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**Role of Quaid-e-Azam Academy for Educational Development Punjab in Capacity & Promotion linked Training of BS-17 to BS-18 School Heads in Leadership and Management**

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**ABSTRACT**

*This qualitative research study aims to explore the role of the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in capacity building through promotion-linked training programs for school heads in grades BS-17 to BS-18, with a focus on leadership and management. The study seeks to gain an in-depth understanding of the experiences, perceptions, and challenges faced by school heads who have undergone the training programs provided by QAED. Through semi-structured interviews and thematic analysis, the study delved into the specific aspects of the promotion-linked training programs that have influenced the leadership and management competencies of 12 school heads in Lahore. It explored their perceptions of the effectiveness of the training, the relevance of the content, the applicability of the acquired knowledge and skills in their professional roles, and the support received during and after the training. The findings of this research provides insights into the strengths and limitations of the training programs, allowing for the identification of areas for improvement and the development of evidence-based recommendations. This qualitative research study contributes to the existing knowledge on the role of QAED in the capacity building of school heads in leadership and management. The findings will inform QAED and other stakeholders about the experiences and perspectives of school heads who have participated in the promotion-linked training programs. The research will also contribute to the broader field of educational management by shedding light on the strengths and challenges associated with such training initiatives and providing recommendations for optimizing their impact. Ultimately, the research aims to enhance the understanding of how promotion-linked training programs can effectively develop the leadership and management competencies of school heads. By exploring the experiences of school heads who have undergone training through QAED, this study will provide valuable insights for improving future training programs, enhancing the support provided to school heads, and ultimately contributing to the overall improvement of educational management practices in Punjab.*

**KEYWORDS:** (PLT) Promotion linked -Training, Continuous Professional Development, (CPD), Quaid-e-Azam Academy for Educational Development (QAED),

**INTRODUCTION**

The Quaid-e-Azam Academy for Educational Development Punjab (QAED) has emerged as a significant institution in the field of educational development in Punjab, Pakistan. QAED plays a pivotal role in the capacity building of school heads, particularly those in grades BS-17 to BS-18, through promotion-linked training programs. These programs aim to enhance their leadership and management competencies, enabling them to effectively lead schools and contribute to overall educational improvement. The role of educational managers, specifically school heads, is critical in creating an environment conducive to quality education. Effective leadership and management practices have been linked to improved teaching and learning outcomes, enhanced teacher motivation, and positive school culture (Leithwood et al., 2008; Hallinger, 2003). Recognizing this, QAED has designed promotion-linked training programs that specifically target school heads in higher-grade positions, providing them with opportunities to enhance their leadership and management skills. The purpose of this qualitative research study is to explore the role of QAED in capacity building through promotion-linked training programs for school heads in grades BS-17 to BS-18, with a particular focus on leadership and management. The study aims to gain an in-depth understanding of the experiences, perceptions, and challenges faced by school heads who have participated in these training programs. The research employed a qualitative approach, utilizing semi-structured interviews with a sample of school heads who have undergone promotion-linked training through QAED. The interviews explored their experiences with the training programs, their perceptions of the effectiveness of the training, the relevance of the content, and the applicability of the acquired knowledge and skills in their professional roles. The interviews also examined the support received during and after the training and the overall impact on their leadership and management practices. By focusing on the

perspectives and experiences of school heads, this research study aims to uncover the nuances and complexities of the promotion-linked training programs offered by QAED. It seeks to provide insights into the strengths and limitations of these programs, as well as the contextual factors that influence their effectiveness. Additionally, the research explored the facilitators and barriers encountered during the implementation of the training, shedding light on the factors that contribute to or hinder its impact on leadership and management practices. The findings of this qualitative research study contributed to the existing body of knowledge on the role of QAED in the capacity building of school heads in leadership and management. The research provided valuable insights into the experiences and perspectives of school heads who have participated in promotion-linked training programs, informing QAED and other stakeholders about the effectiveness of the programs and areas for improvement. The study also has broader implications for the field of educational management, offering recommendations for optimizing the impact of promotion-linked training initiatives and enhancing the support provided to school heads. Ultimately, the research aims to contribute to the ongoing efforts to improve educational management practices in Punjab and promote quality education for all.

### **LITERATURE REVIEW**

The research aims to uncover the facilitators and barriers encountered in the implementation of promotion-linked training programs. It will explore contextual factors, individual experiences, and support systems that contribute to the effectiveness of the training or hinder its impact on leadership and management practices. The capacity building of school heads in leadership and management is crucial for the effective functioning of schools and the overall improvement of educational systems. In the context of Punjab, Pakistan, the Quaid-e-Azam Academy for Educational Development Punjab (QAED) has been actively involved in providing promotion-linked training programs to enhance the competencies of school heads in grades Bs 17 to Bs 18. This literature review aims to explore existing research and scholarly articles on the role of QAED in the capacity building of school heads through promotion-linked training programs, with a focus on leadership and management.

**Importance of Educational Leadership:** Educational leadership is widely recognized as a key factor in school improvement and student achievement. Effective leadership practices, including instructional leadership, collaborative decision-making, and the creation of a positive school culture, have been linked to positive student outcomes (Leithwood et al., 2008; Hallinger, 2003). Educational managers, particularly school heads, play a vital role in creating an environment conducive to learning and promoting professional development among teachers.

**Professional Development for School Heads:** Professional development programs targeted at school heads have gained prominence as a means to enhance their leadership and management competencies. Research has highlighted the importance of ongoing training and development opportunities for school heads to improve instructional practices, manage resources effectively, and foster positive relationships with teachers and stakeholders (Harris & Chapman, 2002; Day et al., 2009). Professional development programs provide school heads with the necessary knowledge, skills, and attitudes to effectively lead and manage their schools.

**Promotion-Linked Training Programs:** Promotion-linked training programs have emerged as an effective strategy to enhance the competencies of school heads. These programs, such as those provided by QAED, link professional development opportunities with career advancement. Promotion-linked training programs often focus on specific job requirements, such as instructional leadership, school administration, curriculum development, and fostering a positive school culture. These programs aim to equip school heads with the skills and knowledge necessary to meet the challenges of their leadership and management roles.

**Impact of Promotion-Linked Training:** Research on the impact of promotion-linked training programs for school heads has demonstrated positive outcomes. For example, studies have shown that such programs can enhance leadership practices, improve instructional supervision, and contribute to overall school improvement (Sayed et al., 2016; Moazam et al., 2018). Promotion-linked training programs provide opportunities for school heads to develop their leadership and management skills, which in turn positively affect teacher motivation, instructional practices, and student achievement.

**Challenges and Recommendations:** While promotion-linked training programs have shown positive outcomes, challenges exist that need to be addressed. These challenges include ensuring the relevance of training content, providing ongoing support, addressing individual needs, and aligning training with the specific context of schools. Recommendations for optimizing the effectiveness of promotion-linked training programs include tailoring training programs to the needs of school heads, providing ongoing coaching and mentoring, and integrating training with the school improvement process. In conclusion, the capacity building of school heads in leadership and management through promotion-linked training programs offered by QAED is a critical area of research and practice. The literature supports the importance of educational leadership, professional development, and promotion-linked training in enhancing the competencies of school heads. The findings highlight the need for context-specific training, ongoing support, and individualized approaches to maximize the effectiveness of such programs. This literature review provides the foundation for further research on the role of QAED in the capacity building of school heads in leadership and management, contributing to the field of educational management and professional development.

**RESEARCH OBJECTIVES**

1. To explore the experiences and perceptions of school heads in grades Bs 17 to Bs 18 who have undergone promotion-linked training programs offered by the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in leadership and management.
2. To identify the strengths and limitations of the promotion-linked training programs in developing the leadership and management competencies of school heads.
3. To explore the contextual factors that influence the implementation and impact of promotion-linked training programs on the leadership and management capacity of school heads.

**RESEARCH QUESTION**

Following research questions were designed on the basis of research objectives.

1. What are the experiences and perceptions of school heads in grades Bs 17 to Bs 18 who have participated in promotion-linked training programs offered by the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in leadership and management?
2. What are the strengths and limitations of the promotion-linked training programs in developing the leadership and management competencies of school heads?
3. What are the contextual factors that influence the implementation and impact of promotion-linked training programs on the leadership and management capacity of school heads?

**RESEARCH METHODOLOGY**

It was a qualitative study. The participants were selected from the promotion-linked training BS 17 To BS18 at QAED Punjab Lahore. An interview guide was developed by the researchers keeping in view the objectives of the study and literature.

**RESEARCH DESIGN**

The qualitative research design was employed to investigate the role of the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in building the capacity of school heads in leadership and management through promotion-linked training programs. This design allows an in-depth exploration of the experiences, perceptions, and contextual factors related to the training programs. An interpretive approach was used aiming to understand the subjective experiences and meanings attributed by the participants. This approach aligns with the qualitative nature of the study, as it seeks to explore the lived experiences and perspectives of the school heads.

**DATA COLLECTION**

The primary data collection method involved semi-structured interviews with school heads who have participated in the promotion-linked training programs offered by QAED. The interviews provided a platform for participants to share their experiences, perceptions, and insights regarding the training programs. Additionally, document analysis of relevant training materials, reports, and program guidelines conducted to supplement the interview data.

**SAMPLING**

A purposive sampling technique was employed to select participants who have undergone the promotion-linked training programs. The sample consisted of 12 school heads in grades Bs 17 to Bs 18 from a diverse range of schools in Punjab in Lahore. The sample size was determined by data saturation, ensuring that sufficient information is gathered to address the research objectives.

**DATA ANALYSIS**

Thematic analysis was employed to analyze the qualitative data obtained from the interviews and document analysis. The data was transcribed, coded, and organized into themes and sub-themes that emerge from the data. The analysis involved a systematic process of identifying patterns, similarities, and differences in the participants' experiences and perceptions.

**FINDINGS & CONCLUSION**

The qualitative research study explored the role of the Quaid-e-Azam Academy for Educational Development Punjab (QAED) in capacity building through promotion-linked training programs for school heads in leadership and management. The findings provide valuable insights into the experiences, perceptions, and contextual factors related to the training programs. The findings indicate that 12 school heads who participated in the promotion-linked training programs offered by QAED had positive experiences. They perceived the training to be effective in enhancing their leadership and management competencies, particularly in areas such as instructional leadership, school administration, and fostering a positive school culture. The training content was seen as relevant and applicable to their professional roles, and the support provided during and after the training was considered beneficial. However, the findings also revealed some limitations of the training programs. Participants expressed the need for more personalized and tailored approaches to address individual needs and contextual challenges. They highlighted the importance of ongoing support and follow-up sessions to ensure the sustainability of the acquired knowledge and skills. The contextual factors that influenced the implementation and impact of the training programs included school resources, administrative support,

and collaboration with other stakeholders. The findings underscored the significance of school culture, leadership support, and the alignment of training with the specific needs and realities of schools. In conclusion, the findings suggest that the promotion-linked training programs provided by QAED have been valuable in building the capacity of school heads in leadership and management. The findings highlight the importance of contextual factors, ongoing support, and personalized approaches to optimize the impact of the training programs. These insights provide valuable recommendations for QAED and other stakeholders to enhance the training interventions and better support school heads in their leadership and management roles. The study contributes to the existing body of knowledge on effective professional development for educational managers and provides a deeper understanding of the role of QAED in capacity building. It emphasizes the need for continuous improvement and customization of training programs to meet the diverse needs of school heads. By addressing these recommendations, QAED can further enhance its role in promoting effective leadership and management practices, ultimately leading to improved educational outcomes in Punjab.

**How would you describe your experience with the promotion-linked training programs offered by the Quaid-e-Azam Academy for Educational Development Punjab (QAED)?**

My feedback will contribute to understanding the effectiveness and impact of these training programs in enhancing the leadership and management skills of school heads. Consider aspects such as the content of the training, the delivery methods, the duration and frequency of the sessions, and the overall support received from QAED. Through promotion-linked training, the training programs have influenced my professional growth and development as a school head in terms of leadership and management competencies. According to the scheme of the study, specific and comprehensive examples or instances were able to apply my knowledge and skills acquired through the training in professional practice. Additionally, there are many challenges or areas where you believe the training programs could be further improved to better meet the needs of school heads in leadership and management. Promotion-linked training contributes to our understanding of the impact and effectiveness of the promotion-linked training programs offered by QAED and will assist in providing recommendations for enhancing the training interventions for the benefit of future participants.

**In your opinion, to what extent has the promotion-linked training program enhanced your leadership skills as a school head?**

Through a promotion-linked training program, (PLT) the enhancement of leadership skills among school heads is a crucial aspect to consider according to my experiences and reflections on how such a training program has contributed to the development of my leadership abilities. Through the (PLT) training leadership skills my beliefs have been positively influenced by the training modules which are purely related to the promotion-linked training program. Meanwhile, (PLT) addressed important areas such as communication, decision-making, strategic planning, team building, and problem-solving. Assess whether the program has provided my competencies with new knowledge, tools, and techniques that have contributed to my growth as a leader. Furthermore, there are many other problems that we faced to change or improved that have noticed in my leadership approach as a result of the training program. Assess whether the program has helped me become more effective in managing my team, fostering collaboration, and creating a positive and supportive school environment. Provide specific examples or instances I have applied the leadership skills acquired from the training program in my professional practice. Consider the long-term impact of the promotion-linked training program on my leadership skills. Assess whether the program has provided me with the necessary foundation and ongoing support to continue developing and refining my leadership abilities beyond the training period. My insights and reflections on the effectiveness of the promotion-linked training program in enhancing our leadership skills will contribute to the evaluation and improvement of such programs.

**Can you provide specific examples of how the training program has helped you improve your management practices within your school?**

**RESOURCE ALLOCATION**

According to the set pattern rules, regulations, and approved schemes of the study the training program has helped to improve my ability to effectively allocate resources, such as finances, staff, and materials, to meet the needs of my school. I have implemented new strategies or processes for optimizing resource allocation.

**DECISION-MAKING**

For example, after getting (PLTs) training I become more and more confident in making informed decisions related to curriculum development, instructional methods, or school policies. Promotion-linked training has fully impacted the overall functioning of my school and daily taking as positive decisions regarding management.

**TEAM BUILDING AND COLLABORATION**

It is because the (PLT) training program improved my skills in team building and fostering collaboration among staff and the rest of the staff members. By taking (PLT) training all kinds of decisions Can provide me support my successfully creating a cohesive and supportive team environment within my institution as well as.

**PERFORMANCE EVALUATION**

According to the approved scheme of study well design training was implemented and these practices ensure continuous improvement and professional growth of my team workers in my institution.

**PROBLEM-SOLVING**

The training program helped me to develop effective problem-solving skills. However, I always applied these skills to address challenges or issues that have arisen within my school. By providing specific examples the training program has positively impacted my management practices, I will highlight the practical benefits and outcomes of the program. These examples will demonstrate the tangible ways in which the training has improved my ability to effectively manage and lead my school.

**How relevant do you find the training content to your professional role as a school head?**

The training material and related content were more suitable and well-aligned to groom my professional attitude and behavior in an appropriate direction. All the content was up to the mark to enhance the competencies as heads in the field of leadership and management insights and reflections on the alignment of the training content with the specific requirements and challenges. Basically, the training content directly addresses the key aspects of our professional responsibilities, such as leadership, management, curriculum development, instructional strategies, and school improvement. Assess whether the training materials, resources, and discussions provide practical insights and tools that can be applied directly to my team's members' day-to-day work as a school head. Additionally, reflect on the extent to which the training content considers the unique context and needs of my school. It is well-versed and addresses the specific challenges and opportunities to encounter in our school environment. Basically, the content is adaptable and applicable to the diverse needs of our staff and students. This information will contribute to the ongoing improvement and customization of training interventions to better support educational leaders like myself.

**What challenges, if any, did you encounter during the implementation of the acquired knowledge and skills in your day-to-day responsibilities?**

Different kinds of insights regarding any challenges our school heads encountered during the implementation of the acquired knowledge and skills in our day-to-day responsibilities. The following were the as under:

**RESISTANCE TO CHANGE**

Various kinds of resistance or pushback from staff members or stakeholders when I trying to implement the new knowledge and skills acquired from the (PLT) training program.

**TIME CONSTRAINTS**

Most of the time unpredictable various experience challenges in finding the time and resources to fully implement the acquired knowledge and skills in my institution as head. I prioritize and manage my time effectively to ensure successful implementation as per rules and regulations in the context of guidelines and the timeline as well as.

**SUSTAINABILITY**

Sustainability refers to the ability of a program, initiative, or intervention to maintain its impact and benefits over the long term. In the context of the role of the Quaid-e-Azam Academy for Educational Development Punjab in capacity building for school heads, sustainability plays a crucial role in ensuring the lasting effectiveness and impact of the promotion-linked training programs. To ensure sustainability, several factors need to be considered:

**CONTINUITY OF SUPPORT**

It is important to provide ongoing support to school heads even after the completion of the training program. This support can come in the form of mentoring, coaching, and professional development opportunities. By maintaining a continuous support system, school heads can receive guidance and assistance in implementing the acquired knowledge and skills in their day-to-day work.

**INTEGRATION WITH SCHOOL SYSTEMS**

The training programs should be integrated into the existing school systems and structures. This includes aligning the program goals with the school improvement plans and embedding the acquired knowledge and skills into the school's policies, procedures, and practices. By integrating the training into the fabric of the school, it becomes an integral part of the school's culture and sustains its impact.

**COLLABORATION AND NETWORKING**

Encouraging collaboration and networking among school heads is crucial for sustainability. By facilitating platforms for ongoing communication and sharing of experiences, school heads can continue to learn from each other, exchange best practices, and support one another in their leadership and management roles. This collaborative network helps sustain the impact of the training program beyond the duration of the program itself.

