

## A STUDY OF QUALITY TEACHING IN THE SECONDARY SCHOOLS OF KARACHI

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### *ABSTRACT*

The present study aimed at finding out the factors affecting the quality teaching at the secondary level. Moreover, this study examined the existing academic and administrative state of schools, how they are supervised, and how they can be made effective to provide quality teaching. The population of the study comprised of the public secondary schools of Karachi. Survey method was used to conduct research. The sample consisted of 400 teachers who were randomly selected from the four towns of Karachi. Twenty two schools were selected through systematic random sampling. The questionnaire was used for collecting data which consisted of 40 items with five-point Likert Scale. The collected data were tabulated, calculated, analyzed, and interpreted in the light of objectives of the study, and the research hypotheses. Moreover, inferential statistics was used for testing of hypotheses i.e.  $\chi^2$ -test .

The following were the conclusions driven from the findings. Teachers believed that they needed support of students for quality education, head teachers considered subject command that was very important for teaching, teachers monitor students for their adjustment with school environment, head teachers believed in continuous professional development and they believed that such opportunities were very essential for all teachers, school did not provide enough

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furniture to the students, school had presubscribed rules for students' attendance, school had administrative staff in order to maintain students' record, teachers believed in organizing co-curricular activities as per developed curriculum, teachers did not pay any attention to enhancing teaching methodology and the teaching materials were considered the most important in teaching and learning process, teachers believed that the seasoned senior teachers should have re-checked the marked answer sheets.

**Key Words:** Quality teaching, Secondary school, Administration, Curriculum.

## INTRODUCTION

The term "quality" is very difficult to be defined precisely. The use of this term 'quality' in the educational schools has been increasing all over the world. With the passage of time, the significance of the documentation has increased alarmingly. The audits, assessments are the part and parcel of it. According to Singh, (2006:178): "Quality may be about excellence, inspection, and conformance to requirements, fitness for purpose, improving customer/client satisfaction, or empowering the customer/client". This concept is used in an absolute and relative way. Using the former one, things which show quality are of the highest possible standard and cannot be surpassed. On the other hand, the relative concept views quality as a characteristic of a service or product, however as something is attributed to it (Sallies, 1996: 13-15).

The school, chiefly, the high school is a large structure made up of different customer-oriented enterprises, all contending for the students business. Student engrossed in particular occupational opportunities frequent the specialty shops which are vocation-oriented. Other students are drifting around just casually shopping and socializing. And teachers are the sales employees, trying to get the student customers to buy their products (Elliot, 2005).

According to a recent research, it is suggested that the structure of education has been very sensitive to the issues of culture and diversity in recognizing the ability of students so that they need to be involved in making decisions about their own learning. It may thus enable them to argue disempowering educational experiences. They should construct a positive self-image as a learner. According to Ryan (2001), it is the process of creation of knowledge which is opened up to the people who as a result come to build up confidence in their abilities to explore and use

knowledge. They come to broaden a sense of ownership of the knowledge they create, and faculty for asking applicable and critical questions. Ryan (2001) his framework emphasizes activity, duty, personalizing knowledge, flexibility, choice and rights as opposed to compliance, distance, regulation, and control.

The quality of education entails analysis of all aspects of educational factors in the secondary schools. These are the teachers and their training and teaching skills (Pithers, 1998). Students and their academic, moral and social growth (Porter, 2000). Curriculum and its compatibility with the time, and teaching methods, however, have not been addressed to that extent. Above all, effective and responsible teaching is the hallmark of quality of education (Oser, Dick and Patry, 1992). In the literature, there are numerous effective teaching strategies (Killen, 2005). These could be used in ensuring quality teaching in the secondary schools.

As far as quality learning atmosphere is concerned, effective learning commences with simple things like learning the names of students and get a genuine curiosity in their backgrounds, interests, and stories. The effective communication with students, when we are looking for positive features and strengths in students, ensures believe that high standard can be achieved by toil of any student. This means using appropriate assessment techniques which ensure reliability in assessment system. The students should be encouraged for reflection and critical investigation. They need to be engaged in useful problem solving. They need to be applauded for their creativity.

