. The move towards more informal and progressive teaching in primary schools or 'open education' as it is referred to in the United States over the last two decades has had a marked impact on the external appearance of classrooms.

The Government is not in a position to open new
educational institutions annually to keep pace with the population pressure. In fact, it is not possible to do so because of insufficient allocation of funds for education. Countless numbers of schools are opening up in 80 to 120 square yard quarters, which are constructed for residential purposes unfit to be used as schools. These pigeon-hole kind of schools, in most cases, have no permanent laboratory and specific science rooms. These commercially-motivated institutions are generally packed with students taught by inexperienced, unqualified and discontented teachers. Commercialized education can neither raise the standard of education nor inculcate among students a desire for learning. Private institutions pay a meagre salary to their teachers. Government-employed teachers are working there as part-time teachers. Incompetent personnel are just passing time without devotion to their jobs. On the other hand, government-employed teachers are getting a better salary but, in the absence of accountability, they waste their own and others' time without any interest in their jobs. According to the students' questionnaire, nearly 85% of schools are left un inspected every year. Inspection is extremely necessary just to keep teaching staff under a positive pressure to improve their performances which is necessary for the smooth and efficient running of educational institutions.

No school should be registered unless properly inspected. The registration should be for one year only after which it should be re-inspected. If its premises and facilities are inadequate, it should not be register at all. If it arbitrarily raises its fees, its registration should be cancelled.
Our educational institutions are suffering from several inadequacies: insufficient number of proper classrooms, desks, blackboards, laboratory facilities etc. Lack of proper finance is one of the key factors. The government is providing funds to further its educational policy but misappropriation, misuse of funds caused by bureaucratic red tape causes educational dislocation.

It appears that all avenues of improving or maintaining academic standards are ignored and disregarded and the deterioration continues freely. The necessary input should be made available and a comprehensive review of the entire educational system is urgently required to check the progressive decline of education.
J. SYSTEM OF EXAMINATIONS & RELATED MALPRACTICES

Aim & Purpose of Examinations

Evaluation is essentially an integral part of instruction. A test is a systematic procedure for observing persons' behaviour and describing it with the aid of a numerical scale or a category system. It is a measuring instrument designed to measure scientifically a sample of behaviour in specific conditions.

Schools Tests & Examination

School tests and home examinations play an important role for the academic improvement of students. School monthly test if properly handled, creates significant competitive spirit among students. In most of the good institutions, it is the tradition that a monthly test is conducted individually by the subject-teacher even if time and date is not followed by the school administration. Half-yearly and annual examinations should be arranged by the school administration. In most of the schools of depressed localities beneficial aspects of monthly test are not achieved and remedial measures are not followed i.e there is repetition of general mistakes committed by students. No information is sent to parents about their children’s progress or weakness in subjects.

Monthly tests and a yearly evaluation system should be introduced at the secondary level to eradicate malpractices in examinations.
The internal & external evaluation system is an important requirement of the time for the betterment of education. In the system 50% marks will be given on the basis of monthly tests or internal evaluation. It will be necessary for a subject teacher & class teacher to play a very active and positive role. This system will automatically incline students towards study right from the beginning of the session.

In external evaluation a very efficient and malpractice eradicating system should be introduced. In this system, assessment of scripts must be done on the same day of the examination. This should be carried out in such a manner that invigilating staff should comprise teachers of the same subject. After the examination is over, they should assemble together to assess the scripts on the same day and at same place. Assessment work should be performed in such a manner that each and every question should be assessed by different teachers and final marking be done by the Dy/Head Examiner. The abovementioned way will be efficient and minimize the malpractices now in current examination and assessment process.

The data obtained by the questionnaires is given below:

<table>
<thead>
<tr>
<th>Table 3.35 RATE OF GIVING TESTS IN SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once in a month</td>
</tr>
<tr>
<td>Twice a year</td>
</tr>
<tr>
<td>Once a year</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>N = 115</td>
</tr>
</tbody>
</table>
School performance in relation to testing is far behind of the required frequency. The data in table 3.35 exposes teachers' performances in connection with giving tests. 12% of teachers give one test in a month, 75% of teachers give tests twice in a year, 10% of teachers give test once in a year and 3% of teachers never give tests to determine progress of their students. So the data reveals that schools or teachers are far behind the required frequency in connection with giving tests.

Table 3.35 reveals that there are lot of slackness in giving tests and home examinations. The consequences of which occur in the shape of multifaceted malpractices in the board examination detailed underlined:

Examination Malpractices

Externalization of examinations has pushed students, parents and even teachers to infiltrating the secrecy of the examining bodies and exercising influence for obtaining higher marks by hook or by crook. Tremendous malpractices and shortcomings have corrupted the examination system. The data given below; indicates students opinion how many percentage of students cheat during examinations.
TABLE 3.36  PERCENTAGE OF STUDENT CHEATS

<table>
<thead>
<tr>
<th>Students' opinion about cheating</th>
<th>Percentages of students cheats</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>100% - 76%</td>
</tr>
<tr>
<td>26%</td>
<td>75% - 51%</td>
</tr>
<tr>
<td>22%</td>
<td>50% - 26%</td>
</tr>
<tr>
<td>17%</td>
<td>25% - 1%</td>
</tr>
</tbody>
</table>

N= 115

Malpractices in examinations have become the order of the day. This factor, more than any other, has been responsible for the rapid deterioration of education. More than 80% of the malpractice for which Boards are notorious occur at examination centres. This has been recognised by a report published by the All Pakistan Committee of Chairmen of Boards of Secondary Education. A large number of students are involved in using unfair means for passing the examinations. 5794 cases of unfair means were registered by different Boards in 1986. Fazlur Rehman, the first Education Minister of Pakistan, observed that "examinations have become an obstacle in the way of development of students who look upon them with fear and anxiety and try to pass them by fair or foul means". And this still holds good. At several matric centres, girl students threatened lady teachers with kidnapping and the fear-stricken staff returned home in groups with escorts. There were instances of impersonation but the invigilators were told to keep mum by the outsiders.

The use of loudspeakers to dictate answers and the
smuggling of solved papers is now a matter of the past. Now many students use walkie-talkies while in stray cases latest models of scientific calculators were used. One such scientific calculator can be loaded, among other things, with hundreds of solved questions. It has a code, like the master lock, used only by the students. We might perhaps see more of such gadgets in coming years in the examination of the science faculty where the use of scientific calculators is allowed as a necessity.

According to (students' statements) more than 68% of students cheat freely during examination.

Table 3.36, also exposed students' opinion about their co-examinee, 35% of students opinion is that their 76% - 100% of companion cheats during examination, 26% of students opinion is that their 51%-75% students cheats during examination, while 22% of students replied that they have found 26%- 50% students cheating during examination. Similarly 17% of students replied that their maximum number of students cheats during examination is not more than 25%.

Table 3.37

MEANS & SOURCE OF CHEATING

<table>
<thead>
<tr>
<th>Source of Cheating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>With the help of teachers</td>
<td>25%</td>
</tr>
<tr>
<td>Due to teachers' irresponsibility</td>
<td>65%</td>
</tr>
<tr>
<td>With the help of contigent</td>
<td>6%</td>
</tr>
<tr>
<td>No cheating</td>
<td>4%</td>
</tr>
</tbody>
</table>

N= 115                                   100%
Table 3.37, reveals means of cheating during examination. It is a matter of great sorrow that in their respective questionnaire students reveals that teachers are responsible for the deteriorating academic standard whatever the reasons may be. 25% of students report that cheating occur during examination with the help of teachers (invigilators and their associates). 65% of students state that cheating takes place due to the irresponsibility of teachers. 6% of students reveal that during examination cheating is done with the help of dishonest employees who are performing their job as watermen or something else. Ultimately 4% of students replied that they did not cheat in the examinations.

Violence Related to Examinations

Death and killings, kidnappings and torture, sophisticated weapons, pitched battles and gangsterism dominate the academic scene in Karachi. Intermittent violence casts long, evil shadows on the overall atmosphere in the educational institutions. It is easy to blame the students for indulging in unfair means and practices in examinations but it is even more relevant to put this question to administrators whose job it is to enforce peace, law and order, and to the examining authorities and educational planners who perform the annual ritual of holding new examinations within the framework of an anachronistic system. The quality of evaluation of answer books by incompetent and irresponsible teachers is another aspect even more frightful.
Examination Dysfunction

Over-emphasis on examinations and classification of students into divisions and grades has, in fact, overshadowed the objectives of education. Consequently, instead of serving as a tool, evaluation of students and performance and passing an examination has become an end in itself. Examination results have become visas for entry into professional colleges and acquisition of lucrative jobs.

KARACHI BOARD OF SECONDARY EXAMINATION RESULTS: 1951-1989

The Karachi Board of Secondary Education was established in 1951. Since then, S.S.C I and S.S.C II examinations have been held in every academic year. All the Boards by regulation should fix the dates of their respective examination and announce them soon after the commencement of the new academic year. In case of natural calamities and other extraordinary circumstances, special examinations should be held if students are unable from taking regular examinations.

Pass percentages of results since 1951 upto 1989 may be seen at a glance. In 1951, the first batch of the Karachi Board shows pass percentage at only 34.1%, a very low percentage. Then from 1952 to 1962, the pass percentage remained 47.1% to 49.5%, except for the sharp decline of 31.2% and 37.7% in 1958 and 1959. In 1960-1962, the pass percentage was 40.8%, 46.9% and 46.8%. Then improvement of 15% to 20% was made from 1963 to 1969. A great deal of improvement in pass percentages occurred from 1970 to 1973, which was 78.9% to 80.9%. From 1974 upto
1978 pass percentages declined to 63.5%. It was 69.3% in 1974, and 63.5% in 1977, it was 67.2% in 1978. Since 1979 up to 1982 result indicates more than 70% as having passed. From 1983 up to 1989 the pass percentage is between 52.6% to 69%. The above data indicates the Karachi Board of Secondary Education pass percentages.

**TABLE 3.38**

<table>
<thead>
<tr>
<th>MATRICULATION EXAMINATION RESULTS’ PERCENTAGE IN SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result in percentage</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>76% - 100%</td>
</tr>
<tr>
<td>50% - 75%</td>
</tr>
<tr>
<td>Less than 50%</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>N= 115</td>
</tr>
</tbody>
</table>

According to collected data, obtained from different schools of Karachi, there is a great deal of variation. As in table 3.38, in nearly 40% of schools pass percentage is between 76% up to 100%, in 45% of schools pass percentages remains between 50 - 75%, while in more than 15% of schools pass percentages remain quite unsatisfactory i.e less than 50%.
Typology of Examinations

The Pass percentages either of the Board or different schools should not be considered authentic as a great deal of cheating and malpractice occur before and after the examination. The use of guess papers, fill-in-the-blanks tests also play their role in improving the pass percentages at the cost of acute deterioration in the standard of education. In most of the science papers, 75 are maximum marks, while passing marks are 25. Before 1989, 25 marks, were reserved for fill in the blanks or sometimes true-or-false questions having one mark for each correct objective answer. In this connection, a great deal of malpractices occur at the examination centres, as teachers generally dictate the correct answer to the underprepared students.

A considerable number of candidates have obtained Secondary school certificates just by writing only 25 words almost in all papers except language papers which consist of relatively fewer objective questions.

Unfair means and practices in examinations have touched new peaks and the malaise is widespread affecting even the girl students at the matric level. This scenario was set largely by the examining authorities and education planners who remained totally oblivious to all that had occurred during the course of the year.
Suggestion

The vital need of the moment is not so much for the abolition of the present system of examination as its reform and redesigning. No system however good, is capable of implementation unless all those concerned with it are efficient, honest and devoted to their duties. One may replace a new system of examination by another. But if the persons associated with the process all along the line do not possess those human virtues that are required of them, no system will work.

The breakdown of law and order in all its frightening aspects has promoted criminal practices that have eaten into the examination system like a cancerous disease. It is the responsibility of the various government (Federal & Provincial) to enforce obedience to law which, by itself, shall eradicate criminality in examinations. The politicization of education on the part of various political, provincial and ethnic/linguistic bodies must be immediately put an end to.
SOcio-EconomIc FACTORS

In this chapter secondary education has been examined in relation to the social setting in which it exists. According to second hypothesis, parents' education, economic status, and their personal involvement with the education of children significantly influences the academic achievement of their children. In this respect, principal impact of social categorisation on the education of children belonging to different classes has been surveyed in detail. The division of society into different classes and association of parents with a certain class and its concomitant linkage with the education of their children is an all important feature of our society. Secondary education cannot be studied in isolation and its major features emerge against the backdrop of the society which demands it.

The home, as is universally accepted, is the first school of the child. As such, a suitable home environment is most conducive to the spread of education among its young members. Parents' personal educational qualifications and the total financing input of the family are factors of primary influence in shaping their attitude towards encouragement or neglect of education of children. Conducive or adverse domestic environment for education depends primarily on the economic condition of parents. Through questionnaire administered to parents and children, these important aspects have been explored and
correlated with education of children.

To determine the effects of social status of parents on academic achievement of their children, 68 schools were chosen among which 50% belonged to the affluent class while other 50% were those located in less privileged or depressed localities.

A statistical analysis was conducted based on the matriculation results of Board of Secondary Education Karachi (Science & General) group covering a ten years period from 1978-1987. The statistical analysis shows a significant correlation between class affluence and academic achievement.
The concept of class signifies the distribution of people in groups on the basis of their status in society. This may be on the basis of occupation, professional or otherwise — education, source of income and social affiliations. They can also be classified on the social scale by noting who their friends and associates are. Shaw (1981) says, the term, "social class", has not been used in a uniform and consistent way, but it is generally taken to include two main elements. Firstly, the relative power, wealth and status that is derived from one's occupation; secondly, the set of cultural values associated with oneself. Gammage (1982) and Shaw (1981) state that pupils with middle class parents achieve higher educational attainments as compared to their working class counterparts.

Since there is a close relationship between socio-economic factors and social class placement, an expedient method of estimating a person's social class position is to utilize socio-economic facts about him, such as his occupation, his income, or his education and use of relevant data to arrive at corresponding conclusions.

Social class or status of the parents of children, studying in secondary school, may be determined with the help of a most widely-used index of social characteristics made by adding the rating from several of the following socio-economic measurements.
1. Parents' Education.
2. Parents' Occupation & Economic Conditions.
3. Facilities At Home.
4. Parents' Involvement With Their Children's Upbringing.

Plus other status determinators like different social activities enjoyed by parents, club membership and recreational activities.

What follows is a survey of these factors for the area of research together with an attempt to correlate the different categories of parents with the academic achievement of their wards.
Parents' Educational Qualification

Education plays a very significant and vital role in the socio-economic development of nations. The future progress of a country depends upon the type of education provided to its population. Efforts have been made to mould the curriculum in accordance with our spiritual, moral and cultural values as well as our national requirements in the fields of science, technology, and agriculture.

Since, the "special literacy programme" was introduced in Pakistan, the literacy rate increased to almost 30%. According to the 1981 census, it was 26.2% whereas it was 21.7% in 1971. Male literacy stood at 37% as against 17% for the female population. Out of 13 million people who had some level of education, 46% had obtained primary education, 23% middle level and 20% were Matriculates. The percentages fell by 5.9% in the case of intermediate, 3.8% for graduate and only 1% for Master degree holders. The percentages for professional graduates is extremely low: 0.28% for Engineering, 0.25% for Medical and 0.28% for Law.

Table 4.1

Students' Questionnaires

Qualifications of Parents

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Fathers %</th>
<th>Mothers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below S.S.C</td>
<td>45%</td>
<td>62%</td>
</tr>
<tr>
<td>S.S.C to Master degree</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>Technical experts</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>N= 115</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

131
Table 4.2
QUALIFICATIONS OF PARENTS

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Fathers %</th>
<th>Mothers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Matric</td>
<td>41%</td>
<td>56%</td>
</tr>
<tr>
<td>Between</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter-B.A</td>
<td>14%</td>
<td>22%</td>
</tr>
<tr>
<td>B.A, B.Sc</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>B.Com, etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A, M.Sc</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>M.Phil/Ph.D</td>
<td>-</td>
<td>~</td>
</tr>
<tr>
<td>Professional</td>
<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>N= 115</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data obtained from the students and parents questionnaire about the parents' qualifications is detailed below:

Table 4.1, students statements indicate that 45% of fathers' educational qualification are under Matriculate, 48% are between Matriculation and Master's degree, while 7% are technically qualified. The same table indicates that educational qualifications of 62% of students' mothers are under Matriculate, 37% of mothers qualifications are between Matriculation and Masters' degree, while 1% are technically qualified.

As mentioned above, 45% of fathers and 62% of mothers of secondary school children in my study area are not in a position to guide their children in their studies. Not only this, illiterate parents' attitudes, habits, behaviour with their children and other persons who come into contact with them reflects their social values, and other economic and cultural
aspects of life. Thus 48% of fathers’ and 37% of mothers’ educational qualifications are between Matriculation and masters’ degree) are not in a position to coach their children themselves because there are many subjects which they have not studied in their student life.

As in table 4.2 (according to parents’ replies) parents’ qualifications are, 41% of fathers and 56% of mothers of the secondary school students are below Matriculation. A large number of parents are illiterate; 14% of fathers and 22% of mothers are undergraduates; 18% of fathers and 10% of mothers are graduates, 10% of fathers and 8% of mothers are Master’s degree holders; 1% of fathers are professional degree holders, while 16% have many other qualifications. On the other hand, 4% of mothers have professional qualifications.

Whatever the country or culture, a family has to perform a two-fold function:

1. a biological function.
2. a cultural function.

Home environment and parents’ education have a profound effect in socialization and personality formation of the child. Only a literate person can help and guide his children in their studies. The early home environment and training of children is primarily determined by the cultural, educational and economic level of the family.

In this particular study, it has been found that the performances of students belonging to slum localities (Liaquat -abad, New Karachi, Orangi Town, Muhajir Camp etc) remain extremely poor as vast percentages of students either fail or
barely obtain E or D grades. Even this achievement is mostly the outcome of variety of dishonest practices such as cheating, external help, dictating of objective answers by invigilators during examinations etc. Also, at the time of assessing of scripts, teachers of certain schools influence their co-examiners to give their own students at least pass-marks to raise the pass percentage.

These persons mostly belong to lower-lower strata of society such as illiterate workers. That is why they are not in a position to provide their children with an academic environment because of their depressed socio-culture and economic situation. Parents living in these localities relegate education to a secondary position. Often parents despair of better performances by their children. Rauf (1984) concluded that children hailing from a home where parents are educated have good habits and attitudes and healthy social and cultural interest. They are more likely to develop into responsible and healthy adults. Such a student has a significant chance to develop a high inclination towards academic achievement. He has a better inclination to appreciate and to develop approved socio-cultural values. On the contrary, parents of children living in slum localities, are mostly illiterate, discourteous, callous, immoral and criminal. Such children have far less chances to flourish and to develop into healthy and socially useful adults.

Parents' educational qualifications have a profound and positive affect on their children's achievements. It is stated by Armstrong et al. (1985), that during 1970, in U.S.A, a series of tests was given to group of school youngsters aged nine,
thirteen, and seventeen in a large sample of school in all areas of the country. These National assessments of educational progress were designed to provide information about what students understood about such subjects as science, writing, civics, reading, literature, music, social studies, and maths.