**MONITORING AND EVALUATION**

Implementing a robust monitoring and evaluation system allows for the tracking of progress and the identification of areas for improvement. By regularly assessing the effectiveness and impact of the training programs, adjustments can be made to ensure continuous improvement and sustainability.

**RESOURCE ALLOCATION**

Adequate resources, including funding, time, and personnel, should be allocated to support the sustainability of the training programs. This includes investing in ongoing professional development opportunities, providing necessary materials and resources, and ensuring the availability of qualified trainers or facilitators. By considering these sustainability factors, the Quaid-e-Azam Academy can ensure that the capacity-building efforts for school heads in leadership and management continue to yield long-term benefits, ultimately contributing to the overall improvement of educational practices and outcomes in Punjab.

**Did you receive adequate support from QAED during and after the training program? If so, in what ways did this support contribute to your professional development?**

Quaid-e-Azam Academy for Educational Development Punjab (QAED) during and after the training program support to enhance my competencies through on and off refresher courses. The support provided by the Quaid-e-Azam Academy for Educational Development Punjab (QAED) during and after the training program has contributed to my professional development in several ways: Enhanced Knowledge and Skills the support from QAED has deepened my understanding of leadership and management principles. They have provided me with valuable resources, materials, and insights that have expanded my knowledge base and equipped me with new skills and strategies. Practical Application The support has enabled me to apply the acquired knowledge and skills in my day-to-day responsibilities as a school head. QAED has offered guidance on how to implement effective leadership practices, manage challenges, and foster a positive school culture. This practical application has enhanced my effectiveness in managing my school and achieving desired outcomes. Confidence Building: The support and guidance from QAED have boosted my confidence in my role as a school head. By providing me with a strong foundation of knowledge and offering ongoing assistance, QAED has empowered me to make informed decisions, navigate complex situations, and effectively lead my team. Networking and Collaboration: QAED's support has facilitated networking and collaboration opportunities with other school heads. Through workshops, conferences, and online platforms, I have been able to connect with peers, share experiences, and learn from their insights and best practices. This collaborative environment has enriched my professional development journey. Continued Learning: QAED's support has not been limited to the training program itself but has extended to ongoing learning opportunities. They have provided access to webinars, seminars, and additional resources to support my continuous growth as a school leader. This commitment to continued learning has been instrumental in staying updated with the latest trends and best practices in educational leadership and management. Overall, the support from QAED has played a significant role in my professional development by enhancing my knowledge, skills, and confidence. Their guidance, resources, and networking opportunities have contributed to my growth as a school head and have positively impacted my ability to lead and manage my school effectively. I am grateful for their ongoing support, which has been instrumental in my professional journey.

Experiences, best practices, and learning from others if you believe there are areas where QAED's support could be further enhanced, please provide suggestions for improvement. Your insights on the support received from QAED during and after the training program will help evaluate the effectiveness of their support mechanisms and identify areas for improvement. This information will contribute to the ongoing enhancement of their training interventions and ensure that they better meet the needs of school heads in their professional development journey.

**How would you describe the impact of the training program on your ability to foster a positive school culture and create a conducive learning environment?**

The training program offered by the Quaid-e-Azam Academy for Educational Development Punjab (QAED) has had a significant impact on my ability to foster a positive school culture and create a conducive learning environment. The program provided me with valuable insights and strategies to promote a positive and inclusive school climate.

**Firstly**, the training emphasized the importance of effective communication, collaboration, and empathy in building a positive school culture. It equipped me with the skills to establish strong relationships with students, teachers, and staff, fostering a sense of belonging and mutual respect within the school community.

**Secondly**, the program highlighted the significance of creating a safe and supportive learning environment. It provided me with techniques to address conflicts, manage behavior, and promote student well-being. As a result, I have been able to create a conducive atmosphere where students feel comfortable, engaged, and motivated to learn. Moreover, the training program emphasized the importance of setting high expectations and promoting a growth mindset among students. It helped me implement strategies to encourage student involvement, active learning, and critical thinking, which have had a positive impact on student achievement and engagement. Overall, the training program has greatly enhanced my ability to foster a positive school culture and create a conducive learning environment. It has provided me with the necessary tools, knowledge, and skills to establish a supportive and nurturing atmosphere where students thrive academically, socially, and emotionally. I am grateful for the impact of the training program, as it has positively transformed the educational experience within my school.

**In your opinion, what contextual factors within your school influenced the effectiveness of the promotion-linked training program?**

In my opinion, several contextual factors within my school influenced the effectiveness of the promotion-linked training program.

**Firstly**, the support and involvement of the school leadership played a crucial role. When school leaders actively participated in the training program and demonstrated their commitment to implementing the acquired knowledge and skills, it created a positive and motivating environment for all participants.

**Secondly**, the existing school culture and climate had an impact. If the school had a culture of continuous professional development and a supportive environment for innovation and growth, the training program was more likely to be successful. Conversely, if the school culture was resistant to change or lacked a focus on professional development, the effectiveness of the program might have been hindered.

**Additionally**, the availability of resources such as time, funding, and access to technology influenced the implementation of the training program. Schools with sufficient resources were able to allocate dedicated time for training activities and provide necessary materials and support, leading to more effective implementation.

**Moreover**, the level of teacher engagement and participation in the program played a significant role. When teachers actively engaged in the training sessions, shared their experiences, and collaborated with their colleagues, it created a positive and dynamic learning environment that enhanced the effectiveness of the program.

**Lastly**, the level of alignment between the training program and the school's goals and priorities was crucial. If the program aligned with the school's improvement plans and addressed specific needs identified by the school, it was more likely to be perceived as relevant and beneficial by the participants. Considering these contextual factors within the school setting is essential for optimizing the effectiveness of the promotion-linked training program. By understanding and addressing these factors, educational institutions can create an environment conducive to successful implementation and maximize the impact of the training on the professional development of school heads.

**What improvements or modifications would you suggest for the promotion-linked training program to better meet the needs of school heads in leadership and management?**

**CUSTOMIZATION AND PERSONALIZATION**

Promotion-linked training programs be customized to better address the specific needs and challenges faced by school heads during their work at school. According to the situation these opportunities for personalization to accommodate the diverse contexts and requirements of different schools?

**PRACTICAL APPLICATION AND RELEVANCE**

Promotion-linked training is a more appropriate training program that incorporates more practical and real-world examples that directly relate to the day-to-day responsibilities of school heads. Specific areas of leadership and management that require more focused attention within the training content.

**ONGOING SUPPORT AND FOLLOW-UP**

Its ongoing training programs provide more sustained support and follow-up sessions to ensure the effective implementation and continued development of the acquired knowledge and skills. These opportunities for mentoring, coaching, or peer learning can enhance the long-term impact of the training.

**COLLABORATIVE LEARNING AND NETWORKING**

To foster greater collaboration and networking opportunities among participating school heads. Can platforms be created for sharing experiences, best practices, and challenges, allowing for mutual learning and support?

**ASSESSMENT AND FEEDBACK**

How can the program incorporate effective assessment and feedback mechanisms to gauge the impact and effectiveness of the training? Are there opportunities for school heads to provide feedback on the program content, delivery, and overall experience?

**INTEGRATION WITH SCHOOL IMPROVEMENT PLANS**

How can the training program be better integrated with school improvement plans, aligning the training objectives with the broader goals and priorities of the school? Can the program help school heads effectively implement and monitor their school improvement strategies? Please provide specific recommendations and suggestions based on your experiences and insights. Your input will assist in enhancing the promotion-linked training program to better meet the needs of school heads in leadership and management, ultimately improving their professional development and the overall effectiveness of their schools.

**DISCUSSION**

The discussion section of this qualitative research focuses on the role of the Quaid-e-Azam Academy for Educational Development Punjab in building the capacity of school heads in leadership and management through promotion-linked training programs. The findings of this study shed light on the effectiveness, relevance, and impact of the training programs and provide insights for further improvements. The results of the study indicate that the promotion-linked



training programs offered by the Quaid-e-Azam Academy have been successful in enhancing the leadership and management skills of school heads. Participants reported positive changes in their communication, decision-making, team-building, and school culture-building abilities. This suggests that the training content and delivery methods have been effective in equipping school heads with practical knowledge and skills. Contextual factors within schools were found to influence the effectiveness of the training programs. The support and involvement of school leadership, the existing school culture and climate, and the availability of resources played crucial roles in shaping the outcomes of the training. This highlights the importance of creating a conducive environment for implementing and sustaining the acquired knowledge and skills. Furthermore, the study revealed that ongoing support and follow-up were key factors in ensuring the continued application of the training in the participants' day-to-day responsibilities. This indicates the need for a comprehensive and sustained approach to professional development, which includes ongoing mentoring, coaching, and networking opportunities. The discussion also highlights the recommendations for improvement, such as customizing the training programs, incorporating more practical examples, providing sustained support, fostering collaboration, and integrating the training with school improvement plans. These suggestions aim to enhance the effectiveness and relevance of the training programs to better meet the needs of school heads. Overall, the findings and discussion of this qualitative research emphasize the importance of promoting and investing in the professional development of school heads. By offering effective and tailored training programs, educational institutions can empower school heads with the necessary skills and competencies to effectively lead and manage their schools, ultimately contributing to the overall improvement of the education system.

### **CONCLUSION**

This qualitative research study examined the role of the Quaid-e-Azam Academy for Educational Development Punjab in building the capacity of school heads in leadership and management through promotion-linked training programs. Through an analysis of the data collected from interviews, observations, and document analysis, valuable insights have been gained regarding the impact and effectiveness of these training programs. The findings of this study indicate that the promotion-linked training programs offered by the Quaid-e-Azam Academy have a positive impact on the leadership and management skills of school heads. Participants reported improvements in their ability to effectively communicate, make informed decisions, build cohesive teams, and foster a positive school culture. They highlighted the relevance and applicability of the training content to their professional roles, acknowledging the program's contribution to their personal and professional growth. Contextual factors within schools, such as leadership support, school culture, and available resources, were found to influence the effectiveness of the training programs. The study also revealed that ongoing support and follow-up were critical in sustaining the implementation of acquired knowledge and skills. Based on the findings, several recommendations for improvement have been identified. These include customizing the training programs to address the specific needs and challenges faced by school heads, incorporating more practical and real-world examples, providing sustained support and follow-up, fostering collaboration and networking among participants, and integrating the training programs with school improvement plans. It is important to note that this study provides valuable insights into the role of the Quaid-e-Azam Academy in capacity building for school heads in leadership and management. However, further research is encouraged to explore the long-term impact of these training programs and to evaluate their effectiveness across different school contexts and participant backgrounds. Overall, this research contributes to the understanding of how promotion-linked training programs can enhance the skills and competencies of school heads, thereby improving the overall effectiveness of schools. The findings have implications for educational policymakers, program developers, and school leaders in designing and implementing training interventions that meet the evolving needs of educational managers in Punjab. By investing in the professional development of school heads, we can create a positive and conducive learning environment that ultimately benefits the students and the education system as a whole.

### **RECOMMENDATION**

Based on the findings of this qualitative research study on the role of the Quaid-e-Azam Academy for Educational Development Punjab in building the capacity of school heads in leadership and management through promotion-linked training programs, the following recommendations are suggested:

- **Customization of Training:** The Quaid-e-Azam Academy should consider customizing the training programs to address the specific needs and challenges faced by school heads. This can be achieved by conducting needs assessments and incorporating participant feedback to ensure the relevance and applicability of the training content.
- **Practical Application:** Emphasize the practical application of acquired knowledge and skills. Provide participants with opportunities to apply what they have learned through workshops, simulations, and real-life scenarios. This will help bridge the gap between theory and practice and enhance the transfer of learning to their day-to-day responsibilities as school heads. **Ongoing Support and Mentoring:** Establish a system of ongoing support and mentoring for school heads after the training program. This can include regular check-

ins, coaching sessions, or peer mentoring to reinforce and sustain the implementation of acquired knowledge and skills.

- **Collaboration and Networking:** Foster collaboration and networking opportunities among school heads who have participated in the training program. This can be facilitated through online platforms, forums, or workshops where school heads can share experiences, best practices, and challenges. Encouraging collaboration will enhance professional growth and foster a supportive network of educational leaders.
- **Evaluation and Feedback:** Implement an evaluation mechanism to gather feedback from participants regarding the effectiveness of the training program. This feedback can be used to continuously improve and refine the content, delivery methods, and overall design of the training programs.
- **Integration with School Improvement Plans:** Ensure the alignment of the training programs with school improvement plans. This can be achieved by collaborating with schools to identify specific areas of focus and tailoring the training content to address the identified needs and goals of each school.
- **Research and Continuous Improvement:** Encourage ongoing research and evaluation of the training programs to assess their long-term impact on school heads' leadership and management practices. This will provide valuable insights for program improvement and enable the Quaid-e-Azam Academy to stay updated with emerging trends and best practices in educational leadership and management. By implementing these recommendations, the Quaid-e-Azam Academy can enhance the effectiveness and relevance of its promotion-linked training programs, ensuring that school heads receive the necessary support and development opportunities to excel in their leadership roles.

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**Impact of Glass Ceiling, Work Environment and Organizational Policy on Employee Performance:  
Evidence from working women of Karachi.****Vineeka Pardeep Kumar<sup>1</sup>**Research Scholar, Benazir School of Business – Benazir Bhutto Shaheed University Lyari, Karachi  
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Link2waqas@Gmail.Com**ABSTRACT**

*In the current era, we have seen that females are getting independent and entering the business world. Female workers are contributing to our society and working like males. Therefore, the motive of this study is to detect the factors affecting their work in different organizations in Karachi. Additionally, this attempt will help classify the causative factors that affect employee performance. The results of the study show three aspects responsible for employee performance which ultimately affects their performance and motivation level. The identified factors are Glass Ceiling, Organizational Policy, and Work Environment. After evaluating the information, it can be concluded that respondents come to an agreement regarding these factors affect their performance. According to the respondent's opinion in their organization glass ceiling exists and promotions in senior positions are not given on merit a basis. The respondents agreed that male employees hold influential positions in their organization and that affects their performance. The organizational policy and the work environment of their organization also demotivate them and become a factor in their performance. Therefore, this study identified three factors that affect employee performance and after collecting and analyzing the data it has proved that there is an impact of the glass ceiling, organizational policy, and work environment on employee performance.*

**KEYWORDS:** Glass Ceiling, Organization Policy, Work Environment, Employee Performance.**INTRODUCTION**

Absence of women in top level management could be consider a universal problem as the quantity of females on higher designations observed lowest in maximum states. In 1999, the USA Division of Labor's defined the glass ceiling as an artificial blockage based on an attitudinal organizational prejudice that avoids capable persons especially women promoted to, management positions in entities (Catalyst, 1991). "Glass ceiling" is a terminology that define the unseen obstacles which become hurdle for females while getting top management positions (Pai and Vaidya 2009). Ceiling is known as the obstacle that stop the rising on development stage. On the other hand Glass replicates the hiddenness of the problem (Afza and Newaz 2008).

In past years, females are restricted to stay at home and they have to do home chores and maintained their homes. The female was only considered a wife and mother (AKOGLAN, 1997). In the last few years, the number of female workers is increasing in the workforce. But it is a common trend that female workers have littler career opportunities than male workers. There is a major reason for this problem for female workers is the concept of the GC. Glass Ceiling means unseen barriers that restrict the career opportunities for female workers. It is also explained by the situations in which the career progress of a potential person inside the group of people is restricted on same level because of discrimination, mostly racism This condition is recognized as the ceiling and here is a barrier upward and glass (transparent) because barrier is an unwritten and unofficial policy of an organization. Female workers have unequal career advancement and employment opportunities. (United Nations, 1995, P. 40). Female workers are incapable to get upward hierarchical positions in an organization. They are not included in economical policymaking (FWCW PARAS 152).

In our societies, male workers have achieved highest positions occupations as compared to female workers. In 1981, 'UN Convention on the Exclusion of all types of Discrimination in contradiction of Women came to reality in order to prevent inequality between females and males but still, female workers are facing inequalities in terms of seniority and promotions in jobs (AYTAC, 2001). These are the several effects of the GC on females workers. There are few followers claim about the glass ceiling GC) does not occur cause of the given factors:

- Women's rights and civil rights regulation that exists equality of Women.
- Job selections of woman stops from the managerial side.
- Women are highly qualified, for choosing prominent jobs.
- According to the conservative feminist group Independent Women's Forum, only 11% of corporate world boards included as a member

**GLASS CLIFF**

It is the latest symbol presented by the author (Ryan 2005) he demonstrates those issues females confront in higher-level roles in workplaces Ryan's research discoveries not only cover the private sector but also cover public sectors when women in higher administrative or managerial positions may face Glass cliff issues the study demonstrated sorts of agencies of federal as the author explains that in his studies (Newman 1994) there are threats that may fall off in cliff are company makes the policies that are not favorable for cliff personnel are not satisfied with their work-life balance and organization do injustice (Dolan 2004)the research result demonstrated that SES female personnel in distributive policy agencies usually have glass cliffs. To minimize this issue when organizations make favorable policies which will lead be if it's for both personnel and organization or females are influenced by decision-making for making policies (Ting Lee 2009).

Furthermore, the other researcher has also discovered the influence of organization culture and policies on worker performance & their output. Such as scholar (Hofstede 1980; Ouchi, 1981; and Bond, 1992; Magee, 2002) has said that Organization policies play a significant role in Org performance. However strong organizational policies support the development and employee performance, it also motivates employees towards achieving the organization goals and objectives. (Daft, 2010). Firms' performance also get improves if the employees are dedicated and organization policies are followed by well performed. (Mintzberg, 1987). In addition, working environment also impact the organization performance and this encourage on job effectiveness. A work environment is where the number of people work together and complete their given tasks at workplace. Increment in the level of job satisfaction shows greater value of employee's achievement. (Manthei, and Solmon, 2008). However, effective human resource management in Org is an essential part of the firms in order to meet the anticipated outcomes and success (Genzorová, 2017). Another scholar (Bushiri, 2017) refers that behavior of workers get influenced by the organization work environment.