In some researches, a number of important differences between pupils have been explored. These are: ability, enthusiasm, social class, gender, race and special educational requirements. This theme of pupil differences highlights some very important concerns and observations. Firstly, the significance of knowing pupils as individuals with their own particular educational history and viewpoint towards schools, teaching and learning. Secondly, that a thoughtfulness of such pupils' differences highlights how and why certain pupils are more triumphant than others in terms of their educational achievement. Thirdly, that in highlighting such differences, and the ways in which schools endeavor to meet the requirements of some pupils more efficiently, schools are forced to consider changes in their practices which are also appropriate to meeting the educational requirements of all pupils in the school more successfully (Kyriacou, 2006).

The effective teaching keeps up an attentiveness and approachability of students. These aspects must be suitable for the desired educational outcomes. The classroom teaching qualities and tasks facilitate in solving major issues. The relationship between the teacher and taught involve many diversified activities in the school. The teachers are facing the challenge of setting up and prolonging the suitable type of association for the particular activity and situation. It could be the need to put forth authority for guiding a pupil who is having learning difficulty, or counseling a pupil with a personal problem. Mutual regard and rapport are the most essential qualities for such relationship. On discussing classroom climate, it would be lucid that sound teacher- pupil relationship is at the heart of effective teaching.

In the developed countries, stress is laid on the quality education, particularly through efficient management (Lomax, 1996). In the Muslim world, including Pakistan, education has been encountered with the challenges in providing quality education to one and all. In the challenges of quality, we have been following western system of education. The influence of westernization cannot be denied (Saad, 1986: 82-90). In Pakistan, the decline in the quality education is on the increase (Safdar, 2010).

The number of secondary schools in Karachi is 189. (Sindh Education Management Information System (SEMIS), 2010). The condition of quality of secondary education is far from praiseworthy.

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## **PURPOSE OF THE STUDY**

The proposed study has general as well as specific purposes mentioned as under.

### **A. General purpose**

- To find out the problems to quality teaching in the secondary schools.
- To analyze the administrative facilities in the secondary schools.
- To study the quality teaching in the secondary schools.

These purposes will be achieved through the following specific purposes.

#### **B. Specific purpose**

- To examine the academic and professional qualifications of teachers, having bearing on quality teaching.
- To investigate the process of retraining of teachers.
- To study the features of classroom management related to quality teaching.
- To analyze the parent-school cooperation for the promotion of quality teaching.
- To investigate the administrative environment of the school concerning quality teaching.

#### **HYPOTHESES**

- There will be no significant trend of overall opinion among the teachers about the professional development.
- There will be no significant trend of overall opinion among the teachers about the teaching criteria.
- There will be no significant trend of overall opinion among the teachers about the teachers' evaluation.
- There will be no significant trend of overall opinion among the teachers about the students' evaluation.
- There will be no significant trend of overall opinion among the teachers about the students' disciplinary rules.
- There will be no significant trend of overall opinion among the teachers about the parental involvement.
- There will be no significant trend of overall opinion among the teachers about the school administration.
- There will be no significant trend of overall opinion among the teachers about the physical facilities.

## METHODOLOGY

The research was based on descriptive study in which survey method was used. The public secondary schools of Karachi were randomly selected in order to collect data.

## POPULATION

In this study, the population consisted all of the in service head teachers and teachers placed in the secondary schools of Karachi.

## SAMPLING

The Systematic random sampling had been used for the study. 400 teachers had been selected for a sample size of the study in hand. Through systematic sampling the towns of Gulshan-e-Iqbal, Malir, Gulberg and Liaquatabad were selected.