The result indicates that the educational attainments of parents have profound impact on the achievement of their children.

Table 4.3

<table>
<thead>
<tr>
<th>Parents qualification</th>
<th>Science</th>
<th>Literature</th>
<th>S.Studies</th>
<th>Maths.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents with no High school background</td>
<td>-11.8</td>
<td>-9.5</td>
<td>-8.4</td>
<td>11.9</td>
</tr>
<tr>
<td>2. Parents with some High School Graduates</td>
<td>-6.2</td>
<td>-3.7</td>
<td>-5.5</td>
<td>8.1</td>
</tr>
<tr>
<td>3. Parents who are High School</td>
<td>-1.4</td>
<td>-0.3</td>
<td>-0.4</td>
<td>0.1</td>
</tr>
<tr>
<td>4. Parents with some post-High school training</td>
<td>+5.1</td>
<td>+5.9</td>
<td>+6.4</td>
<td>8.3</td>
</tr>
</tbody>
</table>
The score in this table represents % below or above the national median.

An important implication of the information regarding the relationship between educational attainment level of parents and children is that teachers need to provide extra help for those youngsters whose parents have not had a great deal of formal education. The data indicates that the youngsters from homes where the parents have had education beyond high school seem to be doing things that tend to support the academic expectation held of youngsters by the schools. This does not necessarily imply that all these parents are helping their children with their work, but it does suggest that the attitude in these homes towards schools and the school programme is probably positive, and the youngster may be more receptive to school instruction.

On the other hand, children from homes where the parents have had no high school training are apparently much less likely to provide an environment where the values and attitudes coincide with those in the school. That is why teachers have a special obligation to work very hard with such youngsters. For these children, it could well be true that as far as academic education is concerned, teachers may have to "do it all".

Stevenson (1982) carried out a detailed study of schooling in Peru examining the influence of additional variables and found that such variables as family characteristics and rural against urban environment impinge a positive effect on education.

It is obvious that the educational background of the parent is a vitally important variable in students' academic
success in school. On the basis of current research, one observes that students belonging to slum localities are educationally retarded not only due to parent's illiteracy, but also due to socio-cultural shortcomings, and economic hindrances. The result is that a lot of students either fail in the Board examinations or their academic achievement as assessed by the board examination is, at most, "E or D" grade, with some students in grade "C". Passing in grade "B or A" is out of the question. This fact is further reinforced by the previous researcher Nasreen (1983) who found that the educated parents pay more attention to their children and the provision to facilities to their children is far better than those provided by illiterate parents. Similarly, Yasmeen (1983) found that children of educated parents did better in the quantity and quality than the children of uneducated parents. Education, thus, has not the task of focussing on the young alone but also the very important function of spreading adult literacy. If illiterate adult become literate and realize the benefits of education, they will insist that their children also be suitably educated and they themselves will participate in furthering their children's education.
The second hypothesis is the parents' economic status and its impact on the academic achievement of their children. Dropouts, failures and low academic achievement students from the rural areas and urban slums, out-number those who enjoy better civic facilities and who usually belong to the higher stratum of society. This is due to the vast gap between the school environment and home environment in both the rural and urban areas. The urban children too have to face obstacles in their physical growth and mental development which retard their educational career. The most important among these factors are inadequate socio-economic conditions at home and lack of educational, cultural, and recreational facilities in schools.

The majority of students falling within the scope of study exhibit all the negative impact of poverty and deprivation. As such, such effects begin to manifest themselves immediately on birth and continue till death. Persons who belong to the lower class have to engage in a life long struggle for survival.

Table 4.4 reveals the social status of parent living in the research area of the study.

Table 4.4

<table>
<thead>
<tr>
<th>Social Status of Parents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower class</td>
<td>45%</td>
</tr>
<tr>
<td>Middle class</td>
<td>47%</td>
</tr>
<tr>
<td>Upper or Privileged class</td>
<td>8%</td>
</tr>
<tr>
<td>N = 115</td>
<td>100%</td>
</tr>
</tbody>
</table>
The obtained data reveals that 45% of the fathers in the study area belong to lower class, 47% of the fathers belong to middle class and only 8% of the fathers claim to be from the privileged class.

In lower-class families, early infant training is not common. A lower-class family lives in a small and over-crowded home, where it has to face several residential, cultural, and socio-economic deficiencies. They are provided unwholesome and insufficient diet. Their homes and adjoining environmental conditions are filthy and socially unstimulating. Right from early infancy, they are expected to share the burden of domestic responsibilities by assisting their parents in various ways. Consequently, they get little time for leisure and recreation needed by children of their age.

Parents of lower-stratum generally remain busy from dawn to dusk even upto mid-night to obtain basic necessities of life. That is why they do not get time to pay attention to their children's physiological requirements and needs. The pattern of growth of such children is dictated by disorder, squalor and neglect.

As everybody is aware a price hike in consumer goods has taken place in recent years. For example, vegetable and animal protein prices have increased to such an extent that it is not possible for a large family to purchase these basic essentials for themselves. The rate of inflation has touched 22%, while according to the economy experts it was 10 % in the first six months of 1989 which was 6% in 1986-1987 and between 6-7 % in 1987-1988.
Table 4.5

MONTHLY INCOME OF FAMILY

FATHERS' MONTHLY INCOME  ( In Rs )

<table>
<thead>
<tr>
<th>Fathers' Income</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 1000</td>
<td>11%</td>
</tr>
<tr>
<td>1001 - 2000</td>
<td>30%</td>
</tr>
<tr>
<td>2001 - 3000</td>
<td>24%</td>
</tr>
<tr>
<td>3001 - 4000</td>
<td>16%</td>
</tr>
<tr>
<td>4001 - 5000</td>
<td>11%</td>
</tr>
<tr>
<td>5001 - 6000</td>
<td>8%</td>
</tr>
</tbody>
</table>

N = 115

Table 4.6

FATHERS' SOURCE OF INCOME

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Service</td>
<td>58 %</td>
</tr>
<tr>
<td>Private Service</td>
<td>23 %</td>
</tr>
<tr>
<td>Own Business</td>
<td>14 %</td>
</tr>
<tr>
<td>Any Other</td>
<td>5 %</td>
</tr>
</tbody>
</table>

N = 115

140
STUDENTS QUESTIONNAIRE

Table 4.7

FATHERS' SOURCE AND AMOUNT OF MONTHLY INCOME

(Amount in Rs)

<table>
<thead>
<tr>
<th>Monthly Income</th>
<th>Source of Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt. service</td>
</tr>
<tr>
<td>501-1000</td>
<td>5%</td>
</tr>
<tr>
<td>1001-1500</td>
<td>8%</td>
</tr>
<tr>
<td>1501-2000</td>
<td>5%</td>
</tr>
<tr>
<td>2001-2500</td>
<td>5%</td>
</tr>
<tr>
<td>2501-3000</td>
<td>5%</td>
</tr>
<tr>
<td>3001-3500</td>
<td>3%</td>
</tr>
<tr>
<td>3501-4000</td>
<td>2%</td>
</tr>
<tr>
<td>4001-5000</td>
<td>1%</td>
</tr>
<tr>
<td>N = 115</td>
<td>34%</td>
</tr>
</tbody>
</table>

Table 4.8

PRESENCE OF ADDITIONAL INCOME OF FAMILY

Categories of Additional Income

<table>
<thead>
<tr>
<th>Family Members</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>16%</td>
<td>84%</td>
<td>100%</td>
</tr>
<tr>
<td>Brother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Sister</td>
<td>44%</td>
<td>56%</td>
<td>100%</td>
</tr>
</tbody>
</table>

N= 115

141
Table 4.9

<table>
<thead>
<tr>
<th>PART TIME WORK BY STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporarily Work</td>
</tr>
<tr>
<td>Permanently Work</td>
</tr>
<tr>
<td>Absolutely Not</td>
</tr>
</tbody>
</table>

N = 115 100%

Table 4.10

<table>
<thead>
<tr>
<th>CHILDREN HELP TO THEIR FATHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>2-4 Hours Daily</td>
</tr>
<tr>
<td>More Than 4 Hours</td>
</tr>
</tbody>
</table>

N = 115 100%
A brief perusal of above tables yields the following results:

The fathers' monthly income chart (as tabulated in table no:4.5) shows that 11% have monthly incomes between Rs 1-1000/=, 30% have monthly incomes between Rs 1001-2000/=, 24% have monthly incomes between Rs 2001-3000/=, 16% have monthly incomes between Rs 30001-4000/=, while 11% and 8% have incomes between Rs 4001-5000/= and Rs 5001-6000/=.

Fathers' source of income according to table 4.6, indicates 58% in government service, 23% are in private service, 14% has own business, while 5% involve in sundry jobs.

According to students' statements, as in table 4.7, 34% of fathers are govt. employees, 30% are in private service, 31% are engaged in business. Only 1% of the people are involved in agriculture, while 4% belong to other professions. This table also indicates that 19% have monthly income between Rs 500-1000/=, 30% have monthly incomes between Rs 1001-1500/=, 14% of monthly income between Rs 1501-2000/=, 30% have monthly incomes between Rs 2001-4500 /=, while 6% of monthly income upto Rs 5001/=.

Table 4.8, indicates that 16% of mothers are working women, while 44% of brothers and sisters are working at different places to bring about minor financial relief to their parents.

The above mentioned data indicate that more than 41% of parents are just above the poverty line. These people either engage in double-shift jobs or pass life miserably as the bare necessities of life are out of their reach. To substitute the shortcomings in their parents' income, their
children help them in their business or work elsewhere. As in table 4.9, 22% of students temporarily work, while 14% of students permanently work to help their father in augmenting the income of the family. Similarly, according to table no: 4.10, 22% of children help their fathers 2-4 hours daily in their business or elsewhere, while 14% of students help their father for more than four hours daily. Their engagements interrupt their studies and they cannot pay proper attention to their studies, Consequently, poor performances in examinations result. The previous local findings by Fatima (1980), Idrees (1976) and Maqbool (1980), concluded that parents' better economic conditions put a positive effect on their children's academic achievements.

Table 4.11

<table>
<thead>
<tr>
<th>NUMBER OF MEMBERS IN EACH FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5 Person</td>
</tr>
<tr>
<td>6 - 10 &quot;</td>
</tr>
<tr>
<td>10 - 14 &quot;</td>
</tr>
<tr>
<td>N = 115</td>
</tr>
</tbody>
</table>
According to parents' answers to the questionnaires, the average numbers of sons and daughters in each family is 3.14 & 3.20. The number of family members residing in a house is 7.91, while according to the students reply to the questionnaire, the number of members in each family is 7.95. According to table 4.11, 64% of families were 6-10 members in each house, 22% of families have more than 10 members in each house, while 14% of families have 1-5 persons in each house.

As mentioned in parents' qualifications table 4.1, these categories of parents are generally illiterate or at least academically not in a position to guide their children in their educational needs at home. On the other hand, as mentioned in table 3.28, classes are so overcrowded that it is not possible for the subject teachers to pay individual attention towards each student.

The large remittance specially from the Middle East, and to a limited extent from Western countries has boosted the national economy as well as raised the standard of living of the privileged class. But these circumstances are also responsible for the price hike. On the other hand, t.v. advertisements also play a role in causing price hike and that is why the rate of inflation is increasing very fast. Television advertisements of luxurious items and people's inability to purchase them creates a sort of social tension and other such problems in these families. Families try to excel each other in buying household gadgets which they cannot afford. They borrow or take bribes if they are not in a position to buy them.

We are very fortunate that we have per capita income higher than India, but our rate of investment is the lowest in developing
countries. Parents remain busy from dawn to dusk, even up to midnight to obtain money to buy such luxurious items. But, as mentioned above, the price hike and increasing rate of inflation creates a lot of problems for a lone breadwinner whose income is Rs 1000/= or between Rs 1001- 2000/= having six members in his family. It is not possible to keep pace with rising expenditure. Consequently these categories of parents send their children for part time work. Due to these reasons, it is not possible for such students to keep pace with academic acceleration. Most of such students come within the group of dropout, failures, or posses very low academic achievements. On the other hand, if fathers remain busy earning livelihood, they are not in a position to help their children academically.

A secondary point is that most of the parents are academically incapable of guiding their children in various subjects of study. The collected data (table 4.11) indicates that 64% of families have 6-10 members. Table 4.5 indicates that 11% of parents have a monthly income below Rs 1000/=, 30% of parents' monthly income Rs 1001- 2000/=. So with such an income, it is not possible to keep pace with the requirements of their children, specially the educational side when most of the people are just struggling for their survival.

Only 21% of students who join class one reach class X and by class XII, this figure is further reduced to only 10.6% of the total number of students enrolled in class I. In the case of girls the situation is more alarming i.e only 11% and 6% continue to class X and XII. respectively. Therefore, measure to check dropouts have to be instituted and on the other hand,
more rapid expansion at the secondary level is needed. Bhatti et al. (1987) state that the reasons for dropping out are many and varied. The factors influencing these conditions are economic, socio-cultural, psychological, geographical administrative and teacher-related. One major factor which weakens the allocation of the school for the students is that they, having studied for five or six years, find themselves in a blind alley, not knowing where it all would end. The curricula is so badly designed that it appears to lead nowhere. This strengthens the feeling of the parents that their children are simply wasting their time and not learning any useful skill which could be profitably exploited and make their children capable of earning and supplementing the family income. Therefore attraction towards study grows less and less as the students advance in grade. Hayes (1987) states that dropouts at the post-primary levels are mainly due to economic and family considerations. Some students must find employment to support themselves and their relatives. Other students lose interest because of the sterility of the curriculum. Another aspect is inadequate financing. Many students dropout of school because of the authoritarianism and or the pedagogical backwardness of the teacher.

Stendler (1951) studied the differences in attitude of parents of first grade children in U.S.A a mid-western community and found a decreasing number of children attending preschool as one goes down the social ladder. This is due not solely to economic factors, but to difference in the way in which schooling is regarded.
FACILITIES AT HOME

One of the main responsibilities of the parents towards their children's to provide them better facilities in home and this factor is related to the economic status of their parents as well as with the personal involvement of parents with the education of children.

Since the independence of Pakistan in 1947, the population of Karachi has tremendously increased. The ratio between the available facilities and the population has reached an extreme imbalance due to influx of the population into the metropolitan city of Karachi from the rest of the country.

The speedy urbanisation of Karachi has created a lack of residential facilities and many other environmental and socio-economic hazards resulting in tension, inflation and unemployment. The large number of shanty towns without civic facilities and amenities result in unpleasant and unhygienic housing conditions. These along with an inadequate transport system both for students, parents and teachers adds to tension and frustration.

Facilities at home which directly affect children's studies are the area of the house, number of rooms vs number of family members, parents' qualifications and whether or not they have time to help children in their studies, presence of basic facilities in houses like electricity and supply of water.

Facilities at home may be assumed to be of three types

i. residential.

ii. relating to basic amenities.

iii. educational facilities.
Table 4.12  STUDENTS' QUESTIONNAIRE

TYPE OF ACCOMMODATION OF STUDENTS

<table>
<thead>
<tr>
<th>House Accommodation Number of Bedrooms:</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bedroom</td>
<td>31%</td>
</tr>
<tr>
<td>2 Bedrooms</td>
<td>42%</td>
</tr>
<tr>
<td>3 Bedrooms</td>
<td>22%</td>
</tr>
<tr>
<td>4 Bedrooms</td>
<td>5%</td>
</tr>
<tr>
<td>Drawingroom</td>
<td>65%</td>
</tr>
<tr>
<td>Courtyard</td>
<td>55%</td>
</tr>
<tr>
<td>Personal house</td>
<td>73%</td>
</tr>
<tr>
<td>Rented house</td>
<td>27%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.13

AREA OF HOUSE & FAMILY MEMBERS

<table>
<thead>
<tr>
<th>Area of House</th>
<th>No: of family members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - 5</td>
</tr>
<tr>
<td>Less Than 100 Sq Yards</td>
<td></td>
</tr>
<tr>
<td>Between 101-250 Yards</td>
<td></td>
</tr>
<tr>
<td>251- 400 Sq Yards</td>
<td></td>
</tr>
<tr>
<td>More Than 400 Sq Yards</td>
<td></td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td><strong>19%</strong></td>
</tr>
</tbody>
</table>
### PARENTS' QUESTIONNAIRES ANALYSIS

**Table 4.14**  
ACCOMMODATION & CATEGORY

<table>
<thead>
<tr>
<th>House Category</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. House</td>
<td>3%</td>
<td>97%</td>
</tr>
<tr>
<td>Personal Property</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Rented House</td>
<td>33%</td>
<td>67%</td>
</tr>
</tbody>
</table>

N = 115

---

**Table 4.15**

AREA OF THE HOUSE (In Square Yards)

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 100</td>
<td>40%</td>
</tr>
<tr>
<td>101 - 200</td>
<td>43%</td>
</tr>
<tr>
<td>201 - 300</td>
<td>12%</td>
</tr>
<tr>
<td>301 - 400</td>
<td>5%</td>
</tr>
</tbody>
</table>

N = 115 100%
Table 4.16

<table>
<thead>
<tr>
<th>House Accommodation Number of Bedrooms</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Bedroom</td>
<td>28%</td>
</tr>
<tr>
<td>2 Bedrooms</td>
<td>44%</td>
</tr>
<tr>
<td>3 Bedrooms</td>
<td>22%</td>
</tr>
<tr>
<td>4 Bedrooms</td>
<td>6%</td>
</tr>
<tr>
<td>Drawingrooms</td>
<td>49%</td>
</tr>
<tr>
<td>Courtyard</td>
<td>66%</td>
</tr>
<tr>
<td>Garden</td>
<td>4%</td>
</tr>
</tbody>
</table>

Residential Facilities At Home

According to students' statement, as in table no: 4.12, 73% of students live in their own house, 27% of students live in a rented house, while according to parents' reply, as in table 4.14, 64% of fathers have their own house and 33% of them live in a rented house, while 3% live in a government house.

According to students' statements, as in table 4.13, 34% of students live in less than a 100 square yards house, 58% live in a house between 101-250 square yards, 7% of them live in a house between 251-400 square yards and 1% of them live in a house of 400 square yards or more. According to parents' statements, as mentioned in table 4.15, 40% of students are living in nearly a 100 square yards house, 43% of students living in between 101-200 square yards house, 12% of students living in 201-400 square yards house, and 5% of students are living in a house of more than 400 square yards house.
Bed Rooms / Number Of Family Members

As in table 4.12, 31% houses have only a single bed-room, 42% have two bedrooms, 22% of houses have three bed-rooms. 5% of house have 4 bedrooms. According to the parents' questionnaire, as in table 4.16, in 28% of houses there is only a single room, 42% of houses have 2 bedroom, 22% of have 3 bedrooms, 6% and 2% of houses has 4 and 5 bedrooms respectively.

According to table 4.17, in 63% of houses, at least 6-10 members reside in one house, while the same table indicates that 31% of houses have a single bedroom and 40% have two bedrooms. On the other hand, more than 10 members reside in at least 18% of houses. From the data it is clear that residential facilities are grossly insufficient.