**RESEARCH PROBLEM**

Studies have shown that female employees face discrimination issues among promotions to high positions jobs. These policies set by managers represent their organization's culture. As a result, the performance of female and minority employees is disrupted.

However, in the past few years, the ratio of female workers in organizations are increasing and females are competing with males but the organization's policy does not promote females on high-level jobs which are affecting their performance.

If this concept of GC is affecting the employee performance of foreign countries and other cities of Pakistan as well then, we must be known about the employee performance of Karachi.

**RESEARCH QUESTIONS**

- Does GC (glass ceiling) affect employee performance in Karachi?
- Does the work environment affect employee performance in Karachi?
- Does Organizational policy affect employee performance in Karachi?

**RESEARCH OBJECTIVE****GENERAL OBJECTIVE:**

The main goal is to examine the factors affecting on employee performances in Karachi.

**SPECIFIC OBJECTIVE:**

To investigate GC on worker's performance in Karachi.

To identify the effect of the Work environment on performance of employee in Karachi.

To explore the impact of Organizational policy on the female worker productivity Karachi.

**RESEARCH HYPOTHESIS**

1. There is a significant relationship between glass ceiling and employee performance in SMEs of Karachi.
2. There is a significant relationship between work environment and employee performance in SMEs of Karachi.
3. There is a significant relationship between organizational policy and employee performance.

**JUSTIFICATION:**

There are many factors that are affecting and have a influential effect on worker's productivity in organization. Moreover, Glass ceiling can cause many problems which could affect the profitability of the organization and the lower ratio of GC leads to better organizational performance and help employees to perceive the organizational policies as fair.

Essentially, this study aims to evaluate the performance of female employees and minimize the effects of other

factors including GC in organizations. In addition, this study will be helpful for the researchers and scholars in their future studies and it will help them to broaden their knowledge.

**LIMITATIONS**

This particular study has certain limitations that need to be acknowledged. The restriction of this research is basically on primary data. The primary data takes longer time period in data collection information like sources including surveys, questionnaires, etc., and putting the data into excel, analyzing the data, and then finding conclusion also takes time so it may affect the outcomes.

Data has been collected through a minimum sample size of 300 samples due to limited time and this may diminish the general factors of the answers. In addition, for conducting research we will mainly focus on the Organizations of Karachi and data collected from female employees.

**SCOPE**

Our study focused on how the GC ceiling, work environment, and organization policy, influenced employee performance in organizations in Karachi. Outcomes of the study showed that the ratio of female workers is increasing day by day in the corporate sector with this the opportunity barriers are also creating hurdles for them and one of the main barriers is the G. Ceiling.

Therefore, this study aims to examine the drawbacks and solutions caused by the GC. The study is going to be conducted in Karachi's organizations (including all SMEs in Karachi).

**ASSUMPTION**

There are many factors that effects on EP but among all variables GC plays a major role in Employee Performance of firm in Pakistan. IVs of our study also have a dependency on other variables such as Organization Policy is dependent on strategic leaders or Managers, and Work Environment is dependent on employees and managers.

**LITERATURE REVIEW****THEORETICAL REVIEW:**

This chapter involves the earlier theories which are related to our study. In this chapter, we analyzed the different research theories and evaluate the glass ceiling and other factors effects on employee performance.

**EMPLOYEE PERFORMANCE AND GLASS CEILING**

Khuong and Chi, (2017) conducted this study in Pakistan and collected the data from Lahore and suggested that the unfair behavior in the workplace which is created between males and females in the organizations is known as the "Glass Ceiling". It has been suggested that those corporates that have a higher level of GC effects negatively to the productivity of the organizations on the other hand the lower level of GC lead to a higher commitment of female employees which effects positively the performance of corporate sectors. According to Jawahar and Hemmasi (2006), organizations should give proper attention and equal career advancement to female employees to defend the organization. If the firm' implements facilities for females and provides opportunities to women employees.

Arulampalam Et Al. (2007) has found that all the public and private sector organizations are facing the Glass ceiling issues. There is also discrimination in wages which was analyzed by the researcher. Further, the difference in pay gap depends upon the public and private sectors, the gap is high in the top-level positions and it is low in the lower-level positions and that is known as the "Sticky Floor" effect.

According to Leutwiler & Kleiner (2003), stereotypical thinking still exists among women. It is regarding job placement, hiring, promotion, rewards, and raises. If women do not get the desirable promotion on a timely basis so this could lead to a decline in organizational productivity. On the other hand, if the organization shows concern for their female employees so this could improve employee performance and it will also impact positively on the organization's performance.

The researcher has also observed that many other factors are obstacles to women's promotion decisions moreover the perception of manager such as conflicts of professional and personal life. He evaluated the gender biases challenged by females all over the world. Even in many developed countries, many hurdles are faced by women for surviving in their job. (Mohamed Zainal, 2009).

Moreover, the researcher has also evaluated that employee commitment and GC are interlinked with each other. This researcher has surveyed different regions of Pakistan and suggested that female employees are restricted to be promoted to the higher level of the organization hierarchy which has decreased the satisfaction of women employees and directly affects the performance of the organization. (Wright 1989, 1997).

**EMPLOYEES PERFORMANCE AND WORK ENVIRONMENT:**

An employee' fitness and unfitness at a workplace depends on the work environment. Certain factors of the bodily work environment are essential to be reformed, for instance, the lighting, office arrangement, furniture, and floor Brill. (McCooy and Evans 2005).

A workplace which has improved work environment can help employees to improve their performance by 5 to 10% (Brill, 1992). On the other hand, a few elements of the work environment can cause a disturbance in female employees. These factors are the design or arrangement of the office and the lighting of the office (Boyce Et Al., 2003). If an employee gets stressed at the workplace, then the performance of their job will decrease and becomes

a troubling factor for the organization (McCoy and Evans, 2005).

Further, Khawar Nadeem and Aqeel Ahmad conducted this study in the region of Lahore Pakistan and evaluated the effect of the work environment on employee performance, data was collected by distributing questionnaires to individual managers and the findings of the study have shown that the physical work environment is moderately present in the employees. The sphere is changing rapidly and employees' hopes and fulfillment are also varying according to that.

The culture of an organization modifies over time to survive with such active variations and encounter the varying demand of employee's hopes and fulfillment. Therefore, helpful beliefs by Ritchie are measured a motivational tool that supports employee's performance effectively and confirms better output (Ritchie, 2000).

(Mohammad Jasim Uddin<sup>1</sup>, Saad Md. Maroof Hossain) conducted this study in Bangladesh in 2012, qualitative approach was used to carry out the study in which comprehensive interviews were directed at GP, which is the biggest cellular operator with more than 32 million subscribers in Bangladesh. This enterprise is a joint venture between Telenor (55.8%) and Grameen Telecom operation (34.2%). The interviews were carried out in Grameenphone. Applicants encompassed most senior level, mid-level and operational-level employees moreover HR department, the paper is used in interviews in other relevant sectors such as marketing, regulation affair, corporate affairs, government, and strategic relations, business and societal relations, strategy, and planning. In conclusion, this study revealed that several characteristics of organizational culture have a significant positive effect on the performance of the firm. The study drawn out diverse cultural traits of organizations.

### **FACTORS OF WORK ENVIRONMENT THAT AFFECTS THE EMPLOYEE PERFORMANCE**

A smart and compassionate work environment empowers employees to perform effectively, creating their understanding, skills, and competencies in a best manner and provide high-quality organizational service in a limited available resource. Based on this research the factors are supervisor support, job benefits, physical work environment, and feedback on performance.

**Supervisor Support:** A supervisor is also acknowledged as an individual who has experienced leadership qualities, an individual who can solve problems, and also a role model for the low-level of organizational management (Adair, 1988; Nijman, 2004). It is necessary for the supervisor to play their role which is to constrain to the association. If full assurance is given, it will lead to affirmative results in the employee performance (Blau, 1964).

**JOB BENEFITS:** Rossett and Gautier (1991) indicated the objective of a job benefit is to guide to strengthen the performance of employees. Job benefits also support the performance of employees. **Bodily Work Environment:** A bodily work environment can effect in a person fitting or misfitting level with the environment at the workplace. A bodily work environment is as well characterized as an ergonomic workplace. McCoy and Evans (2005) have identified that the features of the work environment want to be appropriate therefore, the employees would not be stressed while performing their job. In their research, they also quoted that the physical features play an important role in building relationships in the workplace. The results of performance of employees can be enlarged from 5% to 10% dependent on the development of the bodily workplace plan at their workplace (Brill, 1992).

This study was conducted by Christabella P. Bushiri at Drae Salam Region, this particular study discovered that the organization's work environment has great effect on employees as far as defendants are concerned. The study establish that it is important for organization to improve its bodily work environment to influence employees to be with the organization, work comfortably and perform their job. Hellriegel & Slocum (2009) said in their study, organizational culture can improve employee performance on a large scale if it is understood to them what sustains a culture. A durable organizational culture cares the alteration and builds the performance of employees by motivating them toward their objective. Lastly modeling and guiding the behavior of employees in a specific direction should be at the upper of operational and functional strategies (Daft, 2010). The writers of this study are Mohammad Jasim Uddin<sup>1</sup>, Rumana Huq Luva<sup>2</sup> & Saad Md. Maroof Hossain has evaluated that the culture of an organization has a significant effect on the performance of the organization. This article has drawn different cultural traits of organizations as well as shown the vital connection between culture and performance. This qualitative research assisted the paper with its forceful and comprehensive explanations.

### **EMPLOYEES PERFORMANCE AND WORK ENVIRONMENT**

Organizations are deliberated as a structure devising embedded parts that need to be organized for developing policy efficiently and effectively. The combined quantities of the organizational policy control the methods by which policy is developed, applied, followed, and evaluated. Organizations are giving enormous opportunities and challenges to policymakers. The policies of the policymakers become the organization's culture. In addition, management must involve Work-life policies are the most important to achieve the effectiveness of the organization. Cause employees in decision-making to prevent conflict between the management and employees. (Zainuddin 2018).

This study was conducted by Zainuddin in 2018 in Kenya with a sample size of 30 along with a descriptive research technique, further study findings indicate that the policies for promotions have a straight and distant impact on the performance of any organization. In addition, it also concludes that employee well-being policies considerably impact the performance of banks in Kenya.

Further, HR policies can also influence positively and negatively the motivation of the employees. A satisfied employee with the organization’s human resource practices will be attached and motivated enough to accomplish organization’s objectives. (Danish, R.Q, & Usman, A., 2010).

The study was conducted by Amir Ali Khushk in Hyderabad. The article highlights the HR policies and practices and their influence on the performance and satisfaction of employees with questionnaires results identified which concluded that practical HR policies not only motivates the current employees but also attracts new talent for the organization, retains the old one, and encourage the workforce in their organizational commitment.

As we know that the world is growing so fast and the increased demand of expectation and satisfaction of the employees also transform according to the changing environment. Organizational policies also adapt to such dynamic changes and try to fulfill the increased demand of expectations and satisfaction of employees.

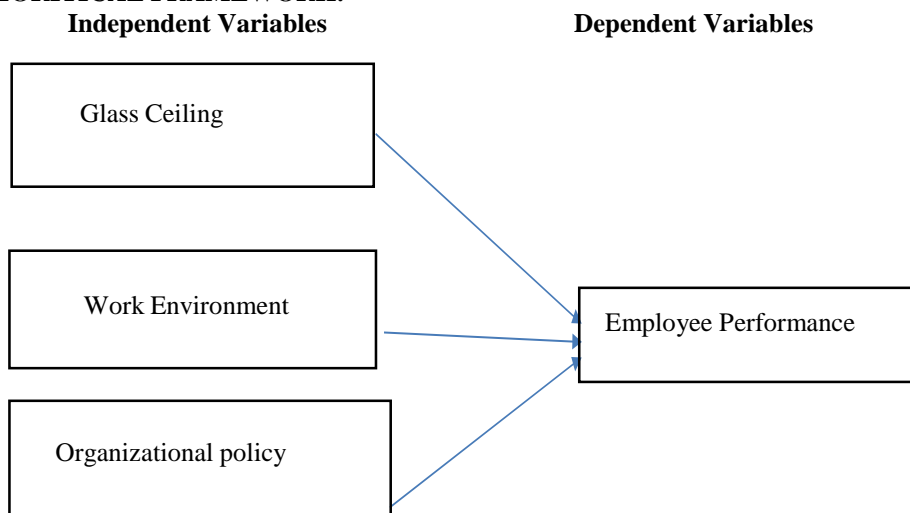
Therefore, a compassionate policy toward employees is measured as a motivational tool that enhances the performance and productivity of employees (Ritchie, 2000).

However, an employee performs well and smoothly and ensures better productivity if the organizational policies are in support of employees. These organizational policies led to successful organizations. Researchers argue that organizational culture or policies cannot be imitative so that it will become a reason of organization’s sustainability. Barney’s research on the Resource-based view argues that sustainability of an organization depends on the standards, uncommonness, and sustainability of the policies (Barney, 1986 and 1991).

According to researchers, Performance means the ability to implement exact task in exact manner that can be dignified as extraordinary, normal, or little on the scale. There are two extents of performance; one is the action dimension (which means the behavioral trait) and the second is the outcome dimension (which means the performance trait) (Roe, 1999; Campbell, McCloy, Oppler, and Sager, 1993; Kanfer, 1990).

Moreover, articles have researched that here is a connection between Organizational Policy and Employee Performance. Magee explained that organization’s policy is naturally related to organization’s practices (Magee, 2002). Organizational Policy enhances the employee’s performance on a large scale if it can be communicated to its employees (Hellriegel and Slocum, 2009). These researchers have argued that the policy of an organization permits their employees to be familiar with the previous and latest procedures of job and guides them about future organizational goals.

**THEORITICAL FRAMEWORK:**





**RESEARCH METHODOLOGY**

**RESEARCH DESIGN**

A research design is a simple design specifying the method and process for collecting the data and analyzing the information relevant for the research project.

Saunders Et Al (2007) explored that there are two type of research qualitative and quantitative, these two types are different in terms of numeric or non-numeric forms. For conducting this study, the Quantitative Method for collecting the data will be used, data collection will be by both means primary and secondary, Secondary data will be gathered from existing female employees of the targeted firms, whereas primary data will also be collected by interviewing and survey method from the population of this particular study means from minorities and female employees.

**PROCEDURE**

The cause of data that we practice for gathering the facts for our study is primary. The primary data is gathered directly from the defendants of the study. Data is based on factors affecting employee performance and it is obtained from the different organizations in Karachi.

A designed Questionnaire is adapted from the research articles to gather the information from the employees. We circulated the questionnaire to different organizations.

Furthermore, surveys and interviews are also taken with the employees for reliable data analysis. That particular questionnaire is structured, close handed as it will elaborate the correlations among the DV and IVs variables. The study is mainly focusing on quantitative analysis techniques. The information collected from the employees to analyze those factors and further the data is used to interpret the results. After further collecting the data, it is enclosed, processed, and analyzed through SPSS.

**POPULATION**

The population for this specific study will be female employees and minorities because GC refers to decreasing the career advancements of female employees therefore, the obvious and accurate population for this study will be females. Besides, the population will be from the SMEs of Karachi, which means existing employees of the corporations of Karachi.

**SAMPLE AND SAMPLING METHODS**

This study is based on a quantitative research method. The sample size of this study is 200 female workers of SMEs. In his study, the data will be collected through Convenience Sampling Method, non-probability samples.

**INSTRUMENTAL SELECTION**

In this study, we will collect our data through the adopted questionnaire. A total of 200 questionnaires will be distributed to collect data through the primary source. The questionnaire will be based on a Likert scale.

**VARIABLES:**

This research is founded on dependent and independent variables. We have four independent variables that are GC, WE, and OP and the dependent variable of our research is the employee work performance.

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<b>VARIABLES</b>	<b>TYPES</b>
Glass Ceiling	Independent Variable
Work Environment	Independent Variable
Organizational Policy	Independent Variable
Employee Performance	Dependent Variable

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**STUDY MODEL**

To established the relationship between other factors that are affecting employee performance. The multiple regression equation of this study is;

▪ **MATHEMATICAL MODEL**

$Y = F (X^1, X^2, X^3 \dots\dots\dots)$

$EP = F (GC, WE, OP)$

▪ **STATISTICAL MODEL**

$$Y = \beta_0 + \beta_1X^1 + \beta_2X^2 + \beta_3X^3 + \beta_4X^4 + \mu$$

$$EP = \beta_0 + \beta_1 (GC) + \beta_2 (WE) + \beta_3 (OP) + \mu$$

Y is Dependent variable of Employee performance (EP)

B0 is regression constant

$\beta_1, \beta_2,$  and  $\beta_3$  are coefficients of independent variables

X1 = glass ceiling (GC)

X2 = work environment (WE)

X3 = organization policy (OP)

$\mu$  = error term

**DATA ANALYSIS AND FINDINGS**

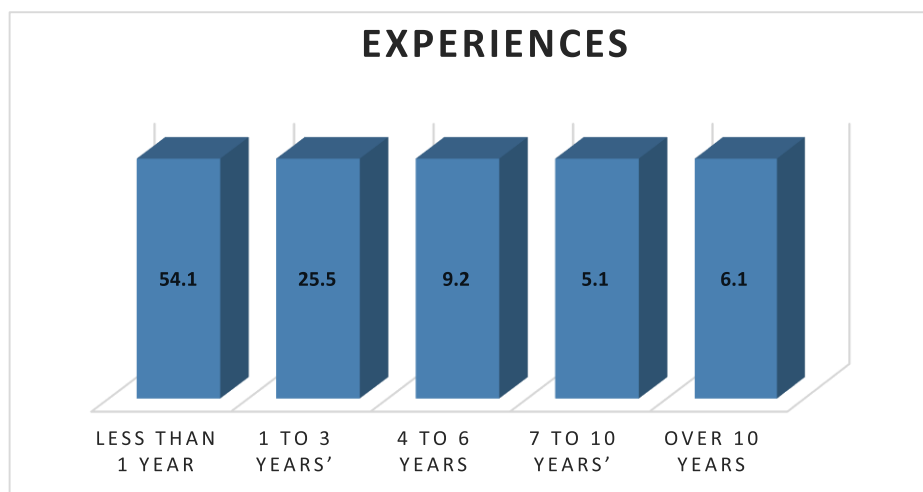
In this part, we analyzed the data and interpret the findings of our data and give a conclusion on the Factors affecting Employee Performance in Karachi. Firstly, we conducted a survey through questionnaires and put the collected data on excel then we run it on SPSS software to analyze the data and the results and findings are displayed in form of tables, pie charts, and diagrams. This part includes findings from data, correlation output, regression output, and a summary of the findings.