## RESEARCH INSTRUMENT

A questionnaire of 40 items for teachers of secondary schools was prepared in consultation of advisor. To supplement the data obtained through questionnaire, interviews were carried out with selected respondents.

## Testing the Hypotheses

### Hypothesis No. 1

#### Computation of $\chi^2$ for testing the hypothesis No.1

S.N.	Responses of Q. No.1,2,3	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	Strongly Agree	627	240	387	149769	624.04
2	Agree	339	240	99	9801	40.84
3	Undecided	61	240	-179	32041	133.50
4	Disagree	147	240	--39	1521	6.35
5	Strongly Disagree	26	240	--214	45796	190.80
	<b>Total</b>	<b>1200</b>	<b>1200</b>			<b><math>\chi^2=995.53</math></b>

**Conclusion**

Referring to table of  $\chi^2$  we find that tabulated  $\chi^2 = 9.49$  with  $df = 4$  at  $\alpha = 0.05$  is smaller than the computed  $\chi^2 = 995.53$ . Hence, the  $H_0$  is rejected and it is concluded that there is a significant trend of overall opinions among the teachers about the professional development.

**Hypothesis No. 2**

**Computation of  $\chi^2$  for testing the hypothesis No.2**

S.N.	Responses of Q.No. 4,5,6,7	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	Strongly Agree	740	320	420	176400	551.25
2	Agree	644	320	324	104976	328.05
3	Undecided	58	320	-262	68644	214.51
4	Disagree	112	320	--208	43254	135.20
5	Strongly Disagree	46	320	--274	75076	234.61
	<b>Total</b>	<b>1600</b>	<b>1600</b>			<b><math>\chi^2=1463.62</math></b>

**Conclusion**

Referring to table of  $\chi^2$  we find that tabulated  $\chi^2 = 9.49$  with  $df = 4$  at  $\alpha = 0.05$  is smaller than the computed  $\chi^2 = 1463.62$ . Hence, the  $H_0$  is rejected and it is concluded that there is a significant trend of overall opinions among the teachers about the teaching criteria.

**Hypothesis No. 3**

**Computation of  $\chi^2$  for testing the hypothesis No.3**

S.N.	Responses of Q. No.8,10, 11, 13	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	Strongly Agree	599	320	279	77841	243.25
2	Agree	683	320	363	131769	411.78
3	Undecided	77	320	-243	59049	184.53
4	Disagree	164	320	--156	24336	76.05
5	Strongly Disagree	77	320	--243	59049	184.53
	<b>Total</b>	<b>1600</b>	<b>400</b>			<b><math>\chi^2=1024.09</math></b>

**Conclusion**

Referring to table of  $\chi^2$  we find that tabulated  $\chi^2 = 9.49$  with  $df = 4$  at  $\alpha = 0.05$  is smaller than the computed  $\chi^2 = 1024.09$ . Hence, the  $H_0$  is rejected and it is concluded that there is a significant trend of overall opinions among the teachers about the teachers' evaluation.

**Hypothesis No. 4**

**Computation of  $\chi^2$  for testing the hypothesis No.4**

S.N.	Responses of Q. No. 14,15, 16, 17	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	Strongly Agree	613	320	293	85849	268.28
2	Agree	715	320	395	156025	487.58
3	Undecided	48	320	-272	73984	231.20
4	Disagree	143	320	--177	31329	97.90
5	Strongly Disagree	81	320	--239	57121	178.50
	<b>Total</b>	<b>1600</b>	<b>400</b>			<b><math>\chi^2=1263.46</math></b>

**Conclusion**

Referring to table of  $\chi^2$  we find that tabulated  $\chi^2 = 9.49$  with  $df = 4$  at  $\alpha = 0.05$  is smaller than the computed  $\chi^2 = 1263.46$ . Hence, the  $H_0$  is rejected and it is concluded that there is a significant trend of overall opinions among the teachers about the students' evaluation.