Rooms, Courtyards & Garden

According to students' statements, as in table 4.12, 65% of houses have drawing-rooms or living-rooms, and 55% have small courtyards in their houses. According to the parents' reply, (Table 4.16), 49% of houses have drawing-rooms, 66% have courtyards, and only 4% have small gardens in their houses. This indicates that a considerable number of houses have a shortage of rooms in comparison to the number of family members. It is the acute shortage of gardens, which is extremely felt.
Table 4.17

**TYPE OF ROOM FOR CHILDREN**

<table>
<thead>
<tr>
<th>Type of Room</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual room for every child</td>
<td>5%</td>
</tr>
<tr>
<td>One room for all children</td>
<td>72%</td>
</tr>
<tr>
<td>Separate room for sons and daughters</td>
<td>23%</td>
</tr>
</tbody>
</table>

---

\[ N = 115 \] 100%  

According to parents' statements, as in table 4.17, 5% of parents provide individual room for their children, 72% provide one room for all their sons and daughters, while 23% of parents provide a separate room for sons and daughters respectively.

---

**Basic Facilities**

Table 4.18

**WATER & ELECTRIC CONNECTION**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Water connection</td>
<td>92%</td>
<td>8%</td>
</tr>
</tbody>
</table>

\[ N = 115 \]

As in table no: 4.18, nearly 92% of houses have water connection, while nearly the same number have electric connections in their houses. It appears from the data that only
8% of students have to fetch water from outside the house. Nearly the same number of families lack electricity in their houses.

Educational Facilities

According to data 14.75% of parents help their children with their homework. So a limited number of students have some sort of educational guidance. According to table 4.2, 45% of fathers and 61% of mothers are educated below matric or are illiterate or can nominally read. So it is quite impossible for them to help their children in solving their academic problems. It can be easily concluded that very few children have the privilege of assistance from their parents.

Games Facilities

Table 4.19

<table>
<thead>
<tr>
<th>Playground Facilities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground near home</td>
<td>58%</td>
<td>42%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time spend on playing</th>
<th>Percent</th>
<th>Time in (Hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hour</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>2 Hours</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>3 or more Hours</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>N = 115</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
According to table 4.15, 62% of students have playgrounds near their residence so they avail the benefit of healthy exercise. The students who have no playground near their houses just play by the roadside. The same table shows that 57% of students play for more than four hours, 33% of students play for nearly 2 hours, while 10% of students play for more than 4 hours.

**Presence Of Radio, Television & V.C.R**

**Table 4.20**

<table>
<thead>
<tr>
<th>Presence Or Absence Of Radio, T.V.</th>
<th>1-2 Hour</th>
<th>3-4 Hour</th>
<th>More Than 4 Hour</th>
<th>Frequent</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>13</td>
<td>--</td>
<td>17</td>
<td>--</td>
<td>84%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>3</td>
<td>--</td>
<td>8</td>
<td>--</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>57%</td>
<td>16%</td>
<td>25%</td>
<td>--</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Since 1964, when television was introduced in Pakistan, it has become one of the main sources of entertainment. Television and its sister v.c.r, are now creating great problems in Pakistani society by attacking cultural values and wasting students' and their parents' time. Judging by the time children spend near the t.v., it is logical to suppose that it has a
profound influence on them. In Pakistan, an average of 9-10 hours of daily telecasting is done but unfortunately there is no significant or useful programme.

The amount of time students spend in watching television is not, however, foolproof evidence of their interest, or lack of interest, in it. The time may be regulated by family rules or by the demand of school work, home responsibilities etc. Television watching may be done by the schools' children according to the nature of the programmes. Leifer et al. (1974) have pointed out that "television is not only entertainment for students but also an important socializer for them. Furthermore with guidance and supervision of programmes, they can learn healthy patterns of behaviour and values that will lead to good socialbility rather than to growth of unhealthy values and unsocial patterns of behaviour.

Feshback (1973), Leifer (1974), Mukherji (1976), Rossiter (1975), Rue (1974) studied the below mentioned effect on t.v. over children.

1. Physical effects—-it interferes with the schedule of eating and sleeping due to which indigestion, eye strain and headaches occur.

2. Effect on school work—-children sit before t.v. right from the beginning of the transmission. They do not complete their home assignments with full concentration and interest as they simultaneously watch t.v.

3. Effect on attitude---as children are imitators, they want to imitate the habits and attitudes projected by t.v. whether right or wrong.
4. Effect on values --- most t.v. programmes exhibit crime, torture, revolt against current ethical values, which develop negative attitudes.

5. Effect on speech --- children may improve their speech, pronunciation and linguistic structures.

A number of field studies have significant correlation between violent television programming and aggressive behaviour in the young. Lefkow et al. (1972) coupled with the supportive results of experiments carried out both in the laboratory and the field suggest that viewing media violence can lead to increased aggression in students.

As in table 4.20, 84% of students have radio, t.v. in their houses, while a few of them own v.c.r.s or they hire them for special programmes. The same table indicates that 25% of students watch t.v. radio etc up to two hours, 35% of students watch t.v. for nearly 3-4 hours and 40% of students watch the t.v. for more than 4 hours daily.

Kamil (1986) found that students generally complete their homework in most of the cases. However, Pakistani t.v., is not playing such a constructive role as in most of the western countries.
PARENTS' INVOLVEMENT WITH THEIR CHILDREN'S UPBRINGING

Due to economic adversity, the pattern of life has drastically changed in modern society all over the world. The common man has to strive from dawn to dusk to earn his livelihood. Most parents do not find sufficient time to supervise the academic activities of their school-going children. The consequences of the preoccupation of individuals with their professional tasks, witnessed in western societies, is also becoming visible in Pakistan, especially in big cities like Karachi.

Long distances between the residences and place of work, use of highly sophisticated gadgets for routine duties, pressure of work in the expanding world, individual competition, desire for promotion, increasing cost of living, diseases, corruption and similar other factors have compelled the breadwinner of the family in the modern society to ignore or overlook his family requirements. Western societies foresaw much earlier, these impending social impact of technological development and devised scientific solutions of these problems.

In order to examine the various aspects of student-parent relationship, a series of questions were asked covering all the spheres of interaction which are very essential for the mental, physical, educational, emotional, and moral development of the child. They include the interest of the parents in solving the problems faced by their children at home, their transportation, their educational problems, time spent in home study, monthly pocket expenses provided to their children, parents' attention
towards their children, neatness and cleanliness, progress reports from teachers, parents discussion with teachers etc.

The above mentioned factors, which were inquired from students, parents and teachers, to find out the extent of parents involvement with their children's upbringing, are detailed below:

Table 4.21

MEANS OF TRANSPORT USED BY STUDENTS

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>By their parents' and relative conveyance</td>
<td>3%</td>
</tr>
<tr>
<td>Public transport</td>
<td>30%</td>
</tr>
<tr>
<td>On foot</td>
<td>61%</td>
</tr>
<tr>
<td>By the school bus</td>
<td>6%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

According to table no: 4.21, more than 61% of students go to their school on foot. On the other side very few students, 3% and 6% of students go to school by their parents' transport or with the school bus.

Table 4.22

INQUIRY OF ELDERS BY TEACHERS ABOUT THE WELFARE OF THEIR SCHOOL-GOING CHILDREN

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>11%</td>
</tr>
<tr>
<td>Frequently</td>
<td>10%</td>
</tr>
<tr>
<td>Rare</td>
<td>10%</td>
</tr>
<tr>
<td>No time</td>
<td>69%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
According to teachers' questionnaires the number of parents who inquire about progress of their children by their teachers is 15%. This shows that most of the parents are not showing sufficient interest in their children's academic performance and do not attempt to overcome shortcomings therein. As in table 4.22, according to students statements, 69% of parents have no time to inquire about their children's academic progress from their teachers; 10% of parents rarely contact teachers while 10% frequently inquire about the progress of their children. It can be easily concluded that most parents are not giving due attention to the betterment of academic performances of their young children.

Bynner (1974) found in a survey of 3000 parents in U.K that the majority visited their children's primary school, but far fewer of working class (40%), and middle class (80%), parents visited their child's secondary school.

Table 4.23

<table>
<thead>
<tr>
<th>CHILDREN WHO SEEK PARENTS' HELP IN SOLVING HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Need Help</strong></td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Always</td>
</tr>
<tr>
<td>Seldom</td>
</tr>
<tr>
<td>Absolutely not</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
</tr>
</tbody>
</table>
Table 4.24

PRIVATE TUITION FOR CHILDREN

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporarily</td>
<td>22%</td>
</tr>
<tr>
<td>Permanently</td>
<td>14%</td>
</tr>
<tr>
<td>Absolutely not</td>
<td>64%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.25

PARENTS' ATTENTION TOWARDS THEIR CHILDREN'S STUDIES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily involvement</td>
<td>15%</td>
</tr>
<tr>
<td>Mere advice</td>
<td>32%</td>
</tr>
<tr>
<td>Themselves study</td>
<td>43%</td>
</tr>
<tr>
<td>Busy can't help</td>
<td>10%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.26

PARENTS' REMINDERS TO CHILDREN FOR STUDY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>18%</td>
</tr>
<tr>
<td>Sometime</td>
<td>14%</td>
</tr>
<tr>
<td>Always</td>
<td>31%</td>
</tr>
<tr>
<td>Need not</td>
<td>37%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.27

PARENTS WHO COACH THEIR CHILDREN THEMSELVES

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly one hour</td>
<td>8%</td>
</tr>
<tr>
<td>Hardly two hours</td>
<td>6%</td>
</tr>
<tr>
<td>Most of the time</td>
<td>5%</td>
</tr>
<tr>
<td>Having no time</td>
<td>81%</td>
</tr>
</tbody>
</table>

N = 115  100%

As in table 4.23, 53% of students disclose that they always need their parents' help in solving homework, but according to students' statement, only 14.75% parents help them in completing their homework. It is quite clear that more than 55% of students need their parents' help in solving their homework but only about 20% receive parents' help. The remaining students do not receive help of any kind. As in table 4.24 external help to students by private coaching benefits only 14% of students on a regular basis. Therefore, 55% of students who require parents' help in solving their homework, only 15% receive academic assistance from their parents. According to parents' questionnaires 91% of children need guidance in various academic and other related aspects. As these young folk are not capable of solving their problems in a correct way, (according to teachers' statements 39% of students do not complete their homework.

On the contrary, in U.K., according to Cyster et al. (1979), large-scale study of parental involvement showed that helping on school visits and tour was 78%; sewing and minor repairs
65%; providing transport 54%; imparting specialist knowledge to children usually of the vocational type 45%; helping with crafts, cooking, music etc. under supervision 36%; helping in school library 29%; hearing children read under supervision of teachers 26%; helping with sports and school clubs 22%; helping to dress children after swimming or physical education 20%.

Herman and Yeh (1980) likewise demonstrated that the extent of parental interest and involvement in school activities was positively related to pupil achievement. Parents who felt involved in decision-making and able to relate to their child's teacher experience showed greater satisfaction with the school as might be predicted by simple assonance.

Students' statements as in table no: 4.25, 15% of parents sit with their children to help them in their studies. 32% of parents are hardly able to advise their children. The remaining 43% of students state that they themselves study regularly. 10% of students say that their parents are too busy to help them.

As in table 4.26, only 18% of parents often remind their children to study; 14% of parents sometimes remind their children to study. Similarly 31% of parents regularly remind their children to study, while 35% of parents do not remind them. By this statement, it can be concluded that nearly 53% of parents do not remind their children to study at all.

The above data reveal that 85% of parents do not help their children in academic affairs. The parents' statements as in table 4.27, 81% of parents have no time to coach their children while 8% parents coach their children for hardly one hour, 6% of parents coach them for nearly 2 hours. On the other hand, upto 5%
of parents claim that they devote a lot of time to coaching their children.

It appears from teachers questionnaires that, only 34.25% of parents take care of their children's neatness and cleanliness. Students of secondary level are supposed to be in that stage where they need not be supervised in such matters. But data indicate that students and parents both are careless in this regard. According to teachers' observation only 39% of students are found wearing clean uniform or maintaining sufficient personal hygiene. It is also observed that more than 41% of students carry their books in their hands. This shows their parents' bad economic condition combined with negligence from parents' side.

Teachers describe in response to questionnaires that 17% of parents contact them and frequently come to their school. They remain in touch with teachers to increase their awareness of their children's academic progress and other matters. But this percentages is very low.

The teachers' observations, as the replied in the respective questionnaires that 15% parents who follow teachers' instruction. It is quite clear that if 85% parents do not follows teachers' instructions the outcome of such negligence will definitely emerge in the shape of academic deficiency or academic deterioration.
Table 4.28

<table>
<thead>
<tr>
<th>Type of Employment Undertaken by Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporarily work</td>
<td>22%</td>
</tr>
<tr>
<td>Permanently work</td>
<td>14%</td>
</tr>
<tr>
<td>Absolutely not</td>
<td>64%</td>
</tr>
<tr>
<td><strong>N = 115</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

As in table 4.28, 22% of students temporarily and 14% of students permanently work to supplement income for the family members who cannot make both ends meet. According to students' statement in reply to the questionnaire, 23% of children help their father daily for 2-4 hours to increase the livelihood of the family, and 6% of students do this for more than 4 hours. Therefore, according to teachers' statements such part-time engagement causes only 1% of students come to school regularly. 54% of students state that they participate in domestic work. The parents' statements, more than 20% of students bear the responsibility of purchasing groceries for their home, in contrary 52% of students report that they perform shopping for their home. A considerable number of students do not regularly attend school due to this.

Only 47% of students describe school incidents to their parents. This indicates a lack of contact among parents and their children. It is concluded that parents are too busy to speak to their children either on important problems or casual talk with children. As far as socialization of children is concerned it seems to be extremely poor, only 3% of students often come to
house for combined study.

Children's fathers seem to be extremely busy in earning the livelihood for family members as only 23% of father's bear the responsibilities of looking after their children.

Table 4.29

<table>
<thead>
<tr>
<th>WORK DURATION OF FATHER</th>
<th>(In Hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 - 14 (Hours)</td>
<td>10%</td>
</tr>
<tr>
<td>9 - 11 &quot;</td>
<td>22%</td>
</tr>
<tr>
<td>6 - 8 &quot;</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>N = 115</td>
<td></td>
</tr>
</tbody>
</table>

Parents take one hour in going from home to their place of work. A few parents have to spend 3 to 4 hours to return home. As in table 4.29, 10% of parents work for 12-14 hours daily, 22% parents' work for 9-11 hours. The data indicate that considerable number of parents spend most of their time in earning their livelihood. They have no time to look-after, and provide guidance to their children. According to parents' statements, only 23% of fathers are responsible for looking after their children. On the other hand, 68% of mothers care for their children.
KEEPING THE ABOVE PROSPECTIVE IN VIEW, WE PRESENT BELOW THE
RESULTS OF A SURVEY CONDUCTED AMONG 34 SCHOOLS OF AFFLUENT
LOCALITIES AND 34 SCHOOLS OF DEPRESSED LOCALITIES. THE REASON FOR
SELECTING THESE TWO CATEGORIES IS THAT FOR THE AFFLUENT LOCALITY
WE ASSUME THAT BETTER SOCIO-ECONOMIC STATUS OF PARENTS RESULTS IN
MORE INVOLVEMENT WITH THE EDUCATION OF CHILDREN.

IN THE SAME WAY, THE DEPRESSED LOCALITIES ARE THOSE WHERE
PARENTS DO NOT HAVE GOOD SOCIO-ECONOMIC STATUS. THEY ARE MOSTLY
UNEDUCATED AND, THEREFORE, THEY DO NOT HAVE ANY EDUCATIONAL
INVOLVEMENT WITH THE EDUCATION OF THEIR CHILDREN.

 THESE DATA CONSIST OF A COMPARATIVE EVALUATION OF THE
MATRICULATION RESULTS (SCIENCE AND GENERAL GROUPS) COVERING A

THE STATISTICS SHOWN BELOW ARE BASED ON CONCLUSION OF
THE MEAN IN EITHER CASE.

FROM THE EXAMINATION OF THE TWO BAR CHARTS, IT IS
PERTINENT TO MAKE THE FOLLOWING OBSERVATIONS:

1. STUDENTS OBTAINING A1 GRADE IN AFFLUENT LOCALITIES IS ONLY
ABOUT 3% BECAUSE OF GRADE A1 WAS INTRODUCED AFTER 1986.
PREVIOUSLY THE STUDENTS OF AFFLUENT LOCALITIES PASSED IN
GRADE A1 WERE SHOWN TO HAVE PASSED IN GRADE A.
STUDENTS OBTAINING A1 GRADE ARE ONLY .03% AMONG SCHOOLS OF
DEPRESSED LOCALITIES.

2. STUDENTS OBTAINING GRADE A IN AFFLUENT LOCALITIES EXCEED
SIMILAR STUDENTS IN DEPRESSED LOCALITIES BY MORE THAN 20%
3. The difference between Grade B students is even greater in affluent localities 30.98% students passed in grade B on the other hand, only 3.25% students of depressed localities passed in grade B.

4. The number of students who passed in Grade C & D in affluent localities was 24.01% and 10.36%, on the other hand the number of students passed grade C & D were 10.21% and 17.84%.

5. The percentage of students from affluent localities passing in grade E were extremely low i.e only 1.25 % while students of depressed localities passed in grade E were 9.47%.

6. On the basis of analysis of the foregoing statistics, the most remarkable differences are in:

A. Passed percentages vary between 41.56% in depressed areas to 94.69% in affluent areas.

B. Percentages of failures vary between 58.40% in depressed areas and 5.28% in affluent areas.

An examination of the above factors leads one to probe the causes of such extreme variations and to assess its causes. Factors determining academic excellence as present in schools of affluent areas are under:

1. The parents of children attending such schools are themselves educated and occupying relatively high professional positions on the basis of their education. As such, they are determined to educate their children as best they can so as to obtain maximum socio-economic benefit.

2. Parents of such pupils also involve themselves in the studies of their children (by examining their homework, fixing certain study hours for them) in the home.

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3. Parents also take interest in co-curricular activities of students. They visit the school and interact with teachers so that their children may attain maximum academic excellence.

4. Such parents are also financially well-off and can afford to pay private coaching fees so that their children obtain exposure to diverse educational media.

5. The management of such schools is actively involved in providing a broad spectrum of facilities to students in order to develop their potentialities to the maximum. The atmosphere is such that children wish to attend school rather than stay at home as is the case with children from depressed localities.

6. The school management recruits such staff as not only possess paper qualifications but also are practically and temperamentally suited to the task of teaching young, growing children.

7. The teachers maintain a proper standard of academic assessment whereby the students are compelled to work in order to obtain good results. Those who do not do so are automatically weeded out.

8. Attendance in class is a must for such pupils and absences leads to inquiries from parents and/or expulsion from school.

9. Unfair practices and cheating in examinations is strictly prevented. The cultural mores of such pupils also discourages this.

When we examine schools of depressed areas and the academic performance there, we are led to conclude as follows:

1. The parents of such pupils are mostly illiterate and do not
look with favour upon such education.

2. Being illiterate or semi-illiterate themselves, they cannot assist their children in academic matters.

3. Such parents have no interaction with school staff.

4. They are mostly poor and unskilled and cannot afford to send their children to good schools where greater facilities are available. Parents of such localities are financially not in such position to provide their children any private coaching.