**ANALYSIS AND PRESENTATION:**

The population of our research was 200, who are female employees of any organization in Karachi. We have gathered data from different organizations, banks, schools, etc. Plaintiffs' complete questionnaires related to their backgrounds like age and the period of time they served in their current organization.

**DEMOGRAPHIC INFORMATION:**

The respondent's gender of our study is female with a 100% ratio of female workers. In this study, the information has been gathered from female participants.



**4.2.2 AGE OF RESPONDENTS**

AGE	FREQUENCY	PERCENTAGE
18 -24	119	59.5
25-31	56	28
32-38	12	6
39-45	7	3.5
Over 45years	6	3
<b>Grand Total</b>	<b>200</b>	<b>100</b>

This table indicates the age of the respondents of our research. It has discovered that 59.5% of the respondents' age is between 18-24 years, 28% of the respondent's age is between 25-31 years, 6% of the respondents age is between 32-38 years, 3.5% of respondent's age is between 39-45 years, and 3% of the respondents' age is over 45 years.

**PERIOD OF TIME SERVED IN THE CURRENT ORGANIZATION:**

This table indicates the period of time they served in the present organization of the respondents of our research. It has been discovered that 54.1% of the respondents stated less than 1 year, 25.5% of the respondents stated 1 to 3 years' experience, 9.2% of the respondents stated 4 to 6 years' experience, 5.1 % of the respondents stated 7 to 10 years' experience, and lastly 6.1% of the respondents stated that they have served in the present organization more than 10 years. It means that most of the data was gathered from those employees who served the organization for less than 1 year in their present organizations.

**ANALYSIS OF RESULTS:**

In this research, the SPSS software was used and calculated the extent of multiple regression and discover the output of descriptive statistics, reliability statistics, regression model summary, ANOVA, and Coefficient.

**DESCRIPTIVE STATISTICS:**

descriptive statistics			
	Mean	Std. Deviation	N
EP	4.0463	.31907	200
GC	4.072	.4559	200
OP	4.0670	.26846	200
WE	4.0538	.30374	200

The descriptive data for the study are displayed in this table. It says that 200 questionnaires made up the Sample size, and that the mean is calculated as the total of all values divided by the sample size. The standard deviation value represents how near the data is to the mean value. The data is closer to the mean value, which is desirable, if the standard deviation number is close to zero.

The average employee performance score is 4.0463, and the standard deviation is 0.31907; the average grade point average (GC) score is 4.072, and the standard deviation is 0.4559; the average organizational policy rating is 4.0670, and the SD is 0.26846; and the average work environment score is 4.0538. Overall, results conclude that the standard deviation values of all variables are nearby 0 which indicates that the figures are close to the mean value.

**CORRELATION**

Correlations					
		EP	GC	OP	WE
Pearson Correlation	EP	1.000	.684	.847	.856
	GC	.684	1.000	.271	.193
	OP	.847	.271	1.000	.917
	WE	.856	.193	.917	1.000
Sig. (1-tailed)	EP	.	.020	.000	.000
	GC	.020	.	.000	.012
	OP	.000	.000	.	.000
N	WE	.000	.012	.000	.
	EP	200	200	200	200
	GC	200	200	200	200
	OP	200	200	200	200
	WE	200	200	200	200

This table displays the relation between DV and I. Variables. In research study, we have identified, results which are revealed in the table and results indicate that GC is positively correlated to the EP (.684), OP is positively correlated to the EP (0.847), and WE is also positively correlated to the EP(0.856).

The overall results show that all independent variables are positively correlated to the Dependent variable which is EP . If any of the independent variables rise then the dependent variable will also rise and vice versa.

**REGRESSION ANALYSIS:**

**model summary**

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	theDurbin-Watson
1	.870 <sup>a</sup>	.757	.753	.15848	2.135

a. Predictors: (Constant), WE, GC, OP

b. Dependent Variable: EP

The model's executive summary is included in the table. The correlation coefficient, or R, describes how the independent and dependent factors are correlated to one another. Because it is so near to 1, the value of R, which is 0.870, indicates a significant positive link between the dependent and independent variables.

R<sup>2</sup>, a statistical term that indicates the coefficient of determination, determines whether or not a model fits the data. Performance of employees is the variable y and variable X's have a variance of 75.7%, which is the value of R<sup>2</sup> (Glass ceiling, ORG. policy, and work environment). R<sup>2</sup> determines how much of a dependent variable's variation that can be related to a change in an independent variable. The results demonstrate that the EP has changed by 75.7%.

Based on the rule of thumb, the Durbin-Watson value must be in a range of 1.5-2.5 because it indicates no auto correlation. The DW = 2.135 so it clarify that it does not have any autocorrelation exists in the model summary.

**ANALYSIS OF VARIANCE (ANOVA):**

**Anova**

Model	sum of squares	DF	Mean Square	F	sig
regression	15.337	3	5.112	203.544	.000 <sup>b</sup>
residual	4.923	197	.025		
total	20.260	200			

a. Dependent Variable: EP

b. Predictors: (Constant), WE, GC, OP

In regression ANOVA indicates all fitness shown in the model. The rule of thumb (ROT), declares the Significance Value must be low than (0.05) and the F value should be greater than 3.14. In study the significance is 0.00 & the F is 203.544 this is also more than 3.14 and this indicates that fitness of model. Further, the Degree of Freedom value calculates estimates and tells the total independent variables in the study. In our study,

the value of DF is 3, which shows 3 independent variables in the study and there are 200 total samples with a residual of 197.

**REGRESSION COEFFICIENTS**

MODEL		UNSTANDARDIZED COEFFICIENTS		STANDARDIZED T COEFFICIENTS		SIG.
		B	Std. Error	Beta		
1	Constant	-.075	.227		-.330	.742
	GC	.020	.026	.029	2.778	0.04
	OP	.482	.108	.406	4.467	.000
	WE	.513	.094	.488	5.466	.000

DV: EP

The table is showing the regression Coefficient. Value of each IV’s (GC, OP, and WE) shows the effect on the dependent variable (EP) and their significance. The rule of thumb is that the T statistic value should be greater than 2 and the value of significance should be less than 0.05. In our study, the BETA value of the glass ceiling is 0.20 this Indicates GC positive impression on EP, a unit increase in GC leads to an increase in the EP by 0.20. Furthermore, between GC, EP there is a significant correlation cause the significance value is 0.04 and its P < 0.05 and the t value is 2.778 which is T>2.

The beta value of an organizational policy is 0.482, indicating that the OP has a positive effect on EP; a unit increase in OP relates to a 0.482 rise in EP. Because the p values is 0.00, which is less than 0.05, and the T value is 4.467, which is larger than 2, there is a strong connection between OP and EP.

Workplace environment's beta value is 0.513, indicating that the WE have a positive influence on EP; a unit rise in EP leads to a 0.513 increase in EP. There is a significant link between WE and EP since the value of significance is 0.00, which is less than 0.05, and the T value is 5.466, which exceeds than 0. Overall findings of table indicating all the IV’s are strongly influencing of the DV and each variable is showing significance in the above table.

**MODEL EQUATION**

In this research MR (multi regression) was conducted to check the influence among all these variables.

The multiple regression model equation is,

Employee Performance= (-0.75) + (0.020) glass ceiling + (0.482) organizational policy + (0.513) work environment.

$$Y = \beta_0 + \beta_1 X^1 + \beta_2 X^2 + \beta_3 X^3 + \beta_4 X^4 + \mu$$

$$EP = - 0.75 + 0.020 (GC) + 0.482 (OP) + 0.513 (WE) + \mu$$

**FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

After collection of data, conclusions, recommendations and the findings of research are summarized. This research has analyzed the Factors affecting Employees Performance (in Karachi). The study determined how the glass ceiling, organizational policy, and work environment affect employee performance.

**CONCLUDING THE FINDINGS**

This research, practically observed relationship among (DV and IV’s) variables. It is quantitative research and determined the impact of (GC, OP, and WE) on EP (DV).

We also conducted survey by the help of questionnaires filled by female employees within different organizations of Karachi with a sample size of 200 and asked how these independent variables impact on employee performance. The study revealed that GC, OP, and WE are affecting employee performance. The study found that if these factors are in favor of female employees, then it will lead to better performance of female employees. If the organizational policy supports their employees and the work environment is satisfied then the performance of female employees will grow. If the glass ceiling will decrease and equal opportunity will be given on a merit basis so there is a high chance of better performance of female employees and that will lead to a success of an organization.

**CONCLUSION**

This study has attempted to inspect the factors affecting performance of female employees in different organizations of Karachi. It is anticipated that this research findings provided by the present study will be helpful to policymakers in different organizations of Karachi. While widespread researches have been completed on female employees in different countries and cities on different topics but only few of studies has been done to inspect the glass ceiling effects in Karachi. This area is unmapped in the arena of management studies in Karachi. This research has recognized few factors which are influencing employee performance and the reasons for glass ceilings in organizations. The outcomes of this study would serve as a foundation for further studies of employee

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performance in Karachi. This research will help in facilitating organizations to reform their total policies, work environment, and structure. The development and employment of females, which has become necessary portion of our society nowadays. It has become important for organizations to move ahead of their competitors by increasing their growth. However, factors like a glass ceiling, organizational policy, and work environment affect employee performance. Females which are not getting expected and deserved promotions, they have lesser amount of motivation. Having lesser amount of motivation leads some female employees to decrease their performance which will also affect the whole organization's performance. On the other hand, motivated female employees lead to an increase in their job performance. It is very necessary for organizations to make favorable policies and better work environments for employees. It is observable that the achievement and confidence of female employees will rise if they are satisfied with the organizational policies and work environment. Thus, a female will start working happier and more motivated. If female employees sense worthy emotionally, improved performance can be achieved. Conversely, the presence of discrimination, an ill-mannered environment, impolite attitudes, and a traumatic and impatient environment are the reasons that decline motivation and also disturb their performance and mental health. If female employees are valued as an outcome of their achievements and get promotions, the organization will accomplish its objectives quicker because their employees are motivated and work hard for the success of the organization.

### **RECOMMENDATIONS**

Organizations should make policies that are equal for all employees and are in favor of employees. Organizations should provide a better work environment to employees. Organizations should provide equal career opportunities to female employees and they should involve female employees in decision-making and promote them to senior-level positions. Females are also an asset to our country so organizations should treat them equally and give them equal rights.

### **AREA OF FURTHER RESEARCH**

This research has only rigorous on the noticeable organizations from diverse sectors which are located in Karachi. The sample size was also limited due to the shortage of time. Therefore, the research can be conducted in a specific sector or in another city with an increased sample size. Further, the study can be managed on this matter by captivating into concern all the limitations of our study.

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**INFLUENCE OF PROFESSIONAL DEVELOPMENT PROGRAMS ON TEACHERS' CAREER DEVELOPMENT AT PUBLIC SCHOOLS OF KARACHI SINDH, PAKISTAN**

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**ABSTRACT**

*This paper contains the discussion and finding about the teachers training and career development of government school in district South of Karachi. There have been efforts by the Department of Education and Literacy to invigorate the Teacher Training establishments for a long time now. In 2006, the education department decided to revive 42 teachers training institutes with the help of Canadian Debt Swap Assistance (Dawn, Aug 2006). This was planned after an assessment that the teachers hardly understood the material they taught and due to lack of pre service and in service training they could not manage class effectively, it was decided that the funds would be utilized to renovate the buildings of such institutions. According to the plan 510 faculty member of elementary education colleges were trained, 90 head teachers and 2700 Primary teachers and 690 Master Trainers were also trained. Vehicles were also provided and it was announce that all such training institutes will be converted into Professional Development Centers for the continuous training and career development of the teachers. However, the huge impact this initiative was supposed to make could not be seen on the ground and the results were not seen. This study is inspired by the efforts made for teacher training all over the country to see what impact those efforts have on ground and whether or not our schools have in-service trainings for teachers.*

**KEYWORDS:** Career Development, Invigorate, Master Trainers, Professional Development Programs

**INTRODUCTION**

There have been efforts by the Department of Education and Literacy to invigorate the Teacher Training establishments for a long time now. In 2006, the education department decided to revive 42 teachers training institutes with the help of Canadian Debt Swap Assistance (Dawn, Aug 2006). This was planned after an assessment that the teachers hardly understood the material they taught and due to lack of pre service and in service training they could not manage class effectively, it was decided that the funds would be utilized to renovate the buildings of such institutions. According to the plan 510 faculty member of elementary education colleges were trained, 90 head teachers and 2700 Primary teachers and 690 Master Trainers were also trained. Vehicles were also provided and it was announce that all such training institutes will be converted into Professional Development Centers for the continuous training and career development of the teachers.(Dawn, Aug 2006). However, the huge impact this initiative was supposed to make could not be seen on the ground and the results were not seen. This study is inspired by the efforts made for teacher training all over the country to see what impact those efforts have on ground and whether or not our schools have in-service trainings for teachers.

**LITERATURE REVIEW**

No system of education is on top of the extent of its lecturers. Lecturers play a vital role within the system of education. It is vital that these lecturers are equipped with correct information, skills and attitudes in winding up the goals of education and fulfilling their obligations. Teachers coaching have bound levels that correspond with the final education ability of the lecturers. There are 3 levels of lecturer's coaching. Teachers for the first faculties' are trained, and should have passed middle school examination. They are provided one year coaching. When completion of this coaching they're awarded a certificate referred to as Primary Teacher's certificate (PTC). People who possess FA/F.Sc. certificate are given one year coaching and awarded a certificate referred to as Certificate in Education (CT). PTC and CT coaching is provided by the govt. schools of educational activity (GCEE). There are separate elementary schools of Education for ladies and boys World Health Organization are established the least bit the district headquarters at intervals the country. Those who possess BA/Sc degrees are provided one year coaching referred to as "Bachelor of Education" (B.Ed) at the govt. schools of Education. These schools are at some elite places in every province of the country. people who any

wish to focus on the topic of education bear one year course referred to as Master in Education (M.Ed). This course is conducted by the colleges of Education and within the Institutes of Education within the Universities. Lecturers additionally do M.Phil and PH.D in Education from the schools. People who possess M.Ed or M.Phil teach within the schools of Education. At the University level PH.D scales are utilized to coach lecturers.

Allama Iqbal Open University has started teacher coaching courses through its distance education system for those students World Health Organization cannot afford to attend formal regular courses within the teacher coaching establishments. National Education policy (1998-2011) provides for modernizing the courses in lecturers coaching. Consequently, the length and amount of coaching the least bit levels of coaching is being increased, together with higher salaries for the lecturers. There are few issues within the teacher-training programme that embody non-availability of qualified teaching school for the colleges of Education, quality coaching programmes, money issues of the coaching establishments, lack of quality material for coaching and lack of effective system of management and superintendence. However the foremost significant issue is that the lecturers don't use those teaching skills and ways within their categories that were tutored to them in the coaching establishments.

National Education Policy (1998-2010) Teachers' coaching forms a vital part of the policy targets enclosed within the National Education Policy (1998-2010). The most objectives outlined within the National Education Policy in respect to teacher education embody the following, to extend the effectiveness of the system by institutionalizing in-service coaching of lecturers, teacher trainers and academic directors. To upgrade the standard of pre-service teacher coaching programmes, by introducing parallel programmes of longer length at post-secondary and post-degree levels. To form the teaching profession enticing to the young gifted graduates by institutionalizing a package of incentives. To develop a viable framework for policy, coming up with the development of teacher coaching programmes, each in-service and pre-service. The Policy stresses some key policy provisions for the coaching of teachers: each formal and non-formal suggests that shall be used, to supply increased opportunities of in-service coaching, to the lecturers ideally a minimum of once in 5 years. The information and therefore the ways of instruction in teachers' coaching establishments ought to be reviewed and revised, for delivery thereof with the necessity of electronic equipment trends during this field; Special incentives shall be provided to draw in and retain gifted students within the teaching profession; A special package of incentives shall be provided to rural females to affix the teaching profession. A brand new stream of technical and (vocational coaching, vocational education, education) shall be introduced within the pre-service teachers' training establishments, initially at post-degree level, a brand new cadre of teacher educators shall be created.

Education Sector Reforms (2001-2005) and therefore the National Action Plan (NAP). A lot of recently, the govt. has designed on the National Education Policy by developing a comprehensive package of academic reforms with medium term targets - the Education Sector Reforms (ESR) Action Plan for 2001-2005. The main thrust of ESR includes, besides enactment and social control of required Primary Education Ordinance and therefore the rehabilitation and upgrading of physical facilities in existing primary faculties, the development within the quality of education through Teacher Education and coaching. The provinces launched a significant teacher coaching initiative through their own and federal budgets since 2001. Over 175,000 teachers/lead trainers are trained at primary, middle and secondary levels. The ESR additionally is a foundation of the National Action Plan (NAP) for Education for All developed as a semi permanent framework (2001-15) to attain EFA goals.