**Hypothesis No. 5**

**Computation of  $\chi^2$  for testing the hypothesis No.5**

S.N.	Responses of Q. No. 19,20, 21, 23	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	Strongly Agree	807	320	487	237169	741.15
2	Agree	703	320	383	146689	458.40
3	Undecided	32	320	-288	82944	250.20
4	Disagree	40	320	--280	78400	245
5	Strongly Disagree	18	320	--302	91204	285.01
	<b>Total</b>	<b>1600</b>	<b>400</b>			<b><math>\chi^2=1979.76</math></b>



**Conclusion**

Referring to table of  $\chi^2$  we find that tabulated  $\chi^2 = 9.49$  with  $df = 4$  at  $\alpha = 0.05$  is smaller than the computed  $\chi^2 = 1979.76$ . Hence, the  $H_0$  is rejected and it is concluded that there is a significant trend of overall opinions among the teachers about the students 'disciplinary rules.

**Hypothesis No. 6**

**Computation of  $\chi^2$  for testing the hypothesis No.6**

S.N.	Responses of Q. No. 24,25, 26, 27	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	Strongly Agree	653	320	333	110889	346.53
2	Agree	881	320	561	314721	983.50
3	Undecided	27	320	-293	84100	262.81
4	Disagree	30	320	--290	85849	268.28
5	Strongly Disagree	9	320	--311	96721	302.25
	<b>Total</b>	<b>1600</b>	<b>400</b>			<b><math>\chi^2=2163.37</math></b>

**Conclusion**

Referring to table of  $\chi^2$  we find that tabulated  $\chi^2 = 9.49$  with  $df = 4$  at  $\alpha = 0.05$  is smaller than the computed  $\chi^2 = 2163.37$ . Hence, the  $H_0$  is rejected and it is concluded that there is a significant trend of overall opinions among the teachers about the parental involvement.

**Hypothesis No. 7**

**Computation of  $\chi^2$  for testing the hypothesis No.7**

S.N.	Responses of Q. No. 30,31, 32, 34	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	Strongly Agree	768	320	448	200704	627.20
2	Agree	724	320	404	163216	510.05
3	Undecided	30	320	-290	84100	262.81
4	Disagree	57	320	--263	69169	216.15
5	Strongly Disagree	21	320	--299	89401	279.38
	<b>Total</b>	<b>1600</b>	<b>400</b>			<b><math>\chi^2=1895.59</math></b>

**Conclusion**

Referring to table of  $\chi^2$  we find that tabulated  $\chi^2 = 9.49$  with  $df = 4$  at  $\alpha = 0.05$  is smaller than the computed  $\chi^2 = 1895.59$ . Hence, the  $H_0$  is rejected and it is concluded that there is a significant trend of overall opinions among the teachers about the school administration.

**Hypothesis No. 8**

**Computation of  $\chi^2$  for testing the hypothesis No.8**

S.N.	Responses of Q. No. 35,36, 37, 39	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	Strongly Agree	492	320	172	29584	92.45
2	Agree	979	320	659	434281	1357.13
3	Undecided	33	320	-287	82369	257.41
4	Disagree	67	320	--253	64009	200.03
5	Strongly Disagree	29	320	--291	84681	264.62
	<b>Total</b>	<b>1600</b>	<b>400</b>			<b><math>\chi^2=2171.63</math></b>

**Conclusion**

Referring to table of  $\chi^2$  we find that tabulated  $\chi^2 = 9.49$  with  $df = 4$  at  $\alpha = 0.05$  is smaller than the computed  $\chi^2 = 2171.63$ . Hence, the  $H_0$  is rejected and it is concluded that there is a significant trend of overall opinions among the teachers about the physical facilities.

**DISCUSSION**

Education is considered to be matter of life and death for a nation because without education, the country cannot make any head way in terms of economic growth, and better living standard of the masses. The sole aim of education to reveal the systematic and scientific results towards fulfilling the needs of masses and society. Studies need to be carried out in order to expand all related sub-systems in educational structure regarding the needs and expectation of the people.