5. The administrative set-up of such schools is in a disastrous state. No efforts are made:
   a. to ensure regular classes in each subject;
   b. to insist on regular attendance by pupils;
   c. to give and check homework;
   d. to provide extra and co-curricular activities

6. In addition to the above, the following glaring defects may be noted:
   a. selection of improper, ill-trained and unsuited staff who themselves are incapable of imparting knowledge.
   b. dishonest marking of examination scripts in order to force promotion of students thereby, creating a "good" reputation and "bettering" the results of the school.
   c. politicization of education with open favouritism.
   d. complete permission to cheat with the active assistance of supervisory staff.
   e. violence and disturbance at examination centers to enforce cheating. In view of this, the pass percentages of such pupils have no relevance to their actual ability.
Table 4.30

SCHOOLS WHERE CHILDREN OF THE AFFLUENT CLASSES STUDY

1. B.V.S Parsi Boys School Saddar.
2. G.B.S.S Nazimabad.
3. Happy Dale Nazimabad.
4. Spring Field, Karsaz.
7. Little Folks Muslimabad
8. Happy Home Shaheed Millat Road.
10. St. Jude's High School, Nazimabad.
11. Greenwood School, Jamshed Road.
12. Dehli School, Karimabad.
13. Shah Latif School, S.M.C.H.S.
15. Little Folks, North Nazimabad.
16. Habib Public School, Moulvi Tamizuddin Khan Road.
17. Children Academy, Nazimabad.
18. S.M.Public School, Nazimabad.
23. St. Lawrence's School, Garden.
26. The City School P.E.C.H.S.
29. Nasra School, Depot Line.
30. Progressive Children Academy, North Nazimabad.
31. Metropolitan Academy, F.B.Area.
32. Bangalore Town School, Bangalore Town.
33. Pakistan Cadet College Steel Town.
34. Kulsoom Bi Valika Airport.
<table>
<thead>
<tr>
<th>No: of A1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>PASS %</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.83</td>
<td>45.16</td>
<td>36.73</td>
<td>11.15</td>
<td>1.31</td>
<td>0.17</td>
<td>99.38</td>
</tr>
<tr>
<td>2</td>
<td>0.66</td>
<td>7.91</td>
<td>20.20</td>
<td>28.97</td>
<td>27.35</td>
<td>4.57</td>
<td>89.70</td>
</tr>
<tr>
<td>3</td>
<td>0.75</td>
<td>8.58</td>
<td>19.54</td>
<td>28.40</td>
<td>22.30</td>
<td>2.69</td>
<td>82.34</td>
</tr>
<tr>
<td>4</td>
<td>4.43</td>
<td>35.88</td>
<td>37.90</td>
<td>17.74</td>
<td>3.62</td>
<td>--</td>
<td>99.19</td>
</tr>
<tr>
<td>5</td>
<td>2.29</td>
<td>23.83</td>
<td>34.34</td>
<td>26.28</td>
<td>8.45</td>
<td>0.48</td>
<td>95.70</td>
</tr>
<tr>
<td>6</td>
<td>2.69</td>
<td>27.69</td>
<td>42.30</td>
<td>22.30</td>
<td>2.69</td>
<td>--</td>
<td>97.69</td>
</tr>
<tr>
<td>7</td>
<td>0.61</td>
<td>16.51</td>
<td>31.36</td>
<td>31.44</td>
<td>13.95</td>
<td>1.50</td>
<td>95.40</td>
</tr>
<tr>
<td>8</td>
<td>2.61</td>
<td>29.64</td>
<td>39.58</td>
<td>22.05</td>
<td>4.18</td>
<td>0.08</td>
<td>98.16</td>
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<tr>
<td>9</td>
<td>0.55</td>
<td>4.62</td>
<td>12.59</td>
<td>25.92</td>
<td>24.07</td>
<td>7.96</td>
<td>75.74</td>
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<tr>
<td>10</td>
<td>6.34</td>
<td>40.99</td>
<td>36.70</td>
<td>12.86</td>
<td>1.71</td>
<td>--</td>
<td>98.62</td>
</tr>
<tr>
<td>11</td>
<td>2.15</td>
<td>24.49</td>
<td>37.01</td>
<td>25.70</td>
<td>7.40</td>
<td>0.94</td>
<td>97.71</td>
</tr>
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<td>12</td>
<td>1.77</td>
<td>14.92</td>
<td>30.79</td>
<td>30.22</td>
<td>13.58</td>
<td>1.61</td>
<td>93.55</td>
</tr>
<tr>
<td>13</td>
<td>0.68</td>
<td>10.58</td>
<td>24.55</td>
<td>32.10</td>
<td>19.77</td>
<td>2.90</td>
<td>90.64</td>
</tr>
<tr>
<td>14</td>
<td>2.09</td>
<td>28.32</td>
<td>40.90</td>
<td>24.12</td>
<td>3.84</td>
<td>--</td>
<td>99.30</td>
</tr>
<tr>
<td>15</td>
<td>1.84</td>
<td>37.93</td>
<td>39.77</td>
<td>15.65</td>
<td>3.68</td>
<td>0.18</td>
<td>99.07</td>
</tr>
<tr>
<td>16</td>
<td>1.83</td>
<td>23.61</td>
<td>30.01</td>
<td>26.88</td>
<td>11.96</td>
<td>1.65</td>
<td>95.96</td>
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<td>32.60</td>
<td>26.03</td>
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<td>23.64</td>
<td>33.78</td>
<td>23.98</td>
<td>9.45</td>
<td>1.01</td>
<td>95.60</td>
</tr>
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<td>1.08</td>
<td>18.62</td>
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<td>27.48</td>
<td>9.45</td>
<td>2.35</td>
<td>95.11</td>
</tr>
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<td>12.61</td>
<td>28.62</td>
<td>36.91</td>
<td>12.80</td>
<td>0.56</td>
<td>92.09</td>
</tr>
<tr>
<td>21</td>
<td>2.24</td>
<td>23.31</td>
<td>34.97</td>
<td>25.02</td>
<td>7.16</td>
<td>0.32</td>
<td>93.04</td>
</tr>
<tr>
<td>22</td>
<td>---</td>
<td>8.20</td>
<td>27.17</td>
<td>40.00</td>
<td>13.07</td>
<td>1.02</td>
<td>91.28</td>
</tr>
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<td>8.13</td>
<td>35.36</td>
<td>34.95</td>
<td>13.82</td>
<td>5.28</td>
<td>0.81</td>
<td>98.37</td>
</tr>
<tr>
<td>24</td>
<td>---</td>
<td>19.84</td>
<td>29.36</td>
<td>27.77</td>
<td>18.25</td>
<td>0.79</td>
<td>96.03</td>
</tr>
<tr>
<td>25</td>
<td>1.21</td>
<td>11.92</td>
<td>23.11</td>
<td>32.11</td>
<td>20.68</td>
<td>3.16</td>
<td>92.21</td>
</tr>
<tr>
<td>26</td>
<td>---</td>
<td>50.00</td>
<td>43.33</td>
<td>3.33</td>
<td>--</td>
<td>--</td>
<td>96.66</td>
</tr>
<tr>
<td>27</td>
<td>1.01</td>
<td>24.24</td>
<td>38.38</td>
<td>25.25</td>
<td>7.07</td>
<td>--</td>
<td>95.95</td>
</tr>
<tr>
<td>28</td>
<td>0.81</td>
<td>8.19</td>
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</tr>
<tr>
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<tr>
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<td>19.81</td>
<td>27.62</td>
<td>30.48</td>
<td>13.66</td>
<td>1.20</td>
<td>94.74</td>
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**Mean** 2.80 24.94 30.98 24.01 10.36 1.25 94.69 5.28
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<td>G.B.S.S, H.A. Haroon, Khadda.</td>
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</tr>
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</tr>
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<td>G.B.S.S, Malir Colony.</td>
</tr>
<tr>
<td>8</td>
<td>G.B.S.S, Malir Cant.</td>
</tr>
<tr>
<td>9</td>
<td>Asif Boys Secondary School, Malir.</td>
</tr>
<tr>
<td>10</td>
<td>Chaman Faiz Alam, Malir.</td>
</tr>
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<td>G.B.S.S, Saudabad.</td>
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<tr>
<td>13</td>
<td>G.B.S.S, Ibrahim Hydri, Korangi.</td>
</tr>
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<tr>
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<td>G.B.S.S, Korangi No:3.</td>
</tr>
<tr>
<td>16</td>
<td>Rashida Memorial School, Mahmudabad.</td>
</tr>
<tr>
<td>17</td>
<td>Muslim Secondary School, Manzoo Colony.</td>
</tr>
<tr>
<td>18</td>
<td>Al- Abbas Secondary School, Qayumabad.</td>
</tr>
<tr>
<td>19</td>
<td>G.B.S.S No:4, Korangi.</td>
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<tr>
<td>20</td>
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<td>G.Comprehensive High School, Korangi No:2.</td>
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<tr>
<td>22</td>
<td>G.B.S.S C-1 Area Landhi.</td>
</tr>
<tr>
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<td>G.B.S.S Baloch.</td>
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<td>25</td>
<td>A.K. Sershaw G.B.S.S.</td>
</tr>
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<td>G.B.S.S, Kemari.</td>
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<td>G.B.S.S Bihar Colony.</td>
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<td>Baghe- Halar, Nishtar Road.</td>
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<td>C.M.S School.</td>
</tr>
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<td>Town Commitee School, New Karachi.</td>
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<tr>
<td>33</td>
<td>G.B.S.S 5-F, New Karachi.</td>
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<tr>
<td>34</td>
<td>Apwa Boys Secondary School, New Karachi.</td>
</tr>
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</table>
# Table 4.33

**Schools in Lower-Lower & Lower Middle Class Locality of Where Children of Lower-Lower & Lower-Middle Class Study**

**Average of Percent of Candidates Obtaining the Grade**

(1978-1987)

<table>
<thead>
<tr>
<th>No:of Schools</th>
<th>A1</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Pass %</th>
<th>F</th>
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<tr>
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<td>--</td>
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<td>15.56</td>
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<td>14.80</td>
<td>8.15</td>
<td>10.68</td>
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<td>6.26</td>
<td>15.47</td>
<td>14.78</td>
<td>37.91</td>
<td>62.08</td>
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<tr>
<td>4.</td>
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<td>5.90</td>
<td>16.92</td>
<td>11.80</td>
<td>35.86</td>
<td>64.13</td>
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<td>5.</td>
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<td>24.71</td>
<td>13.32</td>
<td>51.54</td>
<td>48.54</td>
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<tr>
<td>6.</td>
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<td>7.39</td>
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<td>12.55</td>
<td>37.21</td>
<td>62.78</td>
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<td>45.32</td>
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<td>25.61</td>
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<td>19.54</td>
<td>8.54</td>
<td>48.11</td>
<td>51.88</td>
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<td>35.71</td>
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<td>18.88</td>
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<td>55.80</td>
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<td>12.85</td>
<td>8.57</td>
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<td>24.28</td>
<td>75.71</td>
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<td>27.77</td>
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<td>44.44</td>
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<td>13.68</td>
<td>8.91</td>
<td>34.56</td>
<td>64.59</td>
</tr>
</tbody>
</table>

Mean 0.03 0.60 3.25 10.21 17.8 9.47 41.56 58.40
According to teachers' observation, (as mentioned in their respective questionnaire and tabulated in table 4.4), 45% of parents belong to lower-lower and lower-middle class, 47% of parents belong to middle class, 8% of belong to the upper middle or privilege class. In this connection, some previous reports may have been mentioned which reveal the relationship between the social class and the educational attainment of children. Havighurst et al. (1959) concluded, with a study of six high schools in the eastern United States (as reported in table (A), that the grades awarded to the pupils are closely related to their social status.

ACADEMIC MARKS RECEIVED BY HIGH SCHOOL STUDENTS

Table 4.34

SOCIAL CLASS & MARKS ACHIEVEMENT

<table>
<thead>
<tr>
<th>Social class</th>
<th>Grade Obtained by Students</th>
<th></th>
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<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>1. Upper middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received</td>
<td>135</td>
<td>208</td>
</tr>
<tr>
<td>Expected</td>
<td>59</td>
<td>157</td>
</tr>
<tr>
<td>2. Lower middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received</td>
<td>206</td>
<td>444</td>
</tr>
<tr>
<td>Expected</td>
<td>145</td>
<td>386</td>
</tr>
<tr>
<td>3. Upper Lower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received</td>
<td>54</td>
<td>370</td>
</tr>
<tr>
<td>Expected</td>
<td>156</td>
<td>414</td>
</tr>
<tr>
<td>4. Lower- lower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received</td>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>Expected</td>
<td>40</td>
<td>107</td>
</tr>
</tbody>
</table>
This number is the one that would be expected if the grades were distributed proportionately to the number of pupils. Havighurst et al. (1959) found that lower status youth also get more direct forms of punishment as well as most of the counselling about discipline was with parents of lower status children.

Finally, it can be concluded that families of different social levels have differing social attitudes towards education and the school. Upper-class and upper-middle class adults are themselves better educated than adults of other classes; and they put great value upon education for education's sake. Lower, middle and upper-lower classes and the common people tend to regard education as important as it prepares their children for vocational success. The lower-lower class, on the other hand, tends to regard education with scepticism and to view the school as an institution being either contrary to its own values or of little worth.

Thomas (1972), shows that the children of lower socioeconomic groups have parents who place little value on education and want them to help at home or to leave school and obtain jobs as soon as they can get work offers. Such students contribute heavily to the school dropouts.

Hartlage, L.C., and J. Schlagel (1974), Jones (1974), Redl (1975), and Stott (1971) found that children who are bored with school tend to become mischievous and troublesome. Having little or no interest in learning or schooling or in extracurricular activities, they spend their time disturbing their classmates and making the teacher's job difficult. They are
generally involved in misdemeanours. They are not ignorant of school rules but they wilfully break them in retaliation for lack of peer acceptance and unfavourable teacher attitudes towards them or because of deeper psychological problems.

Table 4.4, reveals social status of parents as in the research area as obtained by the questionnaires. According to data, 45% of parents belong to lower class, 47% of middle class while only 8% claim to be upper or privileged class. The impact of which social class and academic achievement of students is tabulated in tables 4.31 and 4.33.

Parents' Leisure, Recreational And Social Activities

Games, play and recreational activities of the individuals are becoming more and more institutionalized in every society with the passage of time. Recreation includes any pleasurable activity to relieve oneself from fatigue and strain of work in one's leisure time.

According to obtained data, only 7% of parents are members of any club; 46% of fathers themselves disclose that they have a reasonable number of friends. So, according to data, a large number of fathers do not seem to be sociable. This is supported by the fact that only 10% of fathers like to play cards, while only 11% of parents show interest in playing chess. Most of the parents have disclosed that they like to only watch other games e.g hockey, cricket, football, etc. mostly on television.
Conclusion

It has been observed that the present diversification of social categories is a phenomenon that is productive of negative results. The chief cause of this is the yawning gulf between the ultra-rich and the lower-upper classes. In a poor country, such extreme difference produces social tensions and conflicts. Education is adversely affected by this. Equitable division of wealth aimed at reducing the great differences among the classes and creating upward social mobility is vital. When efforts are made to implement this, the diffusion of education among the lower classes will be far more widespread. The effects of education in improving one's status must also be made apparent. If educational achievements do not lead to social acceptance or ready employment, it will lead to socio-economic stagnation and psychological frustration.

The problem is to be tackled at all levels, viz.

a. Governmental b. Municipal c. Domestic

An increase in government and Municipal expenditure on education is vital. This can be supported by use of audio-visual media to spread the awareness of the necessity of education right down to the grassroots level.

The foregoing exhibits the general apathy of society to education and need for an effective and adequate educational set up. The paradox is that while the unwholesome effects of improper education are proving increasingly deleterious to national
development, there appears to be no cognizance of the need for immediate corrective measures.

The role of the educated class in stressing the relevance and importance of education to society, to the individual and collective development cannot be overstressed. Similarly the central & provincial governments, the education ministries, the news media all must launch an all-out "offensive" for remedying society's indifference to education.

It can be concluded that in the research area acute shortage exists of residential, educational, and recreational facilities. It is obvious that the educational background of the parents is a vitally important variable in students academic success in school. On the basis of current research one observes that students belonging to slum localities are educationally retarded due to parent's illiteracy, but also due to socio-cultural shortcomings, and economic hindrances. The result is that a lot of students either fail in the Board examination or their academic achievement as assessed by the Board examination is at utmost, "E or D" grade, with some students in grade "C". Passing in grade "B or A" is out of the question.

A national strategy to tackle the entire complex question of education on a countrywide level must be developed. The composition of the various central and provincial ministries of education contain 'educational advisors' who have no first-hand experiences of educational exposure at different levels. Various governments have sought to exploit the majority of the illiterate population for selfish personal gain by exploiting
their ignorance and preventing them access to knowledge.

It can be inferred that the nation lacks a permanent educational infrastructure which can provide all the facilities for acquiring education to the masses. As such, educational progress is retarded in depressed localities where almost no academic facilities exist. This is compounded by parental illiteracy, poverty and socio-cultural drawbacks. Therefore, the majority of students from such areas fail their examination or just manage to scrape through in D or E grade. Such poor academic performance is not looked down upon the anti education environment. The main obstacle is the poverty and illiteracy of the parents. This fact is further reinforced by Idrees (1978), Fatema (1980) and Maqbool (1980) that the educated parents pay more attention to their children and the provision of facilities to their children is far better than those provided by the poor and illiterate parents. In this connection, Havighurst (1959) states that there is no evidence, however, that lower-class families love their children less than do middle-class or upper-class families; nor that they are less concerned about the child's welfare. Yet while the lower families may strive to do their best for the child's it is usually less able, for economic and social reasons, to provide good physical, social and intellectual support to the child. There is less leisure time and less knowledge available for careful rearing; and, with mothers working outside the home, there is likely to be less supervision given to the child's activities and associates. It has been found that the children of educated parents did better in the quantity and quality of their answers in examinations,
than the children of uneducated parents. Education, thus, has not the task of focussing on the young alone but also the very important function of spreading adult literacy. If the illiterate adults become literate and realize the benefit of education, they will insist that their children also be suitably educated and they themselves will participate in furthering their children's education.

The intimate link between the economic conditions of parents and the level of academic attainment has brought out with an exposure of all its negative features. In this connection, it is observed that it is not educational planning but economic planning that is at fault. Economic pressure adversely affects the education of children changing their status from students to complementary breadwinners when their mental and physical faculties are not prepared for this heavy burden. The removal of poverty must rank high among government priorities in its development planning.

The study exposes the fact that children do not receive the requisite rapport from their environment in the pursuit of studies. The absence of educated parents, the pressure of work, low wages and long working hours all prevent children from receiving any kind of academic support in the home. On the other hand, they are expected to contribute to the family finances even if they have to forsake studies. Thus the pressure of poverty is a primary factor in disturbing, or discontinuing, studies by children. The induction of a minimum wages law, indexation to cover inflation, and price control of daily use commodities are measures, urgently needed. Compulsory primary
education, even if subsidized by the government, is a vital requirement for national development.