#### **STATEMENT OF THE PROBLEM**

A Good Education is the right of every child and the focal point in the process of the successful teaching is the Teacher who makes a difference. A competent, passionate and alive teacher could make the walls, furniture, books and resources alive, else the best furniture and books remain dead. A trained and professionally groomed teacher could conduct a holistic development of a child by helping him develop physically, mentally, emotionally, ethically and aesthetically and that competent and skilled student is employable to lead a dignified life. However, in Pakistan, the 80% of student population who go to the Government schools, do not get a sound and comprehensive education and cannot compete the students graduating from private schools as they do not get the relevant competencies because of the untrained teachers. This study aims to explore whether or not the teachers of public schools have the opportunities for training and for the continuous professional development to impact these schools and to guarantee the progress of a child, it also seeks to find out what opportunities of training and career development could be provided to enhance their performance.

“Are there training and career development opportunities available for the teachers of government schools in Karachi district south to create an impact in their teaching”.

#### **RESEARCH OBJECTIVES**

The study aims to see are there any opportunities of training and career development available for the teachers of the government schools of district south. Trainings and Continuous Professional Development are keys to

success for any career and especially a field like education where a teacher is supposed to play his part in the holistic development of a student, it becomes essential that his or her administrative, academic and pedagogical skills are brushed from time to time to ensure good teaching. Education is about imparting Knowledge, Attitudes and Skills to complete the cycle of comprehensive circle of education and a teacher is supposed to know essential facts about every aspect of education. Thus continuous and effective trainings are needed to sensitize her. The researcher also wants to explore that how the teacher trainings, if any imparted, has affected the career development of the teachers because career development has become important in every career and no profession could remain effective unless a constant nurturing of the profession is done through proper trainings in the light of recent researches.

**RESEARCH QUESTIONS**

1. Do the Government Schools have any opportunities for teachers for Training and Career Development?
2. What in-service training programs and opportunities for career development of teachers in the Government schools are provided?
3. What is relation of Teacher Training and the Career Development, how career development could take place by promoting teacher trainings?

**RESEARCH METHODOLOGY**

A mix design of Qualitative and Quantitative research will be applied to find out certain statistics as well as values and ethos related to training and career development of teachers in the government schools. Different research instruments will be used to collect the data like Questionnaires and Interviews of teachers and the school managers. The questions which could imply quantitative results are shown in tables and graphs and some of the open ended questions, which imply qualitative probing are covered in descriptive and inferential data.

**POPULATION**

Population is well defined collection of individuals who are selected for a particular research. The populations of the study are the selected teachers and the school managers. This sample population will help us collect the required data.

**SAMPLING**

For the teachers' interview, the stratified sampling will be used as the school system is stratified into Early Childhood Section, Primary and the Secondary Section. However, to collect data from the school managers multi stage sampling will be used by merging the simple random sampling, stratified sampling, Cluster sampling & systematic sampling.

**SAMPLE**

In research, sample is a group of people, items or institutions who are selected from a larger population to verify a hypothesis. Usually sample is a representative of a given population so that by sampling we may come to conclusions which could be generalize for the given population. Sampling is done from a research population having the same characteristics to ensure the accurate generalization. The research is conducted in four Government Girls Secondary Schools of District South i.e. SMB Fatima Jinnah Government Girls Secondary School, Mir Ayub Government Girls Secondary School, Fazalur Rahman Governemnt Girls Secondary School and New Ranchoreline Government Girls Secondary School. The sample size is 25 teachers from each school, total 100 teachers and five head teachers and school managers from each school, total 20. Teachers will be given the questionnaire while the school managers will be interviewed.

**RESEARCH INSTRUMENTS**

Research instruments are usually the devices through which the progress of a certain process is tested and measured. The research instruments for the current study are interviews and questionnaires; a thorough thought has been given to make the instrument valid and reliable.

**VALIDITY & RELIABILITY OF THE INSTRUMENT**

Validity refers to an instrument whether it measures what it intended to measure and for that it is extremely important that the instrument is relevant and measures the desired tests. Validity is estimated in terms of content, construct, concurrence etc. The content, the construct, predictive nature and occurrence all have to be formed very carefully to suit the needs of a relevant test. The researcher therefore, reviewed the existing instruments and way of instrumentation before forming her questions for questionnaire and the interview trying to cover all the important aspects of the validity.

Reliability of a test proves that it would give the same result when used again, it is difficult for a researcher to claim for the generalization and his research being replicable without having independent observers and consistent research tools. In this study the researcher has taken care of the fact and has tried to make the research instrument as reliable as possible. Like no instrument in any research could be 100% valid or reliable, it cannot be claimed for the given study either. However, an effort has been made to make the research valid and reliable by using the most popular instruments which have been popularly used in similar kinds of researches. The accuracy and the connection between the questions were also scrutinized to assure the validity of the questions.

Since the setting to the government schools is more or less same in the targeted area, the research conclusions could be generalized.

**RESEARCH DESIGN AND PROCEDURE**

In the given study, a mixed method of both quantitative and qualitative research is used. The effect of the trained teachers is seen in numbers also and its impact on academic excellence and holistic development of the students is also discussed. The frequency of the training opportunities and its impact on teachers’ development will also be represented. Some inquiry for reaching on certain conclusion will also be the part of the analysis and some facts will be depicted by certain tables also.

**DATA COLLECTION**

Data Collection is a procedure through which relevant data is collected on targeted variables in a systematic way which could be measured and analyzed. In this study the data was collected by visiting the targeted four schools where the researcher has to take the permission of the Head Mistress of the school to be able to talk to the teachers and the school managers to talk about their experience, fears and feelings verbally besides answering the questionnaire.

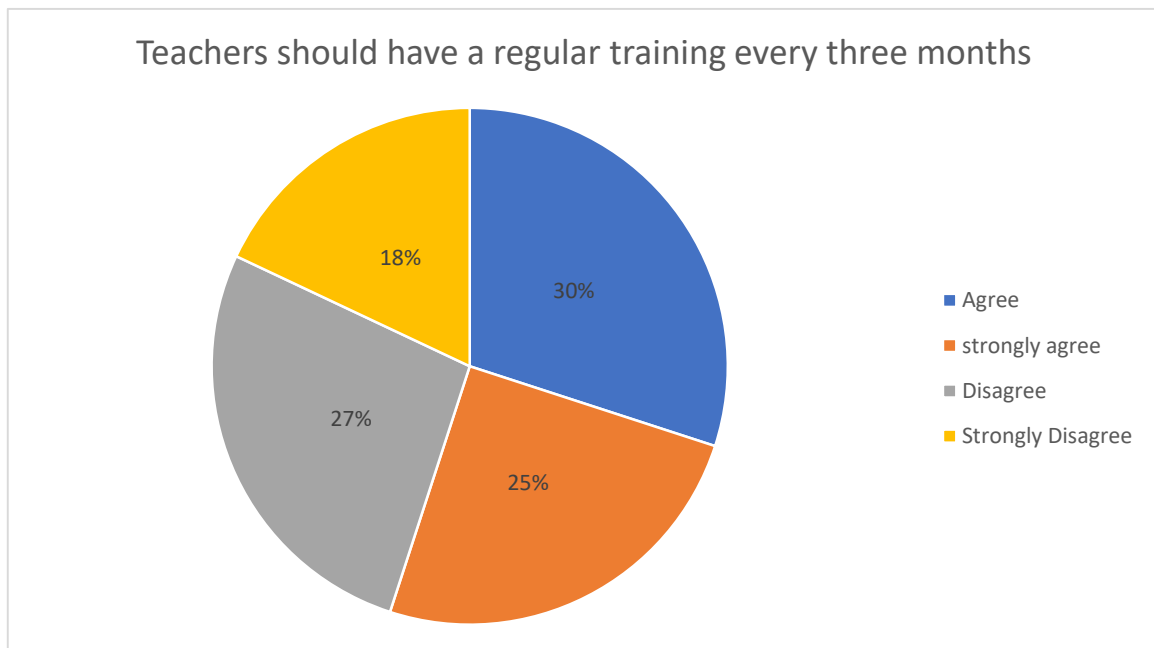
**DATA ANALYSIS**

Q1. Do the Government Schools have any opportunities for teachers for Training and Career Development?

To the question as to teachers should get an opportunity to attend in-service or official training program every 3 months, 30% of teachers agreed, 25% strongly agreed, 27% disagreed and 18% strongly disagreed as depicted by the pie below. Almost 55% agree to have regular in-service trainings while 45% do not agree that teachers should have a regular in-service trainings.

**Table 1 (Frequency of Training)**

Question No. 1	Agree	Strongly Agree	Disagree	Strongly Disagree
Teachers should get a regular training every three months	30%	25%	27%	18%



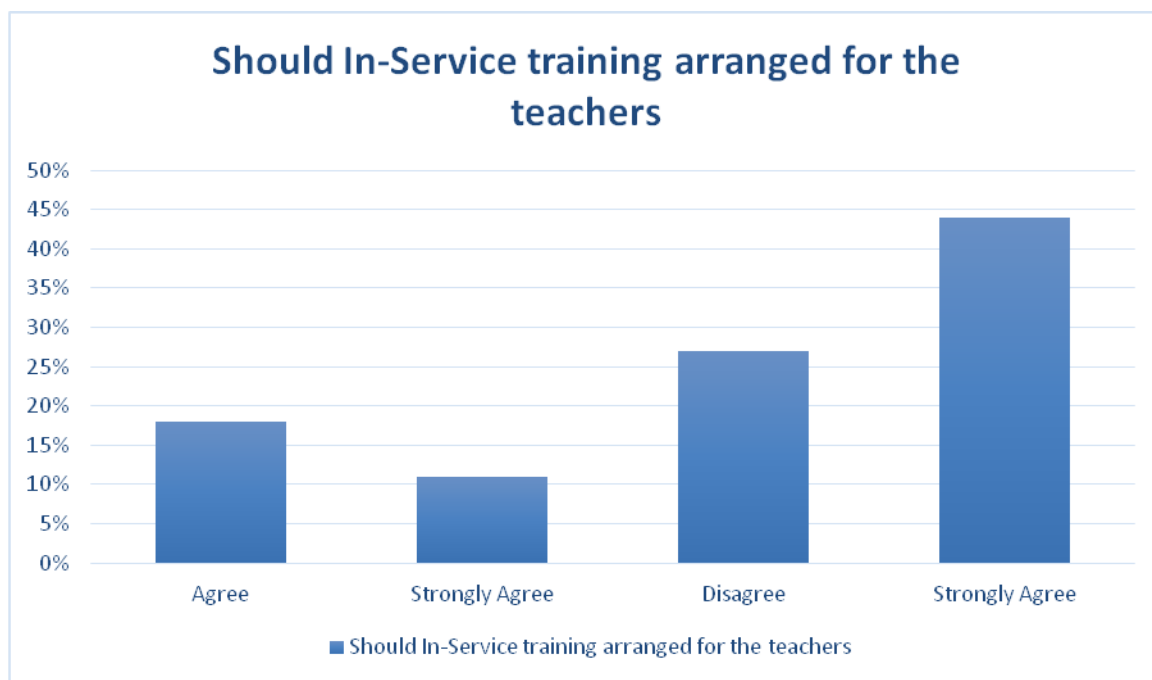
**Figure 1.**

Q2. What in-service training programs and opportunities for career development of teachers in the Government schools are provided?

During the interviews of School Managers, to the question should a regular in-service training be arranged for the teachers, 18% agreed, 11% strongly agreed, 27% disagreed and 44% strongly disagreed to it. A total of 29% is convinced that teachers should get a regular in-service trainings while 71% think that as not important. The chart and graph below depict the results.

**Table.2 (In-service Trainings for Teachers)**

Question No. 1	Agree	Strongly Agree	Disagree	Strongly Disagree
Should In-Service training arranged for the teachers	18%	11%	27%	44%



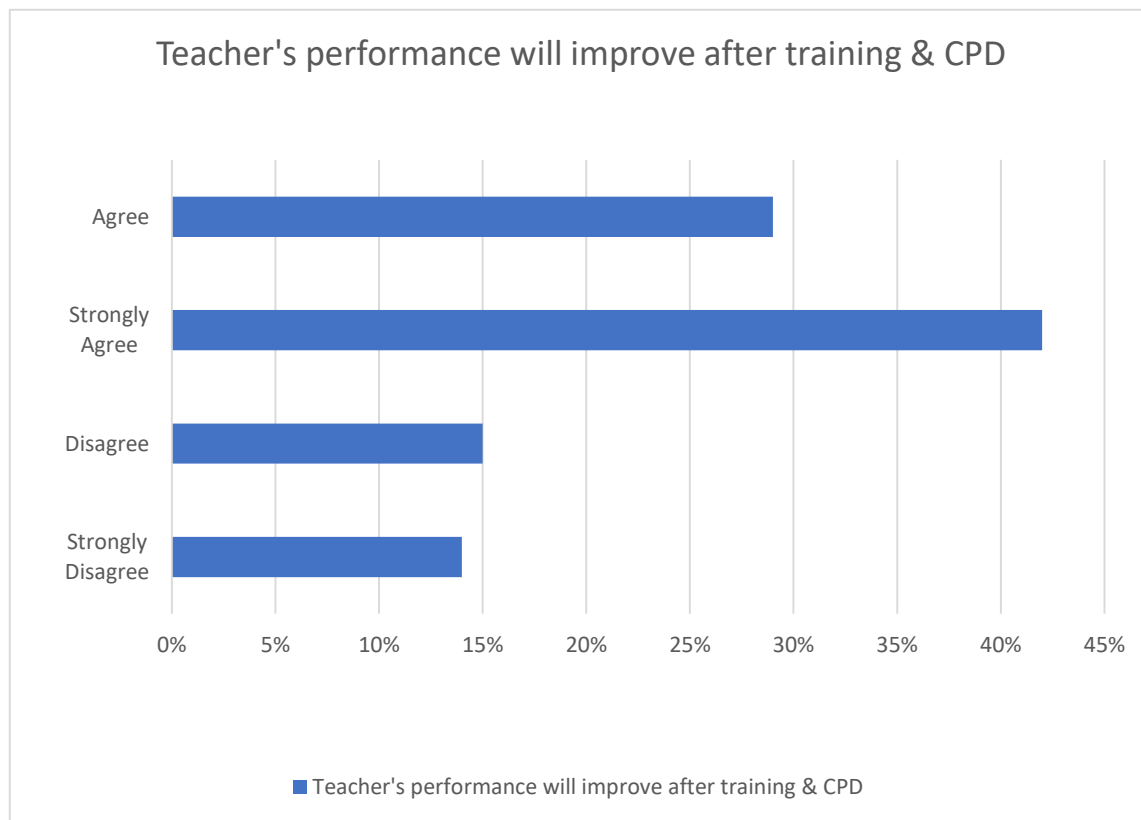
**Figure.2**

**Q3.** What is relation of Teacher Training and the Career Development, how career development could take place by promoting teacher trainings?

To the question: Will the teachers’ performance improve after the trainings and the continuous Professional Development (CPD), 29% agreed, 42% strongly agreed, 15% disagreed and 14% disagreed strongly as shown below, a total of 71% are of the opinion that trainings would improve their performance but 29% were not convinced for that.

**Table. 3 (Training and Performance)**

Question No. 3	Agree	Strongly Agree	Disagree	Strongly Disagree
Teacher’s performance will improve after training & CPD	29%	42%	15%	14%



**Figure.3**

**FINDINGS**

Based on the data, the following findings were revealed:

- 55% teachers thought that they need a training once a 3 months while 45% teachers thought they do not need it once in three months, some of them agreed that it should be once in a six month or once in a year. The results have been depicted in figure 1.10.1
- 29% school managers thought it was possible to arrange regular in-service trainings for teachers but 71% school managers did not agree, results are depicted in figure 1.10.2
- 45% teachers agreed that there should be academic trainings for the teachers while 55% thought that teachers should only get administrative trainings, the results have been depicted in figure 1.10.3

**DISCUSSIONS**

The above findings lead to certain conclusions and recommendations, these findings reveal that there is a lot of work to be done on the part of the policy makers and school managements. It is to train the school managers before reaching the teachers. The half sample appreciates the regularity of the training which is an encouraging sign and there may be an underlined reasons for the other half not doing that and finding those reasons and addressing them might help.

Mostly teachers of the government schools show a lot of resentment to attend any training after the school hours or the trainings which are not paid. There is basic lack of motivation to give importance to such trainings and that’s why at the moment either there are no trainings or a lot of resistance to going to training. Lack of exposure to such trainings has also affected the results.

The concept of different types of trainings and especially the academic trainings is also missing, teachers were hardly aware of any academic or pedagogical trainings and that could be a reason also that not many teachers thought that the academic trainings could also matter to career.

Similarly over half sample is convinced to have the academic trainings and the other half is not convinced for them, the reason may be the kind of trainings which have been offered so far. The nature of trainings may therefore, be scrutinized before reaching on the conclusions and recommendations. Similarly the matter of the

students and teachers performance improvement after the trainings is also connected to certain conditions and given the corrupt practices at board exams and the cheating culture, the result of the students may really not depend upon the ability of teacher other training.

### **CONCLUSIONS**

Based on the preceding findings, the following conclusions are set:

1. Almost 50% teachers realized that they are in need of academics trainings but there is no in-service training opportunity available for them.
2. Most of the teachers opted for the administrative trainings because so far they are hardly exposed to any academic trainings. It came to them rather a surprise that there could be academic trainings. There seems a clear negligence on the part of the authorities who have never arranged relevant trainings for them.
3. The willingness to get trained regularly was found 90% among the teachers of the adopted school as their mind-set has been trained accordingly. This is lacking in the other government teachers who are working in typical government environment.
4. It was also seen that many performing and active teachers also did not want to commit to training as they did not want to struggle and work hard. They were happy to have good time without any monitoring and answerability.