Teachers' training is very necessary in educational in order to address the real causes in the first place. The indispensable purpose of teachers' training is to make sure efficient administration, growth and supervision of educational system by equipping teachers with certain competencies.

The notion of teachers' competencies is usually discussed in very narrow scope like teachers' planning execution, evaluation of the set of courses, principles for the syllabus or the school. These are related to teachers' duties in the school in this respect. Teachers' effectiveness needs to be discussed in many proportions such as curriculum competencies, field competencies and research competencies, constant learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies and environmental competencies for developing teachers. The development in different fields and the transitions in human life need be discussed so that the troubles could be addressed. The ecological competencies were not addressed over a span of few decades. However, the problems experienced by people regarding environmental issues have been linked with education and teaching. Therefore, environment issues have been under discussions for a long time. The daily life and all the developments related to human requirements affect teaching occupation and the teacher competencies. The teacher's specialized competencies must include the program of study competencies. The set of courses competencies are central part for teachers' professional developments. Teachers' curriculum development competencies are indistinguishable because the teachers have been facing innumerable problems with reference to the curriculum development and execution of curriculum in their fields.

Understanding the philosophy of program of study, theory and development models of curriculum, curriculum development studies, learning and teaching approaches have been neglected aspects regarding teachers' curriculum competencies. Curriculum competencies of teachers are associated to micro and macro level curriculum design, development and execution. Teachers' curriculum competencies are indispensable for developing association between teachers and the curriculum development. Curriculum development teams along with the teachers should have to play their pivotal role in the curriculum development course of action. The approach of teacher-oriented program of study will become imperative in the forth coming time. However, school-based program of study should be encouraged by teachers' research and execution.

At the same time, it will give confidence to teachers to become more active participants in the curriculum development procedure. In spite of this, set of courses writers, namely curriculum

design and development team do not successfully pass on their thoughts to teachers. Therefore, curriculum studies should be expected by curriculum theorists and teachers jointly. It is understood that curriculum studies strengthen teachers' work. As a result, teacher competencies in relation to curriculum are of great significance for teachers to continue their occupation. The competencies of teacher cover theory and practice of program of study. At the same time, defining teachers' competencies will contribute to the enhancement in the quality of educational system by positively influencing teacher training and curriculum improvement.

The transitions in science and educational system have an effect on teacher's competencies. There is strong association between science and system of society that influence educational system and teachers' competencies. Educational system counts on scientific outcome of educational sciences, psychology, financial system, technology and sociology. The change and transformation in the others systems or science harm teachers' professional competencies if not teacher's competencies are enhanced. Teachers should pursue changes in order to get better their professional presentation. The improvement of teacher's competencies depends on the changes in society and other sciences and these are not connected with only the personal growth but also professional. Nowadays, we give a vent to our emotions regarding internationalization of program of study.

The perception of internationalizing program of study is a kind of transformation in study whereas the teachers make sure these changes to be implemented. It is the sole responsibility of teachers to enhance their abilities and competencies whatever they have been using in the past. The teachers' abilities should be discussed and modernized by taking the international developments into consideration. The teachers' efficiency is very imperative in both implementing the recent and updated set of courses successfully and schooling people for future. Teachers should fulfill their responsibilities in the first place.

Teacher's ability is considered to be the subject of betterment in future research. For that reason, teacher education development specialist and a teacher trainer should assist them during pre-service and in-service. It is believed that teachers' abilities should replicate developing situation for sustainability. Most of the improvements of teacher's competencies do not shape a regular process but some developments can take place by chance with the passage of time. The capabilities of teachers should be brought into consideration over and over again in parallel with

the changes and transformations through scientific studies. The most important role of teachers is considered to implement these changes into educational system effectively.