In view of the responsibility that falls on the govt. for providing education to the nation.
Chapter 5

A STATISTICAL ANALYSIS OF ACADEMIC PERFORMANCES IN RELATION TO RELEVANT SCHOLASTIC AND SOCIO-ECONOMIC FACTORS

In this chapter, a comprehensive analysis of academic performance of 77 schools is presented. The purpose is to ascertain the overall rating of the schools based on the results of the examinations conducted by the Board of Secondary Education in Karachi.

The following factors noteworthy concerning the analysis:

1. The geographical area of study is District West and District Central of Karachi.

2. Within these geographical limits, govt., nationalized and private schools have been included for collection of data and analysis.

3. A total number of 77 schools have been selected for study using the list of schools provided by the B.S.E. Karachi and taking every fourth school in order of succession.

A list of 77 schools (name and addresses) is given in Appendix 4.

4. Direct contact has been made with the educational experts, viz. Headmasters, Senior Master et al., in order to obtain first-hand information.

5. A total of 18 traits have been considered in relation to the results of the B.S.E. Karachi examinations. These are divided into two categories a. Scholastic b. Socio-economic.

185
SCHOLASTIC FACTORS

Under this heading the following factors have been studied:

1. Teachers' Terms & Conditions of service
2. Teachers' Competency
3. Basic Facilities in schools
4. Academic Facilities in schools
5. Schools Tests & Examinations
6. Resort to tuition
7. Competence of Head
8. Admission Strictness
9. School Maintenance
10. School Finance
11. Location of School

SOCIO-ECONOMIC FACTORS

12. Fathers' Education
13. Fathers' Occupation
14. Mothers' Education
15. Mothers' Occupation
16. Income Household
17. Students Residance
18. Parents in Contact

A sample survey sheet of these characteristics is also reproduced in Appendix 5.

6. The rating has been graded on 11 points according to the formula:
1 (One) = For the Best
11 (Eleven) = For the Worst
Number of schools rated = 77

7. As regards the results, numerical values have been assigned to grades as follows:
   
   A1 ----- 1
   A ------ 2
   B ------ 3
   C ------ 4
   D ------ 5
   E ------ 6
   F ------ 7

   The score for the schools have been calculated as follows:

   \[ j = \text{Marks obtained by no. of students} \]
   \[ i = \text{Grade point} \]

8. The score of the results have been correlated with the average rating on the characteristics, the formula applied to determine coefficient of correlation is given below:

   \[ x = \text{Characteristics} \]
   \[ y = \text{Results} \]
   \[ N = \text{No. of schools} \]

9. The formula to determine "t" ratio for testing the significance for coefficient of correlation is given below:

   \[ r = \text{coefficient of correlation} \]
   \[ n = \text{No. of raters} \]

The results so obtained are described in this chapter.
### A. S.S.C EXAMINATION RESULTS

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#### Factor No:1.

**Teachers' Terms & Conditions of Service**

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Coefficient of Correlation between the average rating of the schools and the score of the results according the scale described above is 0.59 with mean on X (Competence of Head) and Y (Results) are 4.39 and 4.46 with standard deviation $x = 1.11$ and $y = 1.07$, (table 5.1).

The $r$ is significant at .0 level.
This means that teachers are like potters who mould clay according to their needs or like gardeners who eliminate weeds or cut branches according to their requirements.

Chapter 3, table no: 3.9, reveals that 82% of teachers are graduates, 9% and 17% have Master’s degrees in science and arts respectively. 83% and 14% are Bachelor and Master degree holders. The abovementioned teachers’ qualifications seem to be satisfactory but the real fact is that most of the teachers join this profession after failing to enter professions. Their academic achievement or mental level is of such standard that hardly they have 2nd class marks in their respective subjects.

In chapter 3, it has been already discussed that teachers’ salary is not in accordance with the rate of inflation of different commodities of daily use. House rent which is paid to teachers is extremely meagre. Therefore they have to work elsewhere which ultimately affects their teaching efficiency.

Factor No:2 Teachers’ competency

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Coefficient of Correlation between the average rating of the schools and the score of the results according the scale described above is +0.59 with mean on $X$ (Teachers' competency) and $Y$ (Results) are 4.39 and 4.46 with standard deviation $x = 1.11$ and $y = 1.07$, (table 5.1).

The $r$ is significant at .0 level.

Teachers' competency and its influence on academic achievement of students shows a positive effects. According to data as detailed in chapter 3, it reveals that teachers are far behind in this particular aspect causing deleterious affect on the academic achievement of students.

Factor No: 3

**Basic Facilities in Schools**

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Coefficient of Correlation between the average rating of schools and the score of the results according to the scale described above is + 0.41 with means \( X \) (Basic Facilities in schools) and \( Y \) (Results) are 5.52 & 4.46 with standard deviation \( x = 1.22 \) & \( y = 1.07 \), (table 5.1)

The \( r \) is significant at .01 level.

Chapter 3 (section B) describes the crisis of facilities in a considerable number of schools due to reasons given below:

1. Lack of funds
2. Misappropriation of funds
3. Misuse of provided facilities
4. Inappropriate personnel in educational institutions
5. Incapable administration
6. Lack of accountability in educational institutions
7. Indifferent attitude of teachers

It appears that all means of improving and maintaining academic and physical facilities in schools are ignored and disregarded and deterioration continues irreely. The necessary input should be made available and comprehensive review of educational system is urgently required to check the progressive decline of education.

Charts, models and audio-visual equipment is extremely necessary to promote attractive, interesting and attentive learning. Cypher states that 80% of learners readily recall information as the result of visual perception. The unit planner must give particular attention to those devices that promote such perception.
Factor No 4  Academic Facilities in Schools

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Coefficient of Correlation between the average rating of the schools and the results according to the scale described above is +0.35 with mean on X (Academic Facilities in schools) Y (Results) are $X = 8.33$ & $Y = 4.46$ with standard deviation $x= 0.95$ and $y = 1.07$, (table 5.1)

The r is significant at .01 level.

As detailed in chapter 3 (section 2), 47% of schools have meagre quantity of equipment, apparatus and chemicals. Shortage of equipment is mainly due to lack of proper coordination among various organisation and govt.department resulting in delays and bureaucratic redtapism.
Factor No: 5 School Tests & Examination

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Coefficient of Correlation between average rating of the schools and the score of the results according to the scale described above is +0.51 with mean on X (School tests and examination) and Y (Results) are 5.97 & 4.46 with standard deviation x = 1.28 and y = 1.07.

The r is significant at .01 level. (Table 5.1)

Calculated coefficient of correlation is 0.51 which indicates that school tests, terminal examinations have significant impact over board examination results. As described in chapter 3 (section B & C), most of the govt. schools have no established practice of conducting monthly tests and terminal examinations. If monthly tests and terminal examination are held in some schools they do not exhibit any significant affect on the Board examination.
**Factor No: 6 Resort to Tuition**

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Coefficient of Correlation between average rating of schools and the score of the results according to the scale described above is 0.50 with mean on \( X = 5.97 \) & \( Y = 4.46 \) with standard deviation \( x = 1.28 \) and \( y = 1.07 \), (table 5.1)

The \( r \) is significant at .01 level.

Table 3.10, (ii) (chapter 3) describes that in 28% of schools there is only the teacher's signature on the exercise books; in 10% of schools there is no correction at all. It has been found in practice that in most of the schools monthly test and terminal examinations are not conducted properly. The main cause of such negative practice is that most of the students' academic standard is weak to such an extent that they write only questions repeatedly or partially answer the question (i.e. up to the marks of 5 to 15% only). Students of such low calibre are promoted to the higher classes. This is the main cause of academic deterioration. A well regulated system of examination is a proper yardstick of academic evaluation. The reform of the system of examination is therefore of prime relevance in the assessment.
of students.

Correlation value + 0.50 indicates that there is much resort to private tuition. It has been supposed by the parents and students that classroom teaching does not remain effective. Sometimes teachers do not teach whole-heartedly in schools so as to get the benefits of private coaching (chapter 3). This is the most dishonest practice and prohibition should be imposed on it.

Factor No: 7. Competence Of Head

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Coefficient of Correlation between the average rating of the schools and the score of the results according the scale described above is +0.59 with mean on X (Competence of head) and Y (Results) are 4.39 and 4.46 with standard deviation $x = 1.11$ and $y = 1.07$, (table 5.1).

The $r$ is significant at .0 level.

Factually a good and competent head of institution plays a very significant role in the successful functioning of the institution. This may be detailed below:
1. They administers staff and students in such way they attend school regularly and punctually.

2. Teachers teach properly and maintain a diary of work completed.

3. Teachers check classwork, home work and exercise books.

4. Monthly tests, terminal examinations are conducted properly in co-ordination with the relevant board.

5. A good and competent head provides a variety of physical, academic and co-curricular facilities to the students. Finally, it can be concluded that as a good and competent head is able to satisfy a diverse spectrum of academic needs.

**Factor No: 8 Admission Strictness**

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Coefficient of Correlation between average rating of schools and the score of results according to the scale described above is 0.53 with mean on $X$ (Admission Strictness) and $Y$ (Results) are 6.48 & 4.46 with standard deviation $x = 1.38$ and $y = 1.77$, (Table 5.1).

The $r$ is significant at .01 level.
Strict admission policy means students are being admitted in classes in accordance with their ability. Here it also means that students are promoted to upper classes after achieving a particular standard in their class. In this connection it can be stated that in govt. schools, there is no admission policy. students are admitted freely and promoted even when they obtain 5% marks in one or two subjects. But in schools where students obtain A1 or A grade in Board examination the above promotion method is not in practice. If suitable criteria for admission are observed, then the most suitable students will succeed in obtaining admission.

Factor 9 School Maintenance

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Coefficient of correlation between the average rating of the schools and the score of the results according to the scale describe above is +0.42 with mean on X (Maintenance of institutions) and Y (Results) are 5.55 & 4.46 with standard deviation x = 1.17 and y = 1.07, (table 5.1).

The r is significant at .01 level.
School maintenance means provision of every type of physical, academic and other facilities regularly by means of repair and replacement. It can be concluded that those schools exhibit a better record of academic performance whose maintenance taken care of in all its different aspects.

Factor No: 10. Schools Finance

Rating of Schools No: of Schools

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Coefficient of Correlation between the average rating of schools and the score of the results according to the scale described above is +0.32 with mean on X (School Finance) and Y (Results) are 5.30 & 4.46 with standard deviation $x = 1.39$ & $y = 1.07$, (table 5.1).

The $r$ is significant at .01 level.

Adequate finances provide a broad range of facilities viz. physical, academic, equipment, library, sports, co-curricular, excursions etc. Chapter 3 (section B) shows that very few schools are functioning according to the required academic parameter i.e. there are many institutions without different types of facilities. It is obvious that the proper condition of
school finances and their use for the benefit of students is a factor that improves academic performance.

Factor 11. Location of Schools

<table>
<thead>
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<th>Rating of Schools</th>
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</tr>
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<tr>
<td>Total</td>
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</table>

Coefficient of correlation between the average rating of the schools and the score of the results according to the scale describe above is $+0.21$ with mean on X (Location of schools) and Y (Results) are 5.86 & 4.46 with standard deviation $x = 1.44$ and $y = 1.07$, (Table 5.1).

The $r$ is insignificant at .01 level.

Correlation between location of school and examination result is calculated and found to be 0.21, which is insignificant. Schools, whether situated in posh or depressed localities do not significantly affects on academic achievement of students. Chapter 4, describes the students and parents educational, social and economic status which affects the standard of education.
Factor No:12. Fathers' Education

<table>
<thead>
<tr>
<th>Rating of Schools Interval</th>
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<td>Total</td>
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</tbody>
</table>

Coefficient of correlation between the average rating of schools and the score of results according to the scale describe above is +0.54 with mean on X (Education of father) and Y (Results) are 6.06 & 4.46 with standard deviation x = 1.82 & and y = 1.07, (Table 5.1).

The r is significant at .01 level.

Fathers' academic qualification plays a very significant role in the academic achievement and betterment of their children. This particular fact can be well proved by the statistical calculation, as the correlation value between fathers' education and result of board examination reaches to +0.54, a significant level.

The previous data given in chapter 4, table 4.2 indicates that more than 41% of fathers' qualifications are below those of matriculate. Among them, a considerable number of parents are illiterate. The same chapter table 4.1, shows that 45% of fathers' qualifications are below matriculate. Among them a
number of parent are at the illiteracy level.

From the above data, it is quite evident that the fathers' academic qualifications are not upto that parameter as can guide children for their academic betterment. Therefore educational standard of illiterate or semi-educated fathers is of a lower grade. Researchers have found that educated fathers give more attention to their children in their studies. If an illiterate adult becomes literate and realize the benefits of education, they will insist that his children should be suitably educated and he himself will guide his children for their academic betterment.

**Factor No:13 Fathers' Occupation**

<table>
<thead>
<tr>
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<tr>
<td>Total</td>
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</tbody>
</table>

Coefficient of Correlation between the average rating of schools and the score of results according to the scale describe above is $+0.54$ with means on $X$ (Fathers' Occupation) and $Y$ (Results) $6.07$ & $4.46$ with standard deviation $x = 1.76$ & $---$
\[ y = 1.07, \text{ (table 5.1)}. \]

The \( r \) is significant at .01 level (Table 5.1).

The coefficient of correlation between fathers' occupation and examination result works out to 0.54, a significant value. This indicates the positive effect of paternal profession on the students' academic performance. Different studies [as described in chapter 4 (Parents' Economic conditions) indicate that pupils with middle class parents achieve higher educational attainment as compared to their working-class counterparts.

Table 4.6, indicates that more than 50% of fathers occupation is of low or lower-lower standard. Hurlock (1986) found that fathers occupation is very important to a young child. She found that when a child is ashamed of father's occupation and kind of attire demanded by the work the child's attitude to his studies will be adversely affected.

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**Factor No:14 Mothers' Education**

<table>
<thead>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

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Coefficient of Correlation between average rating of the schools and the score of results according to the scale described above is +0.72 with mean on X (Education of mothers) and y (Results) are 7.03 and 4.46 with standard deviation x = 1.93 and y = 1.07, (Table 5.1).

The r is significant at .01 level.

The coefficient of correlation between mothers' education and examination result has risen to 0.72 which is remarkable. There is no doubt that children are more influenced by their mothers in their impressionable years than by their fathers. The impact of this has clearly emerged as seen above.

Factor 15. Occupational Status Of Mother

Rating of Schools  No. of Schools

<table>
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<td>Total</td>
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</table>

Coefficient of correlation between the average rating of the schools and the score of the results according to the scale described above is + 0.39 with mean X (Mothers' occupation) and y (Results) 7.18 & 4.46 with standard deviation x = 2.27 and y = 1.07 , (Table 5.1).
The r is significant at .01 level.

The economic condition of mothers also plays a very significant role in the academic achievement of their children. Correlation between mother occupation and examination result of their children was found to be 0.39 an average significant value. This indicates that if mother is working ( for whatever reason) it produces a positive impact on the children’s academic achievement by way of providing a helping hand to the father and as well as some sort of financial help to the family which ultimately assist in academic betterment of the children.

Mothers’ occupation helps the financial condition of the family otherwise economic pressure adversely affects the education of children changing their status from students to complementary breadwinners when their mental and physical faculties are not prepared for this adult role.

Factor No: 16. Household Income

<table>
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</thead>
<tbody>
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<td><strong>Total</strong></td>
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</table>
Coefficient of Correlation between the average rating of the schools and the score of results according to the scale described above is + 0.47 with mean on X (Household income) and Y (Results) are 6.04 & 4.46 with standard deviation x = 1.45 and y = 1.07, (Table 5.1).

The r is significant at .01 level.

The coefficient of correlation between household income and examination result was found to 0.47. It plays a vital role in the academic betterment of children. The data indicates that the children who belong to depressed localities studying in schools situated in the same localities exhibit poor academic performance. The relevance of economics to education is evident. The negative impact of low income over students in the examination result is found which is detailed in chapter 4.

According to table 4.7 (students questionnaire) the 18% of father income is between Rs 500-1000/, 30% of father income is between Rs 1001-1500/, 36% of income is between 2000-5000/. The above income seems to be quite meager, while the price level of foodstuffs and other basic necessities is sky-rocketing. Therefore, as in table 4.8, at least 36% of students help their parents in making both ends meet by working temporarily or permanently.

The number of family members in each family is 7.91± 2.07. So finally it can be concluded that parents income is insufficient and therefore it is impinging negatively on their children examination result.
Factor No:17. Residence Of Students

<table>
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<td>Total</td>
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</table>

Coefficient of correlation between the average rating of the schools and the score of the results according to the scale described above is +0.54 with mean on X (Income household) and Y (Results) are 4.92 & 4.46 with standard deviation x = 1.92 and y = 1.07, (Table 5.1).

The r is significant at .01 level.

Correlation between residence of students and examination result is +0.54 a significant figure. The calculated value shows that residence of students produce a sharp affect on their academic achievement.

Chapter 4 shows that students who are residing in a depressed locality and studying in an institution located in a slum locality show a sharp decline in academic achievement as indicated by their examination result. Parents of these children are compelled to settle in such slum localities due to financial hardship. The real reason is socio-economic deprivation.
Factor No: 18 Parents in Contact

<table>
<thead>
<tr>
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<tr>
<td>Total</td>
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</tbody>
</table>

Coefficient of Correlation between the average rating of the schools and the score of the results according to the scale describe above is + 0.35 with mean on X (Parents in contact) and Y (Results) are 8.33 & 4.46 with standard deviation x = 0.95 and y = 1.07, (table 5.1)

The r is significant at .01 level.

However, the value indicates that parental contact with their children's related teacher must shows some positive impact on children.

Chapter 4 (Parents' Involvement) narrates that only 15% of parents inquire progress of their children by their teachers. Table 4.22, indicates that 69% of parents have no time to inquire about their children's academic progress from teachers. This indicates that parent are not giving attention meeting their children's teachers to discuss all aspects of academic betterment.

Parental interest in the studies of their wards and contact with their teachers creates conditions conducive to better inclination towards studies among students.
<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
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<th>CORRELATION</th>
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<td>6. Resort to Tuition</td>
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<td>7. Competence of Heads</td>
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<td>18. Parents in Contact</td>
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<td>0.95</td>
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</tbody>
</table>

Factors 1 - 11 Scholastic Factors
Factors 12 - 18 Socio- Economic Factors

* Insignificant at .01 level
CONCLUSION

i. It will be observed that out of the 18 factors selected for study, 7 factors (12 - 16) relate to the domestic environment whereas the other 11 relate to scholastic factors. In view of this, education can be seen as a joint product of both home and schools in which each complements the other.

ii. There is need for economic uplift of the poorer sections of society.

iii. The entire educational system is in need of reform and reorganization.

iv. More funding is required specially from governmental agencies. On the basis of information provided by the foregoing data, a number of important inferences can be made:

1. Academic performance cannot be consisdered as a phenomenon in isolation. It has to be evaluated taking into consideration the entire spectrum of socio-economic, political and psychological factors. Any attempt to avoid this will only result in obtaining a blurred picture of the educational situation. So far, the policy-planners have worked in a water-tight compartment without using an integrated approach to govern their processes. This has led to the decay of education because of the influence of extraneous factors which may superficially appear irrelevant e.g. increase in cost of construction materials, civic planning, migration of population etc. But in
real all factors that are relevant to human beings living in society have to be taken in their totality and each should be given its due weight.