### **RECOMMENDATIONS**

1. The researcher recommends that the Department of Education and Literacy, Government of Sindh should take interest in developing teachers professionally by grooming them through regular trainings. These trainings could be of three monthly or six monthly. Continuous Professional Development is a vital part of any profession and the concerned authorities should make an elaborative program for that.
2. Most of the teachers have been sent for administrative and state trainings like census training, election training, polio campaign training etc. Teachers have hardly ever experienced that there could be any other trainings apart from these state interest driven trainings. A taste of academic trainings thus needs to be created.
3. The researcher recommends that teachers should be given equal incentives to go to the academic trainings where their content mastery and pedagogical skills are enhanced. So far teachers only get monetary incentives for such administrative trainings which motivated them to accept offers for such trainings.
4. After the trainings a mechanism of follow up should be set up without which no training could have a lasting impact on a profession. In the sample schools there are no trainings initiated by the government of the Department of Education and Literacy and if at all there are such trainings, there is no follow up of the trainings,
5. Teachers should also be interviewed in detail and their fears may be addressed. Most of them realize that they need certain trainings but fear their limitations and are scared to fail. The trainings should be provided according to their basic needs.
6. The Town Officers (TOs), Additional District Officers (ADOs), the District Officers (Dos) and the Deputy District Officers (DDOs) should all be trained about the importance of academic training for the teachers so that they keep it a high priority in their programs to train teachers. If they know the importance of content focused training and pedagogical trainings, they would guide the teachers accordingly and make the relevant policies.

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**PARENTAL INVOLVEMENT AND ITS EFFECT ON ACADEMIC PERFORMANCE OF STUDENTS**

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**ABSTRACT**

*Attitudes of school personnel towards each other and the students lacking cultural awareness is because of lack of academic achievement. The present study aims to focus on the impact of parental involvement on student's academic performance based on advance scientific knowledge. A quantitative study design was employed by recruiting students aged between 5 years and 16 years. Self-reported questionnaire was used to collect data through mailed survey using google forms. The data gathered via self-administered questionnaire was initially organized on Microsoft excel, which was later coded and uploaded on software Statistical Package of Social Sciences (SPSS) version 25.0. The results showed that majority of the parents monitored their child's homework (65.3%), their time of watching television (77.6%), support in school discipline (98%), strict about school attendance (79.6%), monitor regular attendance (83.7%), contact with the teacher (89.9%), check marks of class test (98%), encourage good academic performance (100%), attend school functions (81.6%), and celebrate academic achievements for motivating children (85.7%). Moreover, more than half of the parents (51%) were aware that the school provides a variety of ways in which they can get involved and volunteer at the school and 67.3% were aware that the school schedules activities and conferences at traditional and nontraditional school hours. The study concluded that involvement of parents in academics of children help to provide the best educational environment for their children.*

**KEYWORDS:** Parental Involvement, Student's Academic Performance, Elementary School Grades, Assessment

**INTRODUCTION**

Parental involvement is considered as a major aspect in activities that either promote or hinder the success of children since many years. The interaction of parents with their children at home and education setting comprises parental involvement (Jeynes, 2016). There is important recognition of the effect of parental involvement in the academic performance of in certain educational initiative since 2015 like Every Student Succeeds Act (ESSA). This act is considered as the newest authorization of Elementary and Secondary Act (ESEA) receiving re-authorization as No Child Left Behind Act (NCLB) in 2002. The main intention behindhand all these acts was to provide the opportunity to attain high-quality and fair education by the students (Gardner & Mayes, 2013). The topic about significance of involvement of parents in academic performance of children has gained much interest since the earlier phase of 20<sup>th</sup> century. It was argued that parents and teachers need to work with collaboration to ease the transition of children in kindergarten between 1930s and 1950s. During this period, home and school both were commingled in the mind of children. Improving America's Schools Act (IASA) of 1994 was developed in line with the evolution of an innovative approach to parental involvement (Jeynes, 2016). Substantial and ongoing parental involvement was observed in the IASA of 1994 for enhancing the performance of students (Stephens, 2000).

**STATEMENT OF THE PROBLEM**

Previous studies have shown that there is significant impact of parental involvement on student achievement (Wang & Sheikh-Khalil, 2014; Hill, 2015; Camacho-Thompson et al., 2016). Moreover, another study by Benner et al. (2016) recognized parental involvement as an indicator of decreasing rate of high school dropout and increasing academic achievement. Parents are provided opportunities for engaging in school community by the schools through parental involvement programs. All the parents do not get engaged in these programs; although, opportunities for parental involvement are created by school administrators (Williams et al., 2012; Louque & Latunde, 2016). Further, it is suggested that the main reason of lack of understanding is associated with the ways in which parents academically get engaged with their children (Wang & Sheikh-Khalil, 2014). This highlights the need of revisiting the engagement programs at present and make adjustments accordingly for fulfilling the needs of parents. The lack

of academic achievement is contributed by attitudes of school personnel towards each other and the students lacking cultural awareness. Few of the previous studies have also shown convincing empirical research examining parental involvement and academic performance of children (Camacho & Alves, 2017; Roden, 2017). Therefore, the present study aims to provide a correlational analysis of parental involvement and student's academic performance based on advance scientific knowledge.

**RESEARCH QUESTIONS**

The study addresses the following research questions;

What is the effect of parental involvement on student's academic performance?

How is the involvement of parents effective on student's academic performance?

How is parental involvement correlated with student's academic performance?

What likely are the main barriers hindering the involvement of parents in their student's learning?

**RESEARCH HYPOTHESIS**

The research hypothesis of this study are as follows;

**Ho:** There is statistically no significant relation between involvement of parents and academic performance of students.

**H1:** There is statistically significant relation between involvement of parents and academic performance of students.

**PURPOSE OF THE STUDY**

Parents need to play the role of a teacher in the early years of a child (Kainz & Aikens, 2007). A correlational study by Allen (2017) revealed that there is significant relationship between parental involvement and proficiency of middle school children, specifically in mathematics and reading was statistically significant. It is believed that school administrators are likely to develop strategies for parental involvement based on the relationship between parental involvement and academic performance of students based on the school activities designed for promoting parental engagement. A previous study by Lau and Power (2018) narrated about the importance of using research-based parental involvement strategies across different regional settings, populations, and demographic profiles. The main aim of this quantitative correlational research is to investigate the outcome of parental involvement on children's academic performance at school.

**JUSTIFICATION OF THE STUDY**

In early 1800s, parents were responsible for the education of their children; however, teachers were later identified as the experts in educating children after the expansion of public education in 1900s. This initiative was supported by most of the American leaders as it was believed that parents are not capable enough to provide necessary skills to their children. However, in the recent time, organizations like Parents for Public Schools are advocating for the incorporation of stronger language that pertains to involvement of parents. This has mandated school districts towards the creation of policies for parental involvement in enhancing student performances.

**SCOPE OF THE STUDY**

Several activities are included in involvement of parent to enhance student performance in home setting through providing assistance in homework, discussing about school, and reading with/to the children. It is believed that students are likely to have higher grades, increased test scores, and increased capability of enrolling in challenging programs with the help of parental involvement. This study is significant as involvement of parent is an important part of student achievement in middle school. This study is likely to provide better understanding about the significance of parental involvement in the academic performance of students.

**DELIMITATION OF THE STUDY**

Some of the myths among teachers that are likely to affect the academic performance of students include; parents do not value education, lack of appropriate intellectual experiences, lack of motivation to learn, and lack of parental involvement. According to Simon and Goes (2013), the boundaries specified for the study are termed as delimitation of the study. The delimitations usually arise while developing the study plan, based on the conscious exclusionary and inclusionary decisions. It includes the choices made by the researcher that need to be mentioned, beforehand. They result from the specialized choices made by the researcher about the variables, research questions, use of study paradigm, choice of participants, and the theoretical framework. The major limitation of this study is that it has mainly focused on the perspectives of parents from a specific region. This is likely to increase the difficulty of transferring the study results to diverse ethnic groups. The study lacks to understand the associated ways, in which parents are likely to get engaged with their children, academically. This can be encountered by focusing on the current engagement programs and making appropriate adjustments for the parents to perform their duties.

**BASIC ASSUMPTIONS IN THE STUDY**

The study has included factors, which are not under control of the researcher; however, the relevance of the study will be decreased without considering those factors. It is believed that existence of research problem alone is not possible without basic assumptions (Leedy & Ormrod, 2010). It cannot be stated that these assumptions are made, rather than just justifying the assumptions to be true. For instance, it is assumed that parental involvement would still be an issue at middle school to complete the study on parental involvement. Moreover, it is also assumed that parents are likely to respond truthfully while conducting interviews with parents.

**REVIEW OF RELATED LITERATURE****PARENTAL PERCEPTIONS ON INVOLVEMENT IN RELATIONS TO STUDENTS' ACADEMIC PERFORMANCE**

Active involvement of parents is responsible for facilitating the learning and engagement of children in school by sustaining their learning interests, rather than just increasing awareness among students about parental expectations for schooling (Wong et al., 2018). One of the previous studies by Wang and Sheikh-Khalil (2014) provided evidence about the impact of parental involvement on the educational outcomes of students considering the effect of school engagement. It is possible to improve the affective states of students like increase in positive feelings leading to better academic outcomes through active participation of students in class and extra-curricular activities (Voelkl, 2012). However, this can only be achieved if students start experiencing intrinsic enjoyment in school work (Bempechat & Shernoff 2012). There is well-establishment of positive perceptions of parental involvement in the educational achievements of students; however, at time overparenting can have significant adverse effects on the children. Further investigation is warranted based on the excessive parental involvement that hinders the academic, as well as psychosocial development of the children. One of the recent studies by Wong et al. (2018) examined the relationship of educational involvement of parents at home and school with the impact on children's academic performance and psychological health. The results revealed that there is positive association of home-based educational involvement of parents with the psychosocial well-being and language competence of the children based in the engagement of children with school. There is indirect effect of school-based parental involvement on the prosocial behavior of students via school engagement.

**PARENTAL ROLE OF INVOLVEMENT AND STUDENTS' ACADEMIC PERFORMANCE**

Some of the previous meta-analysis studies have reported statistically significant association of parental involvement and academic achievement of students (Jeynes, 2007; Hill & Tyson, 2009; Boonk et al., 2018). For instance, a previous study by Hill and Tyson (2009) provided summary of around fifty studies and stated that there are two types of involvements that is linked with performance of students. The two type's involvements are parental involvement and academic socialization. However, the same study showed insignificant relation of academic performance with involvement of parents at home. The motivation level of children is likely to increase as parents start supporting the development of children's independence, along with reducing their involvement at home. It is believed that this happens as the children become more responsible towards their actions and academic performance (Froiland et al., 2015),

**ACADEMIC ACHIEVEMENT**

Considering academic achievement, a previous meta-analysis study by Castro et al. (2015) stated some types of parental involvement having significant impact of the academic performance of students such as conducting regular conversation about classes and other activities, high academic expectations, and encouraging reading habits. However, another study by Rogers et al. (2009) stated that some patterns of parental involvement like monitoring school attendance and checking homework have no impact on the performance of children, rather it might pose negative impact. Such as, it can be expected that constant monitoring from the parents would increase pressure on the students, resulting in demotivation among them (Rogers et al., 2009). Parental involvement in educational setting is considered as a mechanism of increasing the success of students in school. This is likely to decrease the significant gap in educational outcomes. For instance, there is beneficial effect of encouragement, increased expectations, and learning environment on the academic achievements of studies, regardless of their national, economic, social, and cultural backgrounds (Goshin & Mertsalova, 2018). Some of the previous studies conducted in different countries across the world have shown that there is positive effect of parental involvement on the performance, as well as personal development of students (Su & Reeve, 2011; Froiland et al., 2015). Further, it is also stated that support received by the students from their parents is significantly associated with the autonomy, academic achievement, and motivation to learn among the students (Su & Reeve, 2011; Froiland et al., 2015). One of the previous studies by Prakhov et al. (2020) also confirmed the significant impact of parental involvement on the selection of educational path.

**TEACHER INTERACTIONS**

Human interplay capable of developing communication and interaction between the student and the teacher is defined as teacher student relationship (Krane & Klevan, 2019). The emotional development and psychological progress of a child depends on the relationship between the student and the teacher. This is because teachers are present in everyday life of the students (Pianta & Allen, 2008). Positive peer relation is facilitated and well-being of student is promoted as the result of positive teacher and student relationship (Wallace & Chhuon, 2014). A recent study by Krane et al. (2016) stated that teacher student relationship and mental health of the students are associated. The factors that affect development of teacher student relationship include certain contextual factors, along with individual, human qualities, and emotional factors. The contextual factors, basically, includes interaction of multi-level system in a complex interplay (Sabol & Pianta, 2012). Interaction between multi-level system considering the school environment, class organization, and relationship between an individual teacher and student majorly define the development of teacher student relationship. Parents are considered among the essential microsystems contributing to the development of teacher student relationship based on the development system theory. Teacher and student relationships are significantly affected based on the collaboration of school with the parents.

**PARENTAL PARTICIPATION**

An essential role is played by family in the experience of students at school. Previous studies have shown that there is significant effect of structural and dynamic factors on the academic performance of students based on the involvement or support of parents in education (Sarrato, 2012; Serna & Martínez, 2019). Here, the structural factors include cultural resources, educational and socio-economic level of parents, and family structure. While, the dynamic factors include affective climate, level of cognition among parent, relationship between child and parent, and disciplinary style. These factors correspond to the concerns in parental behavior and their participation at school and home to help their children with school learning experiences. There might be either direct or indirect impact of parental involvement on the academic achievement of students (Jeynes, 2016). The positive perceptions of children about school mediates their improvement in academic performance. Academic achievement of students is notes based on their level of satisfaction, self-esteem, prosocial behavior, academic motivation, school commitment, social competence, and normative adjustments (Mounts et al., 2006). However, the effectiveness of parental involvement on either good or bad academic achievement has not been proved; although, parental involvement is linked with the school adjustment in different studies.

**PARENTAL INVOLVEMENT AND ITS INDIRECT EFFECTS**

There is positive association of the attitude and motivation among children with parental involvement (Simpkins et al., 2015; Hill & Wang 2015; Frostick et al. 2016). For instance, Simpkins et al. (2015) stated that the value placed by adolescents on different subjects can be predicted positively through involvement of patents in scientific subjects. Another study conducted by Hill and Wang (2015) narrated that educational aspiration is positively associated with monitoring that includes maintaining knowledge related to youth activities. Few of the previous studies have also highlighted about positive prediction of academic achievement among the students based on their attitude towards a subject, domain-specific values, educational aspiration, enjoyment, and intrinsic motivation (Lipnevich et al. 2016; García et al. 2016; Jung & Zhang 2016). It has been shown that mathematics achievement among the children of elementary schools can be predicted through the enjoyment of mathematics. Some of the studies have also shown indirect association between academic achievement and involvement of parents based on the behaviors, aspirations, and motivational resources of the students. One of the previous studies stated that there is positive association of parental involvement on GPA because of enhanced educational engagement. A previous study by Jung and Zhang (2016) narrated that educational aspirations pose indirect but positive effects of parents' involvement on the academic achievement of students. These studies have failed to show the perception of students about the involvement of parents considering their senses of efficacy, different cognitive developments, and need of direct parental involvement. It is believed that there is difference in the association between involvement of parents and students' achievements at different levels in school. The above-mentioned discussion clearly depicts about the indirect involvement of parents in the academic achievement of children based on their attitudes.

**BENEFITS TO SCHOOL**

The need of parents to work with schools and get involved in children learning has been adopted by most of the school leaders, policy makers, and teachers. Parental involvement can be observed in form of enhanced communication, contribution to student achievement, and alleviation of student disciplinary problem for supporting the rigorous demands of school curriculum (Carpenter et al., 2016). Previous studies have focused on motivation of parent involvement in their child's education by extensive researching and investigating the relationship between student achievement and parental involvement (Hill & Tyson, 2009; Wilder, 2014; Castro et al., 2015). The focus of

previous studies was on the examination of different levels and patterns of parental involvement based on the socio-economic background (Wang et al., 2016; Malone, 2017). It is believed that parents belonging to lower socio-economic backgrounds are likely to fail in playing their adequate role for academic achievements of their children, in comparison to the advantaged social milieu (Wang et al., 2016; Malone, 2017). The school leaders, policy makers, and teachers need to do more for facilitating the extent of parent's involvement from lower socio-economic backgrounds.

### **COMMUNICATION BETWEEN TEACHERS AND PARENTS AND STUDENTS' ACADEMIC PERFORMANCE**

Children are likely to learn and adopt things from the expression of emotions and use of learned reactions from their parents, considering the parent child interactions for handling their issues. Children adopt skills of managing emotions by observing behavior of their parents resulting in the development of prosocial behaviors and social relationships (Wong et al., 2018). In order to prevent misbehavior at home and school, there is need to have adequate emotional control. Understanding of parents about the performance of students at school can be increased through school-based involvement. This can be done by attending school events, communicating with children, and understanding the performance of children at school. One of the previous studies by Pomerantz et al. (2007) stated that communication between parent and child about school issues are associated with increased supportive family interactions and decreased learning distress at home. Moreover, positive relationship between parents and children help in fostering the vocabulary and cognitive development of children (Rodriguez & Tamis-LeMonda, 2011).