The future of students depends on toil and laborious work of the teachers. Without efficient teachers, no headway can be made in the country. Conclusively, ineffective administration, non flexible curriculum and outdated teaching methods used by teachers are the major reasons of declining educational standards at the secondary level in our country.

## RECOMMENDATIONS

The following recommendations were made on the basis of findings of the study:

### a) Administration

1. The administration of school should be effective and efficient and should keep democratic approach.
2. All secondary schools should be allocated with proper health facilities which include hygienic food, and availability of doctor or a nurse.
3. Only trained teachers should be appointed on merit in secondary schools.
4. Cooperation should be established between research and teacher training. Professionalization helps in creating links between research and training.
5. Rules should be developed and implemented in order to make the students disciplined.
6. As sound body has a sound mind but it has been observed that the majority of the schools do not have a play ground, therefore the teachers are unable to organize the sports for the students. It is recommended that they should have a substitute of grounds for games.

### b) Academics

7. The secondary level curriculum should be improved according to the needs of time and wishes of the society.
8. Secondary level evaluation system should be organized and modern techniques used to evaluate the abilities of a child.
9. The secondary school teachers must use modern teaching methods according to the age and psychological requirements of students.

10. Opportunities should be provided to the students for participating in different co-curricular activities.
11. The process of professional development must be ongoing. Individuals should be trained in order to practice a particular profession after finishing their training.
12. Individual effectiveness and efficiency should be enhanced. The professionalism of occupation also involves in ensuring that individual practitioners reach a specified level of competence and know how to act correctly.
13. Teaching environments should be conducive and congenial. Furthermore, the competencies required for day-to-day teaching can be exercised in a variety of contexts.
14. There should be a command on subject areas. The competencies involved in teaching also relate to the resources i.e. knowledge, skills, attitudes which are associated with each subject area. A teacher should know how to be active in several subject areas.
15. It is era of science and technology, the teacher should learn technology in order to promote technological culture in their schools.
16. The teachers should have knowledge of a variety of the latest teaching methods or techniques, and questioning session in the classes by the students should be encouraged.
17. The students' counseling should be of paramount importance in order to mould their behavior for positive learning attitude.

c) **Financial**

18. Introducing high quality selection procedure for secondary level teachers should be ensured and at the same time, the candidates should be offered better incentives.
19. The scholarships should be provided to deserving and intelligent students at the secondary school level.
20. The government should take initiatives in increasing the infrastructure at the secondary schools level.
21. The government should allocate funds for teachers' grooming to provide quality teaching. Face to face workshops and some online courses should be introduced to serve this purpose.
22. The government should provide health facilities to the teachers during their service and even after their retirements.
23. The government should increase the annual educational budget in providing quality education.
24. Financial committees of experts should be formulated to use educational budgets in a useful manner.

d) **Monitoring / Supervision**

25. Political interference in educational institutions should strictly be banned.
26. The process of inspection should be done in proper and democratic way and there should be no intervention in this process.
27. Mutual understanding and cooperation should be ensured between individuals. The professional teaching requires the establishment of partnerships between various groups.
28. The government should ensure the promotion of teachers on their performance in summative assessments.
29. The research culture should be promoted in the secondary schools' teachers.
30. The teachers should be given some handsome incentives on completing their research projects.

## CONCLUSION

The overall sole purpose was to study the quality teaching in the secondary schools of Karachi. Some conclusions were drawn from the findings. Teachers believed that they needed support of students for quality education. Head teachers considered subject command that was very important for teaching. The teachers monitor students for their adjustment with school environment. Head teachers believed in continuous professional development and they also believed that such opportunities were very essential for all teachers. School did not provide enough furniture to the students. School had presubscribed rules for students' attendance. School had administrative staff in order to maintain students' record. Teachers believed in organizing co-curricular activities as per developed curriculum. Teachers did not pay any attention to enhancing teaching methodology and the teaching materials were considered the most important in teaching and learning process. The Teachers believed that the seasoned senior teachers should have re-checked the marked answer sheets.

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