2. Too little interaction exists between the parents of school-going children and the educational establishment i.e. teachers, heads of institutions, administrators et al. The home is the first school of the child where he/she receives the first lessons of its life. If education does not pervade the home, how can it be expected that a child brought up in such unfavourable circumstances will be receptive to the beneficial influences of education at places far away from home?. Even if the parents are uneducated, they should be briefed about the activities of the school, syllabi, teaching etc. so that they can also assist in helping the teachers in educating their children. For example, they can be explained basic concepts in simple language by the teachers. Even an uneducated parent should be able to understand the difference between various disciplines such as Arts, Science, Commerce and give opinions as to which would suitable for his ward.

3. It is vital that an educational cess be levied on sources of income in addition to the various taxes in force. So far, the recovery of Iqra surcharge has not been sufficiently beneficial in this respect. If excise duty is levied on consumption of food in restaurants and entertainment tax on cinema tickets, why cannot an educational cess be levied on luxury items such as cars above 1300 c.c, air conditioners, t.v. sets and v.c.r.s
etc.? This would provide suitable physical facilities to schools which are devoid of them such as those schools where there are neither benches nor rooms nor even teachers. It is also necessary that private schools should not be exempt from tax as they usually charge exorbitant fees which mostly go to the owners. The income obtained from this could assist dramatically in improving the condition of govt. run schools and the state of education generally.

4. The entire examination system needs complete revamping. Nowadays academic testing appears to have hardly any relevance due to epidemic of cheating, high rate of school absenteeism among both teachers and student, improperly qualified staff, political appointments, lack of school equipment, incompetence of the heads, lax admission policy etc. All these points have been discussed in details in foregoing pages and statistically analysed the deleterious effects of all these major problems confronting education have been brought out. A comprehensive, clear cut and correct policy is required to eradicate all these ills that have debilited the educational system over the years. The correlation of harmful factors (domestic and scholastic) as given on the basis of foregoing data amply illustrate the negative impact of these factors on the academic performance of the students.
CHAPTER 6

Testing of Hypotheses & Results

The hypotheses discussed in chapter one are analyzed in the light of the available data and the results obtained are summarized below:

The main hypothesis formulated was:

The degree of positive or negative correlation between scholastic plus socio-economic factors and the process of education significantly influences the standard of education.

There were two aspects to the study and each associated a number of variables necessitating auxiliary hypotheses the two aspects were:

1. Scholastic Factors  2. Socio-Economic Factors

Under the scholastic aspect, eleven factors were studied. These are as follows:

1. Teachers' terms and conditions of service
2. Teachers' competency
3. Basic facilities in schools
4. Academic facilities in schools
5. School tests and examinations
6. Resort to tuition
7. Competence of heads of institutions
8. Admission strictness
9. School maintenance
10. School finances
11. Location of school

These factors were subjected to a correlation exercise with the examination results and the value of coefficient of correlation obtained in factors 1-10 shows a very significant relation. Therefore, it was concluded that these factors play a very significant role in the betterment of educational standards. If appropriate conditions are created in relation to the abovementioned factors, a positive effect on the educational standard will be obtained.

In contrast factor 11, (Location of school) in relation with examination results or academic performance of students shows no significant effect.

The other aspect is Socio- Economic:
Here there were the following seven factors:

1. Fathers’ education
2. Fathers’ occupation
3. Mothers’ education
4. Mothers’ occupation
5. Income of the household
6. Students residence
7. Parents’ contact with teachers
For the socio-economic aspects, all the seven factors were correlated with the examination results and the coefficient of correlation between these factors and examinations results shows a highly significant correlation. It is concluded, therefore, that these seven socio-economic ingredients play a very effective and vital role in improving academic standards.

In addition to the main hypothesis, three sub-hypotheses were established in which number a & b are related to scholastic factors while number (C) concerns the socio-economic factors which are detailed below:

1. Scholastic Factors

a. Reasonable terms and service conditions in teaching profession and competency of teachers has positive effect on the quality of education in secondary schools of Karachi.

The hypothesis was tested and validated by statistical analysis as calculated in chapter 5. Coefficient of correlation between average rating of schools on the terms and service conditions of teachers and teachers' competency and the results both show the results + 0.51 which is significant (Factors 1 & 2).

In chapter 3, it has been already discussed that teachers' salary is not in accordance with the rate of inflation of different commodities of daily use. House rent which is paid to teachers is extremely meagre. Therefore,
teachers have to work elsewhere and they also avail pecuniary benefits which negatively affect teaching process, and ultimately cause deterioration in standard of education.

Teachers' competency shows a positive effect on the academic achievement of students as the correlation between examination results on teachers' competency shows +0.51 which is a positive and significant correlation. Previously, chapter 3 (section C & D) reveals that teachers lag far behind in this particular aspect with regard to the academic betterment of their students.

b. Absence of basic and academic facilities in schools negatively correlate with the academic achievement of students

The effect of basic and academic facilities in schools and their impact on the academic achievement of students shows a significant effect. The coefficient of correlation value in relation with academic achievement of students against basic and academic facilities in schools is +0.41 and +0.53 as described in chapter 5 (Factor 3 & 4). In chapter 3, it was found that in most of the schools it is shortage of physical and academic facilities, which ultimately causes deterioration of educational standards (detailed in chapter 3, B).
2. Socio- Economic Factors

c. Parents' education, sound economic status, and their personal involvement with the education of their children significantly influences the academic achievement of their children.

This particular hypothesis was tested by two methods:

i. The academic achievement of students whose parents' education, economic status and personal involvement was better living in (affluent localities) than those students who live in depressed localities i.e. whose parents' academic qualification, economic status and parents' involvement with their children was inferior in comparison to the previous one was statistically assessed with the help of S.S.C Karachi examination results of 10 academic years (1978-1987) which is detailed in chapter 4, table 4.31 and 4.33. The calculated results thus obtained show that students whose parents academic conditions, economic status and parental involvement was better than those of depressed localities show an excellent performance in Board examinations.

This can be expressed in short thus:

The results of Board examinations conducted in 34 schools of affluent localities for which we assume the better socio-economic status and better involvement with their children and 34 schools in depressed localities. This particular finding is detailed in the following paragraphs.
a. Students obtaining A1 grade in affluent localities was 3% because A1 grade was introduced after 1986. Previously the students passed in grade A1 were shown to have passed in grade A. Students obtaining A1 grade are only 0.3% in depressed localities.

b. Students obtaining grade A in affluent localities exceed similar students in depressed localities by more than 20%.

c. 30.98% of students passed in grade B in affluent localities, while only 3.25% of students obtained grade B in depressed localities.

d. The number of students who passed in grade C & D in affluent localities was 24.01% & 10.36%. On the contrary, the number of students from depressed localities who passed in grade C & D were 10.21% and 17.84.

e. Percentage of students from affluent localities who passed in grade E were extremely low i.e only 1.25%, while students of depressed areas who passed in grade E were 9.47.

f. The most remarkable difference in pass percentage between both localities is:

Pass percentage varies between affluent and depressed localities to the extent of 94.69% to 41.56%.

Percentage of failure varies between 54.40% in depressed areas to 5.28% in affluent localities.

ii The other method used to find out the impact of parents' qualifications, economic status, household income, residence of students was statistically analyzed on the basis of correlation of S.S.C Board Karachi examination results with the rating of schools based on the abovementioned factors.
Coefficient of correlation values between fathers' education, fathers' occupation, mothers' education, mothers' occupation, income household, students residence and parents in contact in relation with the examination results show the calculated statistical value, +0.54, + 0.54 , +0.72, +0.39, +0.47, +0.54 and + 0.35, a significant correlation value. The results obtained reveal that these factors play a vital role and have significant effect on academic achievement of students. These are described in chapter 5 (Factors 12-18). Thus the hypotheses formulated stand to be validated in their entirety.
CHAPTER 7

CONCLUSION & SUGGESTIONS

Research Context:

The foregoing research is concerned with the identification and analysis of educational and socio-economic factors affecting the standard of education in secondary schools of Karachi.

The interpretation of data obtained from different sources, questionnaires, rating scales and related documents shows all the elements necessary for betterment of education in an interrelated context.

A survey of scholastic factors presents a very bleak picture of the facilities available in Karachi District West and Central schools when compared with the number of students having a claim on them. The schools are crowded much beyond capacity and the facilities imperative for effective teaching are conspicuous by their absence. We encapsulate our findings under the followings headings and enumerate suggestions/ remedies afterwards.
a. Students Enrolment:

The present enrolment of students per class, in most of the school, approaches above hundred, but the provision of facilities in these schools is quite meagre and insufficient to accommodate such high enrolment. Only 60% of schools have sufficient number of desks to seat their students; about 65% of schools have blackboards in classrooms to display written materials. In Karachi, 44% of schools do not have appropriate blackboards. Nearly 63% of schools can accommodate all enrolled students while 38% of schools enrol more students than they possibly can accommodate. Karachi commonly experiences day temperature about 38°C during April to October for at least seven months. The humidity during these months remains high, and atmospheric heat becomes unbearable. In spite of this, 54% of schools do not possess electricity facilities while only 15% of schools have electric fans which barely provide some relief from tropical humidity. Most of the schools have no suitable arrangement to keep their premises sufficiently clean, only 39% of teachers were satisfied with the cleaning standards in schools. It is only 3% of schools which have provision of medical examination for their students, only 35% of schools have First aid kits to cope with emergencies.
b. Condition of Science Teaching etc.:

In Karachi, 34% of schools do not have separate science rooms or laboratories. Provision of apparatus and chemicals are not satisfactory as students of 47% of schools disclose that they have insufficient quantity of chemicals in their schools for their practicals. Only 2% of schools in Karachi provide library facilities to their students. Sports and co-curricular activities are necessary for physical and mental development of the child. Despite such importance, only a few selected students are benefited by these facilities.

c. Co-Curricular Activities:

It has been observed that only 5% - 10% of students participate in school sports activities. Only 5% of schools provide educational trips to their students, while 6% of schools organize recreational picnics. Only 8% of schools have parent-teacher association, and only 5% of schools invite dignitaries or specialists to address students. The data reveals that there is lot of shortage in basic and academic facilities in schools. There are many reasons behind it which are discussed elsewhere, but no reason is as important in explaining the present predicament than extremely low Government expenditure on education. It is even lowest among the third world countries. Pakistan's expenditure on education is one of the lowest among nations of the world merely 2.0% of the G.N.P.
d. Government Investment:

The paucity of investment has a more telling effect on the situation of Karachi which is going through a phase of rapid urbanization and influx of population. These increases obviously put greater pressure on a system that is already over-taxed. As urban population increases, demands on the educational set-up also increase and the need for new schools and educational facilities grows even more acute. Karachi especially with its metropolitan size best represents all the negative aspects of a city unable to cope with massive population growth internally and influx of population from outside.

e. Demographic Factors:

The population migration from rural to urban areas is on the increase due to better availability of socio-economic opportunities. The worst affected by this massive population flow is the metropolitan city of Karachi where a large number of Iranis, Afghans, Biharis, Bengalis, Burmese and others have congregated because of political instability in their own countries and for better job opportunities. Most of them have chosen to come to Karachi as there is relatively greater industrialization and it has a sea harbour and airport. The population growth rate of Pakistan is 3.2% per annum, while the rate of investment of Pakistan in education in 1987 remains the same as it was in 1971 i.e. 6.5%. This results in extreme educational dislocation. But the most unfortunate fact is the misappropriation of educational funds in different educational
and other govt. agencies, red tapeism, and financial corruption in the educational institutions which have created great chaos in the educational system. The Govt. is not in a position to open new educational institutions annually to keep pace with the population pressure. In fact, it is not possible to do so because of insufficient allocation of funds for education in the budget. So it can be concluded that govt. investment in education is becoming less and less as population increases. As this continues, countless millions will be destined to be deprived of education even before they are born.

f. Low Literacy:

The other disheartening fact is that Pakistan's literacy rate is the lowest in the world just better than Haiti and war-stricken Somalia and Afghanistan i.e 26%, actually it is less than 17%, if we follow U.N.O literacy parameters. In this connection, if an educational levy is imposed on luxury items or Iqra fund is properly utilized then we can raise funding for education. As mentioned above the Govt. is financially handicapped and cannot open new institutions. This has encouraged another negative trend viz. commercialization in education. To tackle the problem of population pressure, it may be mentioned there that internal and external influx of population must stop forthwith, otherwise pressure on Government schools will be so high that the educational system will collapse.
g. Students vs. School:

The present enrolment of students per class in most of the schools is reaching 90-120 students. To overcome the problems, countless numbers of schools are operating in small 80-120 square yard premises, which are constructed for residential purposes unfit to be used as schools. These pigeon-hole schools, in most of the cases, have no permanent laboratory, science room, library, sports goods etc. These commercially-motivated institutions are generally packed with students taught by inexperienced, unqualified and discontented teachers. No schools should be registered unless properly inspected. The registration should be for one year only after which it should be re-inspected. If its premises and facilities are inadequate, it should not be registered at all. If it arbitrarily raises its fees, its registration should be cancelled. Private institutions pay a meagre salary to their teachers. Govt. employed teachers are working there as part-time teachers. In private institutions incompetent personnel are just wasting time without devotion to their jobs. On the other hand, Govt. employed teachers are getting a better salary but, in the absence of accountability they waste their own and others' time without devotion and diligence and any interest in their jobs. According to the students questionnaires, nearly 85% of schools are left uninspected every year. Inspection is extremely necessary in order to keep teaching staff under a positive pressure to improve their performance which is necessary for the smooth and efficient running of educational institutions.

Our educational institutions are suffering from several
inadequacies: insufficient number of proper classrooms, desks, blackboards, laboratory facilities etc. The presence of academic facilities in most of the schools is extremely poor only 2% of schools have a library that provides books to students. Suitable libraries and provision of chemicals and apparatus to students is generally very poorly managed. In this context, data reveals that mismanagement and misuse of facilities by students is also a routine phenomenon. Physical and academic facilities may be improved to an extent only by proper management and by proper guidance to the students. Lack of proper finance is one of the key factors. The Govt. is providing funds to further its educational policy but misappropriation, misuse of funds caused by bureaucratic red tape results in educational dislocation.

It has been also observed that equipment and material provided in an institution are soon damaged or destroyed by students themselves eg. they break their desks, remove electric wires, damage school fans and other articles. Students spoil the painted walls of the school building inside and outside the classroom by writing slogans and pasting posters. These practices make the whole building and classrooms dirty and disgusting. It has been found by (Kyriacou) that the classroom climate is influenced by physical appearance and layout.
h. Teachers' Problems and Prospects:

Teacher's own professional preparation and development counts very important as a scholastic factors as influencing the standard of school education. The investigation has examined teachers' professional characteristics as perceived by their colleagues. Teachers are more involved in the various issues of teaching and can understand the point of view and performance of their colleagues better than others who do not possess such intimate knowledge. Through statistical analysis, it has been found that a considerable number of teachers is either devoid of, or far behind, the expectations held of them. This is because they are not satisfied with their wages and promotion policies. They have to work at other places (private schools or coaching centres) to make both ends meet. Consequently a large number of teachers are forcibly involved in this practice with the result that they fall short of high expectations and are regarded as work shirkers.

The diverse data obtained from answers to the questionnaires asked from teachers, students and parents and from other sources expose and depict the problems which the secondary school teachers have been facing over decades. The difference between 1951 and 1991 pay scales and daily consumer commodities show a picture of sharp decline in the value of money adversely affecting the standard of living of teachers. The rise in pay between 1951 and 1991 for H.S.Ts., is 8 times on the other hand, rise in price of daily commodities and house rent is more than 200%. While their is considerable propaganda about the
nobility of this profession, there is unfortunately no attention paid to the wretched and woebegone teacher surrounded by economic disaster on all sides. Teachers in government service should not be transferred against their will or made to serve away from their homes. This increases difficulties especially in the case of female teachers.

i. Defects of Examination System:

Malpractices in examinations should be counted as an important element influencing the scholastic scene. Parents and teachers all utilize their influences right from the beginning of the examination process i.e. from paper setting, examination hall location, assessment of scripts and even other steps of the marking. The vital need of the moment is not so much for the abolition of the present system of examination as for its reform and redesigning. No system however good, is capable of implementation unless all those concerned with it are efficient, honest and devoted to their duties. The breakdown of law and order in all its frightening aspects has promoted criminal practices that have eaten into the examination system like a cancerous disease. It is the responsibility of various Govts. (federal and provincial) to enforce obedience to law which, by itself, shall eradicate criminality in examinations. The politicization of education on the part of the various political, provincial and ethnic-linguistic bodies must be immediately put an end to. In this connection a different type of examination system, if introduced at the secondary, level will be
significant and also eradicate malpractices in examination. The
new system of examination consisting of monthly tests and yearly
evaluation should be introduced at the secondary level to
eradicate malpractices in examinations.

The internal & external evaluation system is an important
requirement of the time for the betterment of education. In the
system 50% marks will be given on the basis of monthly tests or
internal evaluation. It will be necessary for a subject teacher
to play a very active and positive role. This system will
automatically incline students towards study right from the
beginning of the session.

In external evaluation, a very efficient and malpractice
eradicating system should be introduced. In this system,
assessment of scripts must be done on the same day of the
examination. This should be carried out in such a manner that
invigilating staff should comprise teachers of the same subject.
Once the examination is over, they should assemble together to
assess the scripts on the same day and at the same place.
Assessment work should be performed in such a manner that each
and every question should be assessed by different teachers and
final marking be done by Dy/ Head examiner. The abovementioned
procedure will be efficient and minimize the malpractices in the
current examination and assessment process.
j. Parents and Pupils:

The second part deals with socio-economic factors focussing principally on parents and the impact of their socio-economic status on the academic achievement of their children. The data obtained through questionnaires reveals that parental education is very poor. In this connection, it may be mentioned here that parents' literacy rate in metropolitan cities like Karachi, Lahore, Islamabad etc is higher than in the rural areas of Pakistan. In urban areas, the mother's literacy rate is comparatively far better than in the rural, while literacy rate in rural areas is in an extremely disastrous state. As everybody knows the mother's lap is the first institution of child where he receives the preliminary training which has an everlasting effect on the child. So it is understood that mothers' education is extremely essential for the training of the child. To raise the literacy ratio having overall effects on every walk of life specially for the training of the young generation, it is vital that adult education arranged by the social institutions be guided by the ministry of social welfare. According to data, parents' economic conditions in most of the cases is below poverty level consequently a large number of students support their parents by obtaining some financial assistance to fulfil their basic needs. In this connection it is suggested that govt. must adjust the salary structure in urban areas and in rural areas income must be sufficient to meet the basic necessities of life. This will enable the parents to send their children to educational institutions. The studies also show that
children do not receive the requisite rapport from their home environment in the pursuit of studies. The absence of educated parents, pressure of work, low wages and long working hours are all facts that prevent children from receiving any kind of academic support in their home. On the other hand, they are expected to contribute to the family finance even if they have to forsake studies. Thus the pressure of poverty is the primary factor in disturbing the studies of children. The introduction of a minimum wages law, of indexation to cover inflation, and price control of daily use commodities are urgently needed. The entire problem has to be tackled using a comprehensive approach.