### **THEORETICAL GROUNDING**

There is existence of certain differences in literature that is realized after going through empirical studies closely. This is because majority of the studies have been conducted, without wide acceptance of their theoretical framework. The unclarity about parental involvement is because this concept has been operationalized, measured, and implemented in many ways, which has diminished its actual meaning. These problems have arisen due to complex concept and confusion because of absenteeism of a clear definition. Therefore, the present study aims to focus on the outcome of parental involvement on academic performance of children.

### **METHODOLOGY**

The aim of present study was to determine the extent of parental involvement required for enhancing the achievement and academic level of students. A quantitative study design was employed to assess the effect of parental involvement on the performance of students in school. This study is likely to render the possible existing association of involvement of parents and academic performance of students of ages ranging between 5 years and 16 years. The main concern of descriptive research design is towards providing description and explanation of events in which the participants were, they are, or they could be (McMillan & Schumacher, 2010). The detailed description of characteristics of involvement of parents in the academic performance of their children can be achieved by employing case study design. This type of research design requires collection of in-depth information from the study participants. It also involves analyzing the collected information to know about the effect of involvement of parents in the academic achievement of their children.

### **TARGET POPULATION**

The total number of participants that are of interest to the researcher is termed as target population. In the present study, the target population includes students and parents of different primary and secondary school. The involvement of study participants was because they were likely to provide data based on their views and experience regarding academic performance of students. Purposive sampling method was employed in this study for getting in-depth understanding about the effect of parental involvement on the academic performance of students. The selection criteria set for this study is; academic performance indicators >650, increased population of socioeconomically disadvantaged students, and use of traditional parenting program.

### **SAMPLING TECHNIQUES**

The characteristic of target population is represented through a sample of small group of people. The size of an appropriate sample cannot be determined through fixed number or percentage, rather it relies on the nature of population that is of interest and targeted for data collection and analysis (Guest et al., 2017). The nature of the study allowed using purposive sampling method for recruiting students and parents, who would provide relevant information to researcher. Participation from private schools was favored along with students from both the genders were included in the study sample.

### **INSTRUMENT DEVELOPMENT**

The instrument used for data collection in this study includes close ended questionnaire. Previous literature was deeply reviewed for designing of the study instrument. The demographic information of students included their

gender, age, and class. Whereas, demographic information of parents included their gender and occupation. The questions assessing effect of parental involvement on academic performance of students was assessed based on close ended questions with three options; Yes, No and Sometimes. This survey helped in the identification of effectiveness of involvement of parents on the level of achievement of their children.

**PLAN OF DATA COLLECTION**

The students and parents were administered the self-report questionnaire through email. The researcher was not able to collect information in hand because of COVID-19 pandemic. Therefore, data was collected through mailed survey using Google forms. The total time needed for filling the questionnaire would be around 5-6 minutes. The questionnaire nowhere asked about the names of students and parents to maintain their confidentiality. Adequate participation in this study was ensured through multiple notification /messages on whatsapp and facebook messenger.

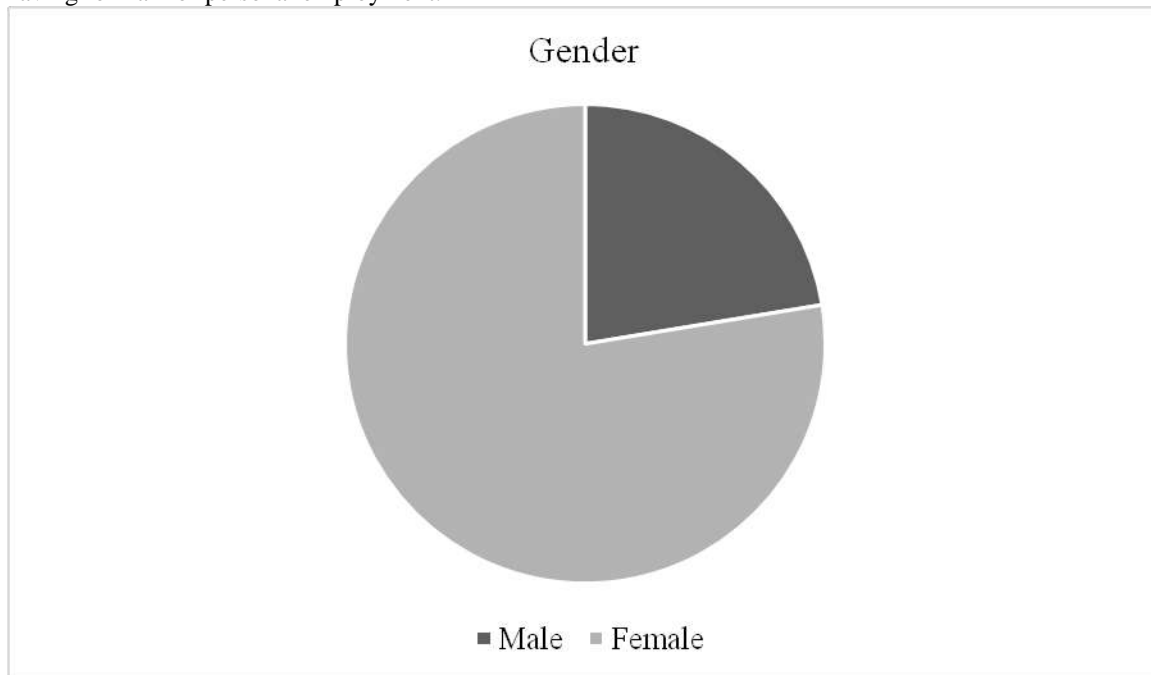
**DATA ANALYSIS AND PRESENTATION**

The validity and reliability of study instrument was ensured via process of data collection and findings analysis by the researcher. Pilot study and peer review was conducted in this study for ensuring the questionnaire’s validity. The data gathered via self-administered questionnaire was initially organized on Microsoft excel. The data was then coded and uploaded on software Statistical Package of Social Sciences (SPSS) version 25.0 to analyze the data and find the effect of involvement of parents on the enhancement of student performance at school.

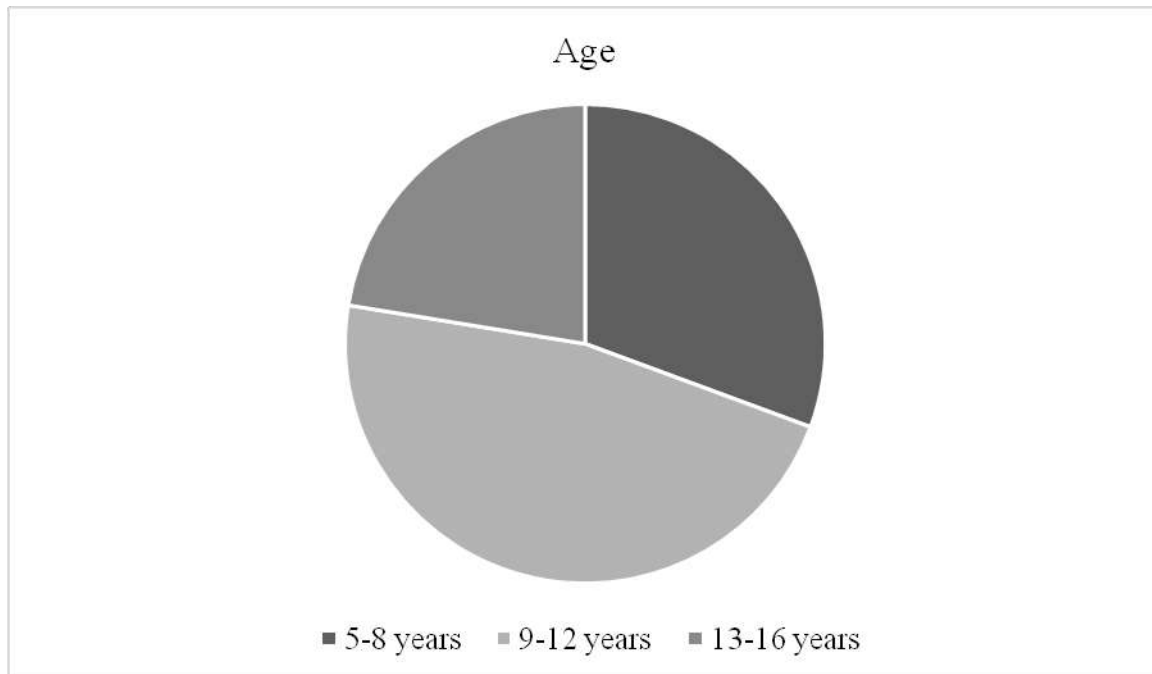
**DATA ANALYSIS**

**RESULTS**

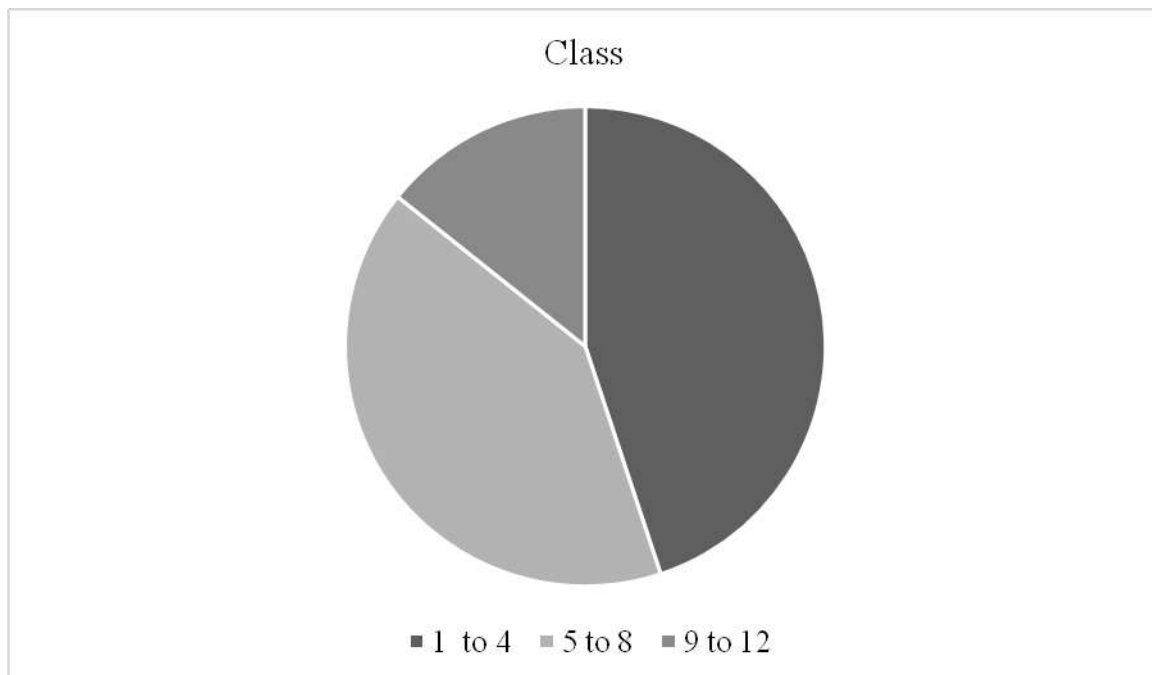
Figures 1-5 represents the demographic profile of the students and parents. The results depict that majority of the students (77.6%) were females and 46.9% were aged between 9 to 12 years. Majority of the students that is 44.9% and 40.8% were studying in class 1-4 and 5-8, respectively. Concerning the demographic profile of the parents, the results showed that 95.9% of the parents, who gave responses were mothers. Moreover, 65.3% of them were neither having formal nor personal employment.



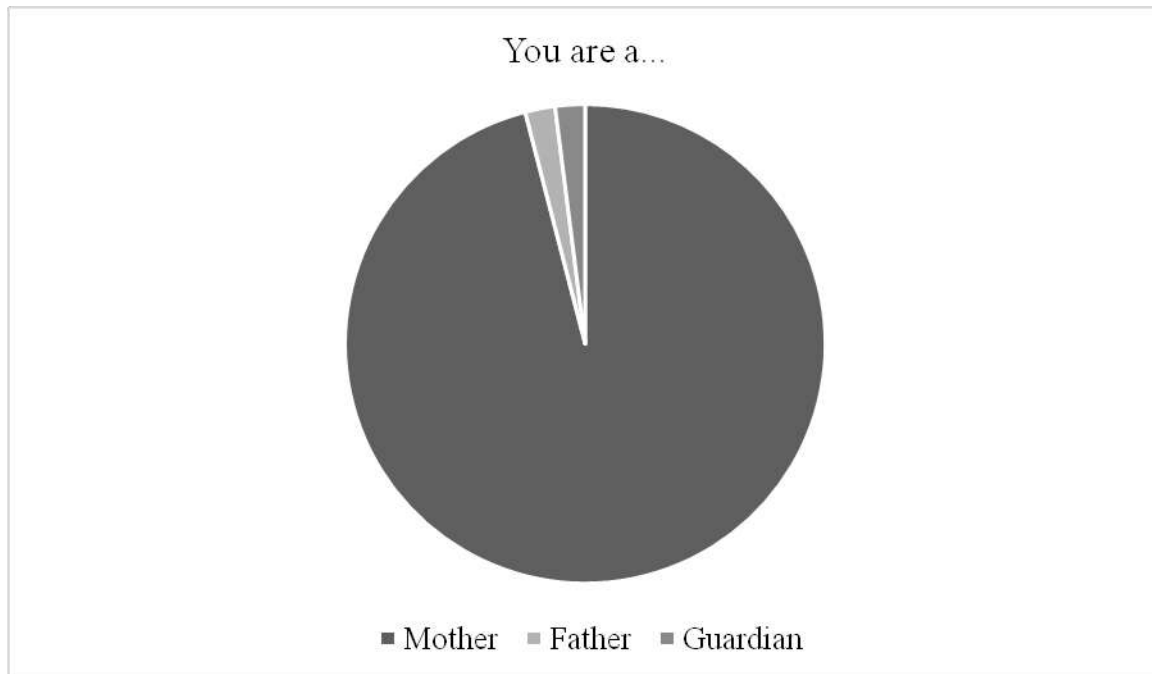
**Figure 1: Gender of students**



**Figure 2: Age of students**



**Figure 3: Class of students**



**Figure 4: Which parent?**



**Figure 5: Occupation of the parent**

The responses of students towards involvement of their parents in their academics have been presented in table 1. Majority of the students stated that their parents monitored their homework (65.3%), monitored their time of watching television (77.6%), support in school discipline (98%), strict about school attendance (79.6%), monitor regular attendance (83.7%), contact with the teacher (89.9%), check marks of class test (98%), encourage good academic performance (100%), attend school functions (81.6%), and celebrate academic achievements for motivating children (85.7%).



**Table 1: Responses of Students towards parent’s involvement in their academics**

Question	Response	Frequency	Percentage
Do your parents advise you in your homework activities?	Yes	39	79.6
	No	2	4.1
	Sometimes	8	16.3
Do your parents monitor you while doing homework?	Yes	32	65.3
	No	3	6.1
	Sometimes	14	28.6
Do your parents help you while you do your homework?	Yes	20	40.8
	No	4	8.2
	Sometimes	25	51
Do your parents keep track of your television viewing habit?	Yes	38	77.6
	No	4	8.2
	Sometimes	7	14.3
Do your parents support you in following school discipline?	Yes	48	98
	No	1	2
	Sometimes	-	-
Do your parents show strictness regarding your sleep time?	Yes	33	67.3
	No	3	6.1
	Sometimes	13	26.5
Do your parents help you in assignments completion?	Yes	26	53.1
	No	4	8.2
	Sometimes	19	38.8
Do you go for private tuitions arranged by your parents?	Yes	13	26.5
	No	35	71.4
	Sometimes	1	2
Are your parents strict about you being regular to school?	Yes	39	79.6
	No	3	6.1
	Sometimes	7	14.3
Are your parents keeping track of your regular attendance?	Yes	41	83.7
	No	2	4.1
	Sometimes	6	12.2
Do your parents involve your teacher for checking attendance?	Yes	16	32.7
	No	28	57.1
	Sometimes	5	10.2
Do your parents aware about your teachers’ method of teaching?	Yes	34	69.4
	No	5	10.2
	Sometimes	10	20.4
Are your parents in touch with your teacher?	Yes	44	89.9
	No	1	2
	Sometimes	4	8.2
Do your parents keep in touch with your teachers to inquire about your progress in studies?	Yes	37	75.5
	No	7	14.3
	Sometimes	5	10.2
Do your parents keep a check of your marks in class tests?	Yes	48	98
	No	-	-
	Sometimes	1	2
Do your parents discuss with your teachers if your homework is not done?	Yes	24	49
	No	18	36.7
	Sometimes	7	14.3
Do your parents encourage you to get good marks or	Yes	49	100
	No	-	-

perform well in academics?	Sometimes	-	-
Are your parents present at your school functions?	Yes	40	81.6
	No	2	4
	Sometimes	7	14.3
Do your parents motivate you to read books or use the library?	Yes	32	65.3
	No	3	6.1
	Sometimes	14	28.6
Are your parents always celebrating your good academic performance to keep you motivated?	Yes	42	85.7
	No	3	6.1
	Sometimes	4	8.2

Figure 6 has presented responses of parents towards their involvement in academic performance of their children. The results show that more than half of them (51%) were aware that the school provides a variety of ways in which they can get involved and volunteer at the school. Around 67.3% were aware that the school schedules activities and conferences at traditional and nontraditional school hours and 61.2% reported that school provides a Parent Resource Center to access resources for their children.