Since the parental education and their economic status are issues which have no immediate answer it is apparent that for any reform in the prevailing situation greater attention will have to be paid to possible changes in the situation pertaining the scholastic factors. In fact, attempt should be made to change the entire orientation of secondary education and make it a more valuable and meaningful experience for the student. The exercise carried out in the present investigation clearly shows that there is definite relationship between the different environmental factors and the class room achievement of students. The prevailing system of annual examinations even further complicates the cheating practice.
k. Revamping the Educational Set-up:

The present set up of secondary education revolves around a system of annual examinations but the system operates under a limited and narrowly conceived definition of the standard of education almost completely unrelated to the national objectives. The need is to straighten out this relationship and to revamp the pattern and structure of secondary education in line with the developmental goals of Pakistani society. Education is to serve in Pakistan as a resource development process which virtually means development of manpower at different tiers and levels of society. The present orientation of secondary education as exclusively a college preparatory programme will have to be changed and transformed into a terminal manpower developmental exercise.

6. Practical Measure To Raise Productivity Of Secondary Education

Shift Of Emphasis From Preparatory To Terminal Education:

The syllabi of secondary education should be more deeply oriented towards the agriculture, technical and vocational fields.

In rural high schools vocational education should be provided in the fields of agriculture industries like poultry farming, live-stock breeding, bee keeping, sericulture, dairy farming and other cottage industries directly or indirectly related to the predominant rural profession. Training in agriculture and cottage industries together with a suitable component of technical and mechanical training required for
running the rural economy viably may reduce the problem of the educated unemployed. Secondary education is very important for the national interest for developing countries like Pakistan.

To achieve the abovementioned results the following ingredients are necessary:

a. Suitable allocation of funds for secondary education.
b. Agro-technical rural-urban based curriculum
c. Teachers' training on scientific lines.

Matric (agriculture) Matric (industrial) seems to be a sound proposition to attract the youth to productive and terminal education at the secondary stage. At least it may be possible to develop a rural oriented curriculum for school situated in rural areas introducing agriculture cottage industries and vocational related skills to agriculture as compulsory subjects in such schools. An element of compulsion may be introduced in forcing students at secondary stages to offer suitable, vocational scientific and technical subjects in urban secondary schools. School text books have to be reviewed to cover the syllabi especially emphasising areas of rural life, manual works, and dignity of labour. More reading material should be introduced for fostering a desire to live an improved rural life and to take pride in working by hand.

There has to be a well-organised programme of guidance and counselling at every stage of secondary education rather it should be started in class V of primary schools. Students may be guided to offer suitable courses according to their aptitudes and skills. To maintain the cherished freedom of individuals' choi
of profession and career, one shall not favour compulsory channeling of students into various branches (Arts, science, vocational, technical etc.). Secondary education guidance and counselling should rest on sincere presentation of facts, exhortation and conviction. Suitable textbooks which truly portray the syllabi have to be produced. Reference and guidance books in simple language have to be prepared for teachers. A special printing cell should be established for the purpose of printing and distributing of textbooks.

m. Teacher Training:

The foregoing study needs and ideas of secondary education pose a great challenge in a problem-prone country like Pakistan. Who is going to infuse the needed spirit and skills, learning and practice into the young generations. Obviously, the responsibility will almost have to be singularly borne by teacher, for he alone is the pivot of teaching and activator of learning process in all formal systems of education. Hence the success or failure of most progressive curriculum and syllabi would rest upon his shoulders. It is observed that curriculum cannot rise above teachers, the curricula and the syllabus defines the task of the teacher and students. In itself, the syllabus is a dead letter, the teacher puts life into it. The teacher makes it a live programme, full of interest and activity, or a lifeless process which the pupils have reluctantly to go through. It is vital to the preparation of teacher to lay great emphasis upon their comprehensive training especially in teaching diversified electives in scientific, technical and
vocational fields. In order that teacher of all disciplines keep abreast of latest developments in their respective fields and also be exposed to new teaching methodologies. A series of refresher courses should be arranged (preferably during the long vacation). So that teachers could attend them and improve skills with resultant benefit to themselves and their pupils. Certificate of attendance may be distributed to those who attended the entire course. Attendance of such course should be given consideration when taking into account teachers' promotion.

In-service teachers should also be allowed study leave on full pay to enrol in B.Ed, M.Ed and M.A. Education courses or post graduate study of their subjects. After obtaining the requisite degree, they should receive a number of advance increments for improving their qualifications.

A teacher's specialized training, besides specialized training, is necessary to infuse self acceptance in teachers. He has most probably joined teaching profession willy-nilly, so it is high time that he receive improved and specialized training to infuse self-respect in himself. If he is satisfied with being a teacher, he will set an example of a wholesome personality. If he has not accepted himself socially and professionally, the resultant attitude of his discontent and unhappy make-up will seriously mar his teaching and consequently adversely affect his pupils. So it is high time that the teaching profession should be reformed on the model of civil services cadre and their salary and promotion criteria should be revised so that it creates attraction to talented minds. The entire process of nation-building is the responsibility of the teachers.
n. Establishment Of An Educational Think Tank:

For a developing country like Pakistan, it is vital that a permanent body be established which should oversee all aspects of the educational system at the central and provincial government level. Its authority should be extend to all Boards of Education, Universities and professional institutes. It would be composed of educational experts, technocrats, serving and retired professors and scientist, distinguished men-of-letters and even experts from friendly countries. Its function would be to see that the entire educational set-up should serve national interests specially and relate it to future needs as well. One of its primary purposes would be to prevent decline in educational standard and, indeed, to raise them to the highest levels of professional excellence. The Chairman of the 'think tank' should be appointed by the President of Pakistan himself and it should be report to parliament every six months to encourage legislation in favour of education.

Final Assessment:

In the foregoing pages, we have endeavoured to put forward certain vital recommendations covering the entire spectrum of secondary education in all its related aspects and proliferations if considered and implemented by the policymakers will greatly assist in alleviating the decline that is destroying the present educational set-up. It is never too late to learn.
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Appendix One

Teachers' Questionnaire

1. Name
2. Name of school
3. Sex---- Male / Female
4. Age-
   i. Below 25 years
   ii. 25 -35 years
   iii. More than 36 years
5. Educational Qualifications
   B.A/ B.SC/B.Com/ B.H.E
6. Grade ----
   J.S.T  B----
   H.S.T  B----
7. Place of residence/ Address
8. Length of service
   i. Less than 5 years
   ii. Between 5- 10 years
   iii. Between 10 -15 years
   iv. More than 15 years
9. Total number of students taught
   i. Less than 2000
   ii. 2001- 5000
   iii. More than 5000
10. Who is responsible for students reaching school late ?
    i. Students
    ii. The parents
    iii. Transport system
    iv. The school administration
11. How many parents seek academic information about their children from you?
    i. Less than 10%
    ii. 10%- 25%
    iii. 26% - 50%
    iv. 51%- 75%
    v. More than 75%
12. How many parents help their children with homework?

   i. Less than 10%
   ii. 10% - 25%
   iii. 25% - 50%
   iv. 51% - 75%
   v. Above 75%

13. How many children are dropped at school by their parents?

   i. Less than 10%
   ii. 10% - 25%
   iii. 26% - 50%
   iv. 51% - 75%
   v. Above 75%

14. How many parents take care of their children’s neatness and cleanliness?

   i. Less than 10%
   ii. 10% - 25%
   iii. 26% - 50%
   iv. 51% - 75%
   v. Above 75%

15. Which class of society do the students parents belong to?

   i. Lower class
   ii. Middle class
   iii. Upper middle class
   iv. Privilege class

16. Percentage of students wearing clean uniform?

   i. Satisfactory clean ----------%  
   ii. Ordinary clean -----------%  
   iii. Unsatisfactory ---------%  

17. Percentage of students who complete homework?

   Fully complete -----------%  
   Average standard --------%  
   Absolutely incomplete -----%  

18. How punctually do your students come to school?

   i. Regularly   ii. Not regularly

19. How often do you reach school in time

   i. Always on time
   ii. Often
   iii. Sometimes
20. Your reason for choosing teaching as a profession?
   i. Patriotic
   ii. Academic
   iii. Emulative
   iv. Professional
   v. Others

21. Which of the following characteristic do you find in your colleagues?
   i. Devotion
   ii. Contentment
   iii. Scholarship
   iv. Affection towards students
   v. Passion service

22. Are you provided government accommodation?
   Yes/ No

23. With which punctuality your students come to school?
   i. All or nearly all students comes school in time
   ii. Most of the students comes school in time
   iii. Very few students comes school in time

24. What is the frequency of checking homework?
   i. Daily
   ii. Once a week
   iii. Once a month
   iv. Less than this

25. What is the rate of conducting tests in your schools?
   i. Once a month
   ii. Twice a year
   iii. Once a year
   iv. None

26. How many parents do you know?
   i. More than 50%
   ii. 10% - 50%
   iii. Less than 50%

27. To what extent are students satisfied with your teaching?
   i. 100%
   ii. More than 75%
   iii. More than 50%
   iv. Less than 50%
28. Do the parents of academically backward students follow teachers’ instruction?
   i. Often follows
   ii. 50% follows
   iii. Very few follows

29. Does the teacher pay individual attention to students?
   i. Absolutely
   ii. To certain extent
   iii. To a lesser extent
   iv. Not at all

30. Is there any arrangement to send progress report to the parents?
   i. Regular arrangement
   ii. No arrangement

31. Do your students describe academic problems to you?
   i. Often
   ii. Seldom
   iii. Never

32. Are the books easily available in market?
   i. Easily  ii. Sometimes iii. Rarely

33. Do you provide notes to your students?
   i. Often   ii. Sometimes   iii. Never

34. Of which class are you the incharge?

   Class  -------

35. How many classes you have to teach daily?

   -----------------

36. What is the average number of students in each class in your school?
   i. Over 60
   ii. Between 30 - 60
   iii. Upto 30

37. Are the following facilities sufficiently available to your students?
   i. Comfortable desk for students
   ii. Appropriate blackboard
   iii. Airy rooms
   iv. Classrooms
v. Fans
vi. Suitable library
vii. Well-equipped laboratory according to students' demands
viii. Required quantity of apparatus and chemicals
ix. Arrangement to meet important personalities
x. Sport arrangements
xi. Essay competitions
xii. Parents' day celebration
xiii. Audio-visual aids
xiv. Arrangement of first aid
xv. Transport facilities

38. Do you engage in private coaching?
   Yes / No

39. If yes, which students do you teach
   i. From your school
   ii. From other school

40. How much is your monthly income (will remain confidential)
   i. Income from salary
   ii. Income from tuition
   iii. Any other source

41. What is the number of teachers in your school?
   -------------------

42. How many teachers are satisfied with the academic standard of students?
   i. 10%
   ii. 25%
   iii. 50%
   iv. 75%
   v. Above 75%

43. Who is responsible for the deteriorating standard of education?
   i. Teachers
   ii. Parents
   iii. School administration
   iv. Due to unavailability of books

44. How many teachers perform their duties honestly in your school?
   i. 25%
   ii. 50%
   iii. 75%
   iv. Above 75%
45. Who prescribe books for teaching?
   i. The government
   ii. School administration

46. If school administration select books how are these made available?
   i. Locally published
   ii. Imported

47. What is the medium of instruction in your school?
   Urdu/ English / Local language

48. How many teachers are posted on temporary basis in your school? -------

49. What is the service duration of teachers appointed on temporary basis?
   i. Minimum -----------  ii. Maximum ---------------

50. The year your school was founded?
    ------------------------

51. What is the number of class rooms in your school?
    ------------------------

52. What is the number of students in your school?

53. Is there separate science room in your school?
    Yes/ No

54. Which type of courtyard is there in your school?
    i. Cemented  ii. Not cemented

55. Is there any playground in your school? Yes/ No

56. Is there dispensary in your school for the students?
    Yes / No

57. Do you write scripts for magazine?
    i. Often     ii. Sometimes   iii. Never

58. Have you written textbook?
    Yes/ No
59. Are students of your school medically examined?
   i. Often    ii. Sometimes    iii. Never

60. What is the usual pass percentage of matric students in your school?
   i. Above 75%
   ii. Between 50%-75%
   iii. Below 50%

61. Are students taken for outing to zoo, museum, beaches etc.?
   i. Often    ii. Sometimes    iii. Never

62. Are scientist, educationist and scholar invited to your school to deliver lectures?
   Yes/ No

63. Are you satisfied with the school administration?
   Yes/ No

64. Do receive salary on the first of the month?
   i. Often    ii. Sometimes    iii. Never

65. Does an inspector of schools visit the school?
   i. Often    ii. Sometimes    iii. Never

66. Is the population of the locality disturbed by the schools students?
   Yes / No

67. How much fee is paid by the students?
   -------------------

68. Do you receive other amounts?
   Yes/ No

69. Is corporal punishment allowed in your school?
   Yes /No

70. Is a sweeper employed or permanent basis?
   Yes/ No
71. Are you satisfied with the sanitary arrangement?
   Yes / No

72. How many students use notes and guide books?
   i. Above 75%
   ii. Between 50% - 75%
   iii. Below 50%

73. How many students use guess paper?
   i. Above 75%
   ii. Between 50% - 75%
   iii. Below 50%

74. How many students participate in politics?
   i. Above 75%
   ii. Between 50% - 75%
   iii. Below 50%

75. Does your school library provide sitting and reading arrangement for school students?
   i. Yes   ii. No   iii. Insufficient

76. Do your school students cheats?
   i. Yes   ii. No   iii. Frequently

77. Does your salary made you self sufficient?
   Yes / No

78. Do your counterpart try to obtain inadmissible (pecuniary) from students?
   i. Sometimes   ii. Seldom

79. Is the present examination/ evaluation system a suitable judge the capabilities of students?
   Yes / No

80. Are enough subjects taught?
   Yes / No

81. Does the present educational system keep pace with future requirement of the children?
   Yes / No
82. Is the standard of education falling?
   Yes / No

83. Put a tick mark / or x after the following statements
   i. Govt. is indifferent towards educational institutions.
   ii. The school administration operates the school for commercial purposes.
   iii. The school environment is filthy and disgusting.
   iv. Parents do not pay attention towards their children's studies.
   v. Parents and student spent most of the time in different amusement and entertainments like radio, t.v., v.c.rs etc
   vi. Most of the students ethical conditions declined to unbearable.
   vii. Parents wish to be relieved of their duties by admitting their children to school.
   viii. Ethical conditions of most parents is low.
   ix. Parents are ignorant of school conditions.
   x. Pupils are inclined to theft and damage of school but even remove stealthily few things.
   xi. Teachers are academically weak.
   xii. Good quality, morality, and devotion among teachers have disappeared.
   xiii. There are very few honest persons in the schools administration.
   xiv. Most of the teachers don't teach devotedly.
   xv. Society does not fulfill its responsibilities towards school and children.
   xvi. Parents have no time to look after their children.
xvii. Teachers take most interest in private coaching than school teaching.

xviii. Govt. is indifferent towards the proper maintenance of educational institutions.

xix. Most of the teachers adopt this profession for lack of option.

xx. Children’s psychological requirement are not taken care of.

xxi. Too many subjects are unnecessary burden on school students.

xxii. Healthy recreational arrangements are negligible.

xxiii. Basic facilities of drinking ware and toilet facilities are insufficient schools.

xxiv. The transport arrangement must be improved.

xxv. Most of the children are victims of social maladjustment.

xxvi. Students generally use foul means for success.

xxvii. Printing standard of most of the textbooks are defective.

xxviii. Textbooks are not available when required.

84. What is responsible for ruining the standard of education?
   i. Lack of parents attention.
   ii. Excessive enrolments of students in schools.
   iii. Insufficient teachers.
   iv. Lack of ability in teachers.
   v. Lack of interest in teaching works.
   vi. Lack of facilities in schools.
   vii. Weak administration of schools.
   viii. Political instability in the country.
   ix. Social deterioration.
   x. Maladministration and malpractices in examinations.
Appendix Two

STUDENTS' QUESTIONNAIRE

1. Name:

2. Father's name:

3. Fathers' educational qualification:
   i. Below Matric
   ii. Between Intermediate and Graduation
   iii. B.A/B.Sc
   iv. M.A/M.Sc
   v. Technical
   vi. Other

4. Mothers' qualifications
   i. Below Matric
   ii. Between Intermediate and graduation
   iii. B.A/B.Sc
   iv. M.A/M.Sc
   v. Other

5. Fathers' source of income
   i. Government service
   ii. Private service
   iii. Business
   iv. Agriculture
   v. Other

6. Fathers' monthly income:
   i. Upto Rs 1000
   ii. Rs 1000- 2000
   iii. Rs 2001- 3000
   iv. Rs 3001- 4000
   v. Rs 4001- 5000
   vi. Rs 5001- 6000
   vii. More than the above

7. Mothers' source of income
   Yes/No

8. Are your brothers or sisters employed?
   Yes/No

9. Your residential address: --------------------------
10. Your age:
   i. 13-16 years
   ii. 17-25 years
   iii. More than 25 years

11. Sex: Male/ Female

12. Name as registered in school

13. Whose house do you live in?
   i. Personal
   ii. Rented
   iii. Government accommodation

14. Accommodation:
   i. Number of bed rooms
   ii. Drawing room
      Yes/ No
   iii. Courtyard
      Yes/ No
   iv. Garden
      Yes/ No

15. Area of the house:
   i. Less than 100 Square yards
   ii. 100-250 Square yards
   iii. 250-400 Square yards
   iv. More than 400 Square yards

16. Number of family members:
   i. 1 - 5 persons
   ii. 6 - 10 persons
   iii. More than 10 members

17. What is the distance between your house and your school?
   i. 1 - 5 miles
   ii. 6 - 10 miles
   iii. More than 10 miles

18. In which class do you study?
   IX / X

19. Timings of your school:
   Morning/ Afternoon

20. How do you reach school?
   i. Father’s conveyance
   ii. Public transport
   iii. On foot
   iv. School bus
21. How much time do you devote to home study?
   i. 2 - 4 hours
   ii. Less than 2 hours
   iii. None
   iv. No need

22. How often do your parents/brothers/sisters help you in study?
   i. Daily
   ii. Never
   iii. Study myself
   iv. They are too busy to help

23. How often does your parents/ brothers/ sisters inspect your school's excercise book?
   i. Daily
   ii. Frequently
   iii. Sometimes

24. To which extent do your parents/ brothers/ sisters enquire about your progress from your school teacher?
   i. Often
   ii. sometime
   iii. Rarely
   iv. Never

25. Do you have to bring groceries to your house?
   Yes / No

26. Do you have to do any work of your parents brothers/ sisters
   Yes / No

27. Do you have a radio/ t.v/ v.c.r?
   Yes/ No

28. How much time do you give to radio/ t.v/ v.c.r?
   i. One to two hours
   ii. 2-4 hours
   iii. More than 4 hours
   iv. Sometimes

29. Which game do you like?
   i. Cricket
   ii. Hockey
   iii. Squash
iv. Soccer
v. Others

30. Is there any playground near your residence?
   Yes / No

31. How much time do you spend in playing?
   i. Nearly one hour
   ii. 1-2 hours
   iii. More than 2 hours

32. Do any of your friends?
   i. Smoke
   ii. Play cards
   iii. Frequently fail in examination

33. Do you pray in the mosque?
   i. Five times
   ii. Sometimes
   iii. Never

34. Who bears your educational expenses
   i. Father
   ii. Mother
   iii. Brother / Sister
   iv. Yourself
   v. Other sources

35. Is your house electrified
   Yes / No

36. What is the arrangement of water supply to your house?
   i. Inside water connection.
   ii. Have to fetch from outside.

37. Do you study in a coaching centre to improve your study
   Yes / No

38. How much time does it take in going from home to school?
   i. Less than 10 minutes
   ii. 10 minutes to half an hour
   iii. Half an hour to 1 hour
   iv. More than 1 hour

39. What is your school timing? ---------

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40. How is your school structure?
   i. Constructed for use as a school.
   ii. Constructed for other purpose but use as school.

41. To which school do you belong?
   i. Government  ii. Private

42. Which language is your medium of instruction?
   i. Urdu  ii. English  iii. Sindhi  iv. Other

43. How much is the monthly tuition fee?
   Yes / No

44. Do you pay other amount other than tuition fee?
   Yes / No

45. How are your books published?
   i. Published locally under govt. supervision.
   ii. Privately published.

46. Are your books easily available in the market.
   Yes / No

47. How many textbooks do you have to carry to school?
   Number of textbooks =  

48. How many excercisebooks do you to carry to school?
   Number of excercise books =  

49. What is the average weight of your satchel
   Average weight of satchel  

50. How do you carry textbooks & excercise books?
   i. In hand
   ii. Cotton / Leather bag
   iii. Small attach cases

51. What does your school building?
   i. Very beautiful
   ii. Good
   iii. Ordinary
   iv. Ugly
52. Your school is upto which class?  ---------------

53. How many subjects daily you study in school?

54. How many number of students in school?

55. How many number of teachers in your schools?

56. Who are responsible in deteriorating standard of education?
   i. Parents' lack of attention.
   ii. Excessive enrolment of students.
   iii. Lack of academic ability in teachers.
   iv. Less number of teachers in school.
   v. Teachers' lack of interest in teaching works.
   vi. Lack of academic facility in schools.
   v. Weak administration of school.
   vi. Political instability in country.
   vii. Maladministration and malpractices in examinations.

57. How far your teachers justified with his profession?
   i. Most of them are labourious.
   ii. Most of them are businessminded.
   iii. Most of the teachers suppose it to be a job.
   iv. Most of the teachers do not teach devotedly.
   v. Most of teachers have no passion with service.

58. What is the academic standard of teachers?
   i. Most are able
   ii. Few are able
   iii. Most are of average standard

59. How many teachers teach you?  ---------------

60. How frequently your teachers check your home work?
   i. Daily
   ii. Sometimes
   iii. Just at a glance

61. What is the cleaning standard of your school?
   i. Cleaning standard is high
   ii. Good
   iii. Bearable
   iv. Cleaning is not good

62. Did under school arrangement? (strike tick / for yes)
   i. Are students taken for picnic.
   ii. Are students taken for educational trip.
   iii. Expert scientist are invited to deliver lectures.
   iv. Students are awarded.
v. Scientific instruments and chemicals in sufficient quantity.

63. Does the inspector of schools visit your school?
   i. Often
   ii. Sometimes
   iii. Never

64. Is corporal punishment allowed in your school?
   Yes / No

65. Did your school teach privately coach his own students?
   Yes / No

66. How many years have you been studying in this school?

67. What is looking your school to you?
   i. Like too much
   ii. Not to good
   iii. Does not look good

68. Does your teacher advise you to study manuals?
   Yes / No

69. Do you participate in the school union?
   Yes / No

70. What is the pass percentage of your school?
   i. Usually more than 75%
   ii. 50% - 75%
   iii. Less than 50%

71. Do teacher complete their syllabus?
   Yes / No

72. Is there a tendency to cheat in examination in your school?
   Yes / No

73. What percentage of students cheat during examinations?
   i. 75%
   ii. 50% - 75%
   iii. 25% - 50%
   iv. Less than 25%
74. What are the means of cheating during examination?
   i. With connivance of the teachers
   ii. Smuggling of notes
   iii. With the help of outsiders
   iv. No cheating

75. Are there many unannounced holiday in your school?
   Yes / No

76. Is there regular teaching when the school is open?
   Yes / No

77. Are the studies interrupted by strikes?
   Yes / No

78. Are the studies interrupted by the students politics in your school?
   Yes / No

79. Which category of school is better government or private?
   Government / Private

80. Are the following facilities sufficiently available in your school? (strike for yes) /
   i. Comfortable desks.
   ii. Appropriate blackboard.
   iii. Airy rooms.
   iv. Classrooms.
   v. Suitable library.
   vi. Well equipped laboratory.
   vii. Sufficient scientist material.
   ix. Social events.
   x. Sports arrangements.
   xi. Essay competitions.
   xii. Parents’ days celebrations.
   xiii. Audio-visual aids.
   xiv. First aid.
   xv. Transport facilities.

81. Do your teachers take sufficient care of your training?
   i. Very much
   ii. Not much
   iii. Remains unconcerned
82. Do your teachers allow you to ask questions in class?
   i. A few allow   ii. A few do not allow.

83. How your teacher teach you?
   i. By dictating notes
   ii. By oral teaching / Lecturing
   iii. Not giving any instruction at all

84. How is the discipline in your school?
   i. Very strict   ii. Fairly strict   iii. Lax

85. Is parents' day celebrated in your school?
   Yes / No

86. Put a tick mark (/) on each of the following correct statement
   i. Government is indifferent towards educational institutions.
   ii. The school administration operates school for commercial purposes.
   iii. The school environment is filthy and disgusting.
   iv. Teachers are academically weak.
   v. Dedication and devotion among teachers have disappeared.
   vi. Most of the teachers seek benefits.
   vii. Society does not fulfil its responsibilities towards school and children.
   ix. Teachers do not take interest in teaching.
   x. Teacher take more interest in private coaching than private coaching.
   xi. Parents have no time to look after their childrens' studies.
   xii. Students do not studies attentively in class.
   xiii. The standard of English medium school is better.
   xiv. Overcrowding take place in classrooms.

87. Is the number of teachers in accordance with the number of subject and classes?
   i. Yes / No
   ii. There is disproportion

88. Is the present system of education in accordance with the educational needs of children?
   Yes/ No

89. Write down any complaint against your teacher or school.
   ---------------------

90. Please write down the drawbacks in the present educational system?
   ---------------------
 Appendix Three

PARENTS' QUESTIONNAIRE

1. Name (Will remain confidential)

2. Age
   i. Between 30-40 years
   ii. 40-50 years
   iii. 50-60 years
   iv. More than 60 years

3. Educational qualifications:
   i. Below Matriculation
   ii. Between Intermediate & Graduation
   iii. B.A/ B.Sc/ B.Com
   iv. M.A/ M.Sc
   v. M.Phil/ Ph.D
   vi. Professional Degree holder (Doctor/Accountant/Other)
   vii. Other degree

4. Your spouse's academic qualifications
   i. Below Matric
   ii. Between Intermediate to Graduation
   iii. B.A/B.Sc
   iv. M.A/M.Sc
   v. M.Phil/Ph.D
   vi. Professional Degree holder

5. Your dependent family members
   i. Sons: ------
   ii. Daughters ------
   iii. Other relatives: ------
   iv. Servants ------

6. What is your source of income?
   i. Government service
   ii. Private
   iii. Business
   iv. Agriculture
   v. Other

7. Does your wife have any source of income?
   Yes / No

8. What is your monthly income?
   i. Up to Rs 1000
   ii. Rs 1000- 2000
iii. Rs 2000- 3000  
iv. Rs 3000- 5000  
v. More than Rs 5000  

9. In which locality do you live? 

10. Do you have a personal residence in Karachi?  
    Yes/No 

11. In which house do you live?  
    i. Government  
    ii. Personal  
    iii. Rented 

12. How many rooms are there in your house?  
    i. Number of Bedrooms: ----------  
    ii. Drawing room Yes/ No  
    iii. Courtyard Yes/ No  
    iv. Garden Yes/ No 

13. Area of the house:  
    i. Less than 100 square yards  
    ii. 100 square yards  
    iii. Between 100-200 square yards  
    iv. 200-400 square yards  
    v. More than 400 square yards 

14. What is the distance between your house and your place of work? 
    i. Less than 1 mile  
    ii. 1 mile upto 5 miles  
    iii. 5 - 10 miles  
    iv. 11- 20 miles  
    v. More than 20 miles 

15. How do you go from home to your place of work and vice versa?  
    i. On foot  
    ii. Personal conveyance  
    iii. Office transport  
    iv. Colleague’s transport  
    v. Public transport 

16. When do you awake?  
    i. 5 A.M  
    ii. 6 A.M  
    iii. 7 A.M  
    iv. 8 A.M 

17. How much time do you spend in preparation for going to place of work?
i. Nearly half an hour.
ii. Nearly an hour.
iii. More than 1 hour.

18. When do you take your breakfast?
   i. 7 A.M  ii. 8 A.M  iii. 9 A.M

19. Time spent in going to your place of work?
   i. 15 minutes  ii. 30 minutes
   iii. 45 minutes  iv. More than an hour

20. What are your business hours?
   i. 6 hours  ii. 8 hours
   iii. 12 hours  iv. More than 12 hours

21. When do you go to bed?
   i. 9 P.M  ii. 10 P.M
   iii. 11 P.M  iv. After 11 P.M

22. Are you a member of any club?
   i. No  ii. Yes
   iii. Yes; if more than 1 club

23. Do you take interest in political activities?
   i. Not  ii. Some
   iii. An deeply interested

24. How many friends do you have?
   i. Very few  ii. Some
   iii. Many

25. Which of the following recreational games do you like?
   vi. Tennis  vii. Swimming  viii. Others

26. What is the age of your child?
   i. 14 years  ii. 15 years  iii. 16 years
   vi. 17 years  vii. Above 17 years

27. How frequently do you visit school to obtain academic information of their children?
   i. Once a month  ii. To a lesser extent
   iii. Only on teachers' call

28. How much time do you spend with your child for his studies daily?
29. Do you feel that your child needs your personal guidance?
   - Yes/ No

30. Do you remind your child to study?
   - i. Always  ii. Often  iii. Sometimes  iv. Never

31. Do your child seek your help in connection with school work?
   - i. Never  ii. Always  iii. Sometimes

32. Do your child relate school experiences?
   - i. Never  ii. Sometimes  iii. Always

33. Do your child's friends come for combined studies?
   - i. Never  ii. Sometimes  iii. Often

34. How much is the monthly pocket expense of your child?
   - i. Rs 30-100  ii. More than 100

35. Name of the school where your child studies?

36. In which class does your child study?

37. How many number subjects does your child study?
   - i.  ii.  iii.  iv.  v.  vi.  vii.  etc.

38. How much amount do you spend on stationery?
   - i. Less than Rs 50  ii. Rs 50---100  iii. Rs 100--200

39. How much is the monthly tuition fee of your child?

40. What is the study timing of your child?

41. Who looks after the children?
   - i. You  ii. Wife  iii. Brothers/Sisters

42. Which game do your children like? (Name of the games)
   - i.  ii.  iii.  iv.  v.  vi.

43. Is there any arrangement of private tuition for your children?
i. Yes  ii. No  iii. Occasional

44. How much tuition fees do you pay?
   i. Rs 150 - 500  ii. Rs 50 - 150  iii. Less than Rs 50

45. Do your child work part-time?
   i. Yes  ii. No  iii. Sometimes

46. How are your children accommodated?
   i. A separate room for each child.
   ii. One room for all children.
   iii. Separate room for sons and daughters.

47. How long does your child help you in daily works?
   i. 1-2 hours  ii. 2-4 hours daily  iii. More than 4 hours

48. Who delivers household goods?
   i. Yourself  ii. Your child  iii. Wife  iv. Everybody

49. Does your child participate in games?
   i. Yes  ii. No  iii. Sometimes

50. Does your child take interest in political matters?
   i. Yes  ii. No
   iii. Sometimes  iv. Always

51. Do teachers check your child’s exercise books regularly?
   i. Only signature  ii. Complete correction
   iii. Correction, to a certain extent  iv. No correction at all

52. Are you satisfied with the performances of teachers?
   i. Yes  ii. No  iii. To a certain extent.

53. How often does your child seek your help?
   i. Always  ii. Sometimes  iii. Never

54. Are you satisfied with the performance of children’s teachers?
   i. Yes  ii. No  iii. To a certain extent

55. Are there arrangements for providing following facilities to your child?
i. Games.
ii. Cultural activities.
iii. Girls guides/Scouting.
iv. Newspapers & magazines.
v. Excursions.
vi. Physical check-up.
vii. Parents- Teachers co-ordination.

56. Does your child participate in school union activities?

   Yes/ No

57. Is the standard of teaching falling or not?

   i. Falling   ii. Not falling

58. If the standard of education is declining, what is responsible for this?

   i. Lack of parents’ attention.
   ii. Excessive enrolment of students in school.
   iii. Insufficient teachers.
   iv. Lack of ability in teachers.
    v. Teachers’ lack of interest in teaching.
    vi. Lack of facilities in school.
    vii. Lax administration in the school.
    viii. Political disturbances.
    ix. Social deterioration.
     x. Maladministration and malpractices in examinations.

59. Do you remember what percentages of marks your child obtained in the previous class?

   i. Yes / No

60. Which medium of instruction do you favour?

   i. English   ii. Urdu   iii. Local language

61. Do you feel that the present education system is keeping pace with the future requirements of children?

   Yes/ No

62. Are you satisfied with the performance of the national system?

   Yes/No
63. Which of the following statements are correct?

Please tick (/ ) for the correct statement

i. Government is indifferent towards educational institutions.

ii. The school administration operates school for commercial purposes.

iii. The school environment is filthy and disgusting.

iv. Teachers are academically weak.

v. Dedication, and devotion among teachers have disappeared.

vi. Teachers' mentality is just commercially.

vii. Fees and other charges are up to excessive.

viii. Society does not fulfil its responsibilities towards schools and children.

ix. There are few honest persons in the school administration.

x. Teachers do not take interest in teaching.

xi. Teachers take more interest in private coaching than in school teaching.

xii. Parents have no time to look after their children.

xiii. Government is indifferent towards the proper maintenance of the educational institutions.

xiv. Most of the teachers have adopted this profession for lack of option.

xv. Excessive amounts are charged in the name of false expenditure.

xvi. Children's psychological requirements are not taken care of.

xvii. In schools more emphasis is given on rapid solutions rather than understanding.

xviii. Too many subjects are an unnecessary burden on school administration.
xix. There are insufficient healthy recreational arrangements in schools.

xx. Basic facilities, drinking water and toilet facilities are inadequate.

xxi. Transport arrangement is troublesome and expensive for the school children.

xxii. Most of the children are victims of social maladjustment.

xxiii. Students generally use foul means for success.

xxiv. Standard of most of the prescribed books is unsatisfactory.

xxv. Textbooks are not available when required.

64. Is the number of teachers proportionate to the subjects or number of classes.
   i. Yes    ii. No    iii. More or less

65. Which category of schools are better?
   i. Government    ii. Private

65. Is the present educational system in accordance with the requirements of the child?
   Yes/No

67. Write down major faults in the present educational system:

-----------------
<table>
<thead>
<tr>
<th>S.NO:</th>
<th>NAMES &amp; ADDRESSES OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Young Folks Block ‘N’ North Nazimabad.</td>
</tr>
<tr>
<td>12.</td>
<td>Taimuria Public North Nazimabad.</td>
</tr>
<tr>
<td>13.</td>
<td>Little Folks North Nazimabad.</td>
</tr>
<tr>
<td>17.</td>
<td>Progressive Children Academy North Nazimabad.</td>
</tr>
<tr>
<td>20.</td>
<td>Public Model Nazimabad No: 5</td>
</tr>
<tr>
<td>23.</td>
<td>G.B.S.S NO: 3 Nazimabad.</td>
</tr>
<tr>
<td>24.</td>
<td>Mario Colaco Nazimabad.</td>
</tr>
<tr>
<td>25.</td>
<td>G.B.S.S No:1 Nazimabad</td>
</tr>
</tbody>
</table>
27. S.M. Public. Nazimabad No:J.
29. Site Model School Site.
30. Crescent Grammar Modern Colony Bara Board.
32. Norwegian Orangi No:11 1/2.
33. Anjuman Islamia Liaquatabad No:10.
34. G.B.S.S No:4 Jahangir Road Liaquatabad No:9.
35. Dehli School Karimabad.
36. Govt. Comprehensive School Azizabad.
37. Muslim School Block. 15. F. B. Area.
38. Faran Block. 14 B. Orangi.
40. Suleman Nadvi Orangi 11 1/2
42. G.B.S.S F. C. Area.
43. G.B.S.S. No:1 Liaquatabad.
44. Allama Iqbal Block 16 F.B.Area.
46. G.B.S. Block 19 F.B.Area.
47. Metropolitan Academy F.B.Area.
49. H.E.F Hussainabad.
50. Shamim B. S.S Gulberg.
51. Technical Age Azizabad
52. Anglo. Urdu Baldia.
53. G.B. S.S Lasipara Baldia.
56. Apwa New Karachi.
58. Farhana English Medium North Nazimabad.
60. Waseem G.G.S.S Nazimabad.
61. Pilot S.S. Nazimabad No:3.
62. Islamia G.S.S. Nazimabad.
63. Farqaleet Nazimabad No:1
64. New Method Nazimabad No:1
65. Muslim G.G.S.S Nazimabad No:2
67. American Method Nazimabad No:1
68. Apwa Liaquatabad No:1
69. G.G.S.S. Qasimabad Sindhi Hotel.
71. Royal Academy Sharifabad.
72. Aziz National Gulberg.
73. G.G.S.S Block. 16. F.B.Area.
74. Apwa G.G.S.S. Golimar
77. Federal .F.B.Area.
APPENDIX FIVE

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Characteristics</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Education of Father</td>
</tr>
<tr>
<td>2.</td>
<td>Occupational Status of Father</td>
</tr>
<tr>
<td>3.</td>
<td>Education of Mother</td>
</tr>
<tr>
<td>4.</td>
<td>Occupation of Mother</td>
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<td>5.</td>
<td>Income Household</td>
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<td>6.</td>
<td>Residence of Students</td>
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<td>7.</td>
<td>Location of School</td>
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<td>8.</td>
<td>Qualification of Teachers</td>
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<td>9.</td>
<td>Physical Facilities</td>
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<td>10.</td>
<td>Equipments</td>
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<td>11.</td>
<td>Financial Position</td>
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<td>12.</td>
<td>Competence of the Head</td>
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<td>13.</td>
<td>Building Maintainence</td>
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<td>14.</td>
<td>Parents in Contact</td>
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<td>15.</td>
<td>Admission Strictness</td>
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<tr>
<td>16.</td>
<td>School Test &amp; Examinations</td>
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<td>17.</td>
<td>Resort to Private Tuition</td>
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<tr>
<td>18.</td>
<td>Terms and conditions of teaching profession</td>
</tr>
</tbody>
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