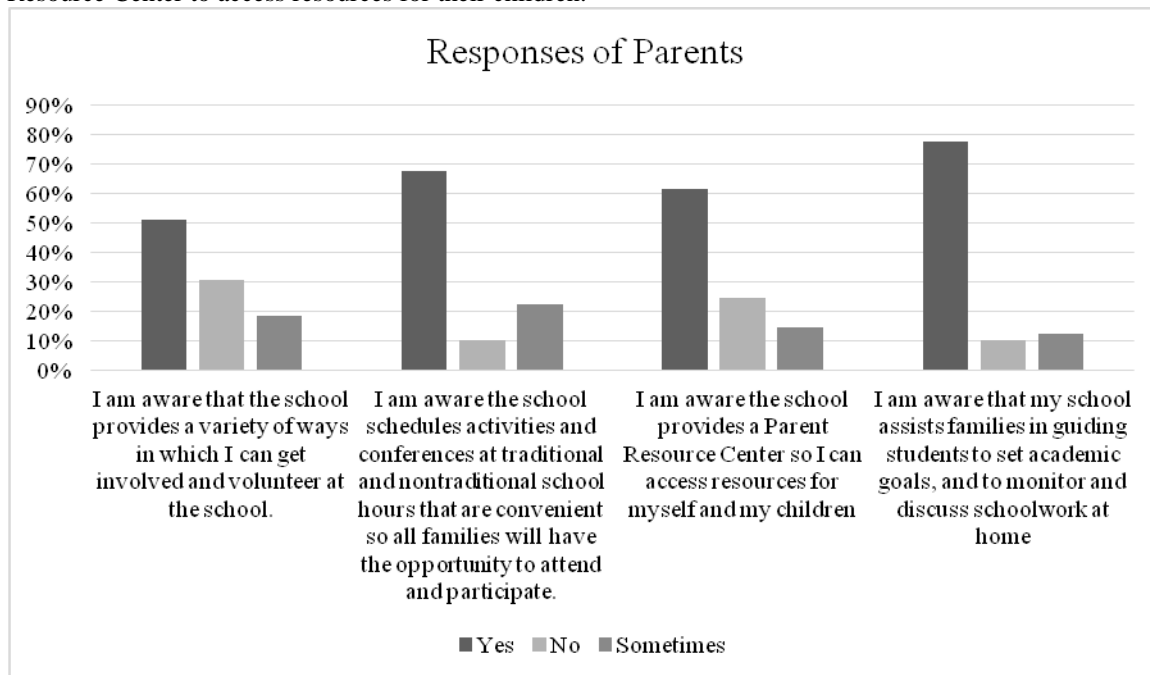


Figure 6: Responses of Parents towards their involvement in their children’s academics

**DISCUSSION**

**MAJOR FINDINGS**

The present study focusing on the impact of parental involvement on the academic performance of students clearly showed that involvement of parents in academics of children help to provide the best education environment for their children. The results clearly depict that there is significant effect of involvement of parents on academic performance of students. The results also exhibited significant positive association between involvement of parents and student performance at school. Majority of the parents were involved in their child’s daily activities such as monitoring their time of watching television, regular attendance at school, encouragement in academic performance, and regular presence at the school functions. This shows that involvement of parents helps also needs to focus on creating conducive home environments for studying and motivating, along with setting realistic expectations enhances performance.

**RECOMMENDATIONS**

The results of this study clearly recommend that a leading role is taken by the parents to support the educational endeavors of their children because they are among the first educators, who are responsible for exposing them to

academic world. Students can excel in their academics based on the strong relationship between the teacher and parent. Realistic expectations need to be set by the parents regarding their children performance and then motivate their children for achieving it. The confidence that parents show in their children help in building high level of confidence among their children and those children are more likely to succeed in their academic studies. In the similar context, policy makers also need to play an important role in this case by instructing the teachers about parental involvement, along with encouraging the parents to get involved in academic performance of their children.

### CONCLUSION

The study concluded that majority of the parents were highly involved in academics of their children as they believe that education is the only way to go ahead. The children receive advices from their parents about studying according to the timetable and follow the instructions provided in the class. According to majority of the students, their parents felt proud on their good grade and celebrate on their children's success. An important role is played by parents in helping their children to develop good study habit. Lastly, it is recommended that future studies should focus on the impact of socio-economic status of parents and parent teacher interaction on the academic performance of students.

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**IDENTIFYING FACTORS FOR BEING SLOW LEARNER IN PRIMARY CLASSES**

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**ABSTRACT**

*The purpose of the study is to identify the factors for being slow learner in primary classes. Variables in this research were the factors related to the students' personality and environment outside the school such as parents' support, guidance outside the school and motivation to start work. Population involved in research was 418 students of primary classes from private school. Observational technique was used to collect the data twice with the help of class teachers. Analyzing of data help to identify the factors which can be eliminate or improve which affect students' academic achievements. This research is expected to support the idea for further research to explore more factors for being slow learner and techniques which help to improve performance of primary classes' slow learner.*

**KEYWORDS:** *Slow learners, Attendance, Wrong guidance, Language, Academic achievements.*

**INTRODUCTION**

Education is the process of transferring knowledge, skill and abilities from one person to another. It also help human to progress and prosperity for standard living (Battle & Lewis, 2002). Any class contains not only the students with high learning skills, in any class students are present too which always struggle in learning. They always take support of other skilled students in presenting any work or completing their own work. These types of students never come up with any different ideas from class or creative work. Some time they think different but do not have courage to present it independently, they feel shy or have fear to being rejected. Such type of students are consider as slow learners. (Daniel Willingham, 2011).

All students are consider as the adult of society in future which run the functions of the society everyone have to perform some specific job but if we look for slow learners, will be they are able to perform any quality work in future? Definitely they will struggle in their life. Carroll, (2004) "Slow learners are students with below average cognitive abilities and who struggle to cope with the traditional academic demands of the regular classroom". This is the responsibility for their parents, guardians and teachers to help them in order to overcome on all type of weaknesses.

Slow learners' needs external stimulation and motivation to do simple work which are expected from their age group. It is not necessary that the slow learners have low cognitive level or have less intellectual abilities. There are so many different factors which affect the students' intellectual abilities. If a family or teachers can identify the factors which affect the students' progress can help the students to improve their skills. Teacher must analyze the spatial abilities of the slow learner in order to improve learning achievements.

**STATEMENT OF PROBLEM**

This study focused on "Identifying the factors for being Slow Learner". It is the very important responsibility of teachers to make learning of all students up to the same level. Teacher must plan the lesson which can accommodate all the students including slow learners, but he/she can do it if teacher knows all the factors which are hinders in students' academic progress. Teacher must identify the factors which are the reasons of being slow learner. Learners which have less support from home and teachers faces higher anxiety and never shows good academic performance. For better learning it is necessary that family support the learner along with the teacher assistance. (Leong, & Ahmadi, 2017).

**RESEARCH QUESTIONS:** To identify the factors for being slow learner it is very necessary for teacher to collect the data on the basis of following questions:

1. Does the student complete his/her work on time?
2. Does the student has attendance less than 80%?
3. Does the student needs help while doing any task?

4. Does the student can understand language in which instructions are given?
5. Does the student has support at home to complete homework?
6. Does the student has correct guidance at home?

#### **RESEARCH HYPOTHESIS**

1. There are no student related factors which cause of being slow learner during age of 7-11.
2. There is no significant effect of student related factors on student academic performance in primary classes.

#### **PURPOSE OF STUDY**

Mostly studies explained the following factors which affect students' performance: unskilled teachers, lack of reading habit, lack teaching material in school and uncomfortable learning environment but all these factors depend upon school and teacher. The purpose of this study is to identify the factors which are related with student and student' environment outside the school. In the process of providing quality education to students, must focus on school, and students related factors because they are the very important provision of robust education to the children (Waters & Marzano, 2006). Some students have strong intellectual abilities but their environment or guidance at home make them confused and decrease their cognitive level.

#### **JUSTIFICATION OF STUDY**

This study helps the researcher to get the idea that factors outside the school also affect the students' learning process in the school. Student which has strong support of family emotionally and financially is more confident and represents ideas boldly. Students with weak support and wrong guidance always suffer in all type of competitions. Students from poor families also faces health issues which make them to score lower grades but this factor is not considered as an important issue. Absence from school during activity time also affect the student's motor skills and student never learn to be think critically. Irregularity affect the progress because student skip what teacher explained about topics, so student do not understand the sequence and relation of content.

#### **SCOPE OF STUDY**

This study is focus on to identifying factors to being slow learner of age group of 7 -11 years. This is the age when student start to learn independently and has more social interaction. During this age most of the confidence build and student become familiar with own abilities. This study is done by observing students of class I –V of well-organized private school of Karachi. Duration of observation is of nearly 6 months. Observation was done according to the specific criteria in the form of check list. Check list was approved by one of successful educationist. Observation of same population was done twice (first round was done after Midterm examinations and second was done after final term examinations) in order to analyze the factors.

#### **DELIMITATION OF STYDY**

This study does not cover the factors which are related to school management for example teachers' skill, teaching method, teaching material and school environment. Study does not look for specific gender and choice of subject which slow learners liked. Basically slow learners usually like different subjects but they struggle to cope up with all subjects. It is very rare that a slow learner score better grade in any specific subject which the student like, due to this reason subject choice is not considered in this study. Students below 80% attendance due any UN common situation is also not considered in this study however irregular students were observed in the study.

#### **BASIC ASSUMPTION OF STUDY**

It is expected from this study that it would help the researcher to identify the factors for being slow learner which are related with students personal issues and situations created due to the environmental affect. Slow learners perform activities other the academic activities in a good manner so it is very hard to find slow learner among other students. Slow learner easily hide their weakness from teacher's eye by taking support of their peer. This study would give idea to teachers to not only identify slow learner but also provide support to them for improving their academic achievements.

#### **LITERATURE REVIEW**

Slow learners are not considered as mentally retarded children, they are the students which need extra care and attention in class. (MacMillan, Gresham, Bocian, & Lambros, 1998). Teacher can make them an average students by teaching through special instructional techniques.

There are different factors which are the reasons of being slow learners. If students with average cognitive level face different problems with respect to their environment, emotions and personal factors are become slow learner. These students usually sit at the backbenches to hide their selves from the teacher's eye. The best brains of the nation may be found on the last benches of the classroom by improve learning of slow learner we can increase literacy rate of nation, May be some of them become country developer in future. For it teachers must provide them remedial classes according to their need. Similarly its parent's responsibility as well to provide support and help to their children at home if they are slow learner. (Gouwens, 2002). Slow learner faces problem to understand the symbols, numbers and languages as well. (Bodang & Lengkat, 2021).

**FACTORS AFFECT LEARNING**

For betterment of slow learner's education it is very important to identify the factors which affect their progress. Some basic problems are as follow.

**PERSONAL FACTORS**

**HEALTH**

Health is one of the factor which is hinders in the progress of students' academic performance. Some students are suffering in disease by birth which is incurable or may be due to family financial situation student does not get the proper treatment. Students from poor families do not get the healthy food which lead them to deficiency of important nutrients, Due to which such students become inactive in class. If any student living in such condition would never pay proper attention towards studies and become slow learner. It is necessary that all students get same type of health monitoring to remove this factor.

**LANGUAGUE BARRIER**

Sometime slow learners do not understand the instructions given by teacher, they need personal time of teacher to understand the instructions, and some researches showed that instructions in second language are more difficult to understand by slow learners. When teacher explain sequence of tasks or instructions to do any activity in second or third language, slow learners take time to understand or they take help of any peer to understand. They never ask teacher to explain again and sit quietly (Wanabuliandari, Ardianti, Gunarhadi, & Rejekiningsih, 2021) its teacher's responsibility to make sure that slow learner understand the instructions while starting the lesson and explanation. If students did not understand it then teacher must explain in a manner by which slow learner understand the learning process.

**CONFIDENCE ON SELF**

Above average students always start working independently, they do not need support to start their work. But slow learners do not have confidence to start their work. They are always confuse about their own work. Slow learner need assistance from their teacher to guide them for the starting step of work for example How to start writing? Which method is suitable to solve math problem? Etc. Means they can do the work but have feared that weather they are right or wrong to choose the way to start working. Slow learners waited for help and always complete their work after the deadline.

**PUNCTUALITY**

It is very important for student to attend the complete session of academic year in order to gain knowledge of grade level. If student missed this session more than 25% then the student definitely missed a part of content which will have the connection with the future knowledge. Due to this when teacher explain any new topic such students are confuse or may not understand that topic in depth. Gradually this condition leads them to become slow learner. It is not necessary that student get absent due to illness, some time they are habitual. To hide their weakness slow learners make excuses to do not attend the school in front of families, complain about illness, at that point families do not take it seriously and allow to take off from school.

**ENVIROMENTAL FACTOR**

**PARENTAL SUPPORT**

**BUSY PARENTS:** Students spend maximally 1 hour of the day with any subject teacher during which they get new knowledge or reinforcement of learn topic but the home work which they supposed to do at home is a big task for them. At home they do not get teacher's support, so they ask help from parents. Slow learners needed more help than average student but if parents do not provide sufficient help and guidance due their busy routine they are unable to complete home task. Lack of reinforce of content is hinders in developing the strong concepts. Such students always struggle to complete their home task.

**LACK OF COLLABORATION**

Students' learning is not only done with the help of teachers, it is the process in which parents take part as well with teachers. For this parents must know their children progress time to time. Schools arrange parents teacher meeting to discuss students' progress and to set the special instructional techniques for slow learners with parents. Those parents who attend the meetings can help their children to become successful in achieving standard education but those who do not give importance to such type of meeting would never help to their children to get ride from their problems and weaknesses.

**WRONG GUIDANCE**

**AT HOME** Children of educated parents do not face problem in having support and help at home because their environment is supportive from their childhood but uneducated parents cannot provide help in learning to their children. Parents who got education under matric level try to support their children but sometime they guide them wrong.



**TUTORING** Parents who do not have time and those who are illiterate send their children to tuitions without knowing that whether the tuition teacher is capable or not. All tuition teachers cannot teach all type of education boards patterns which also cause of wrong guidance. Wrong guidance make the student confused He/she learning different method at school and tuition teacher forcefully ask them to use their method. Such type of students never score better in assessments and gradually become slow learner. (Ruhela, 2014).

**SUPPORT FOR SLOW LEARNERS TO MAKE THEM AVERAGE STUDENTS**

Providing support to slow learn means to help them in improving their learning abilities. After taking some important measures they can perform up to their best level. It is very important that who is going to provide help to them and how?

There are three main sources by which they can get help to become average student.

**TEACHERS SUPPORT**

**MOTIVATION** Teacher must boost their confidence level by appreciating them on their little effort to do anything. Teacher does not compare slow learners' work with other above average students because each child has his own capability to do things. Always appreciate them by judging their work according to their maximum potential.

**FEEDBACK** Never give feedback with harsh wording. Always first start with some positive point then point out their weakness and at the end suggest them the solution. It helps to build strong bonding with slow learners. They will trust on teacher and share their problems with teacher and when they solve own problems they start believing on their self.

**REMEDIAL CLASS** Teacher must observed the weak point of students and prepare customize lesson plan for them. Teach them with the help of special instructions. Arrange remedial classes of language and writing skills for slow learners to improve their academic achievements.

**2) PARENTS' SUPPORT**

**HEALTHY ENVIROMENT-** Student under stress can never concentrate on study and never be creative. Parents must provide peaceful environment and at home while student doing their homework. They must help them when they have problem in doing their work but guide them according to the method which are following in the school.

**ATTENDANCE** Primary student depend upon parents that they will prepare all the school stuff and drop to school on time but if parents do not care about student regularity than student missed a lot of work. This habit develop fear in students that may get punishment to do not submitting their work on time. So parents must be careful about student punctuality and send them school with proper school stuff.

**RESEARCH METHODOLOGY**

Slow learners have low IQ level they perform good in other activities such arts and sport rather than their academic activities, because of this it is hard to identify the slow learner among average students in class. Teacher can identify them through regular observation and by taking assessment. There are three different methods which help the teacher to identify factors for being slow learners.

1. Case study
2. Observation method
3. Achievement test

In this study observation method was used to identify the factors for being slow learner. It is an action research in which researcher involve by self along with subject teachers of class I -V. Parent teachers meetings were conducted by researcher.

Observation was done for students of Class I- V of private school which includes students of age group of 7-11 in total they were 418. Students of this age group are more dependent on teacher and parents rather than the students of middle school. During this age they start interacting with others and learning new skills. These years are more precious than others because during this time period their confidence builds, they explore their strength and learn different behaviors. If student passing through any difficult condition during this time period it affects his/her academic achievements and students become slow learner.

Observation sheet was used as the research instrument. Sheet was check by one successful educationist. It includes total strength and factors which could be the reason for being slow learner. Factors which are related to students

1. When student need motivation to start class work as well as homework. This is the reason when student does not choose right way to start work.
2. One of the important factor is attendance below 75%.
3. English Language is commonly used in Pakistani school as second language but English for the students which belongs to Northern areas and interior parts of provinces is considered as third language. Their mother tongue are different and Urdu is their second language.
4. Healthy student can focus better to academic activities than ill or weak student.

5. Students of primary classes need help from parents along with teacher, so parental support is one of significant factor.

6. Learning must be same in school and at home in order to build sustainable knowledge. Wrong guidance is one of the important factor.

Data was collected twice first round was done after Midterm examination to observe the current situation. Before examination parent teacher meeting was conducted but this time no reminder was sent to parents for parents teacher meeting who did not attend it. Similarly teachers were using same teaching techniques for all students of same class. They provide knowledge to all students in same time frame without giving extra time to students who did not score good grades in class assessments.

After this some important measures were taken such as parents’ teacher meeting was conducted to eliminate the environmental and personal factors. Reminders were sent repeatedly to those parents who did not attend it. Session for parents was arranged who provided wrong guidance to their children and also ask them to guide tuition teachers what they know about the school strategies. Teachers introduced new teaching techniques to improve the confidence level of slow learners so they can start their work independently. Elimination of language barrier is one of the difficult process, remedial classes of English were arranged for slow learners. After all this effort Second round was done after Final term examination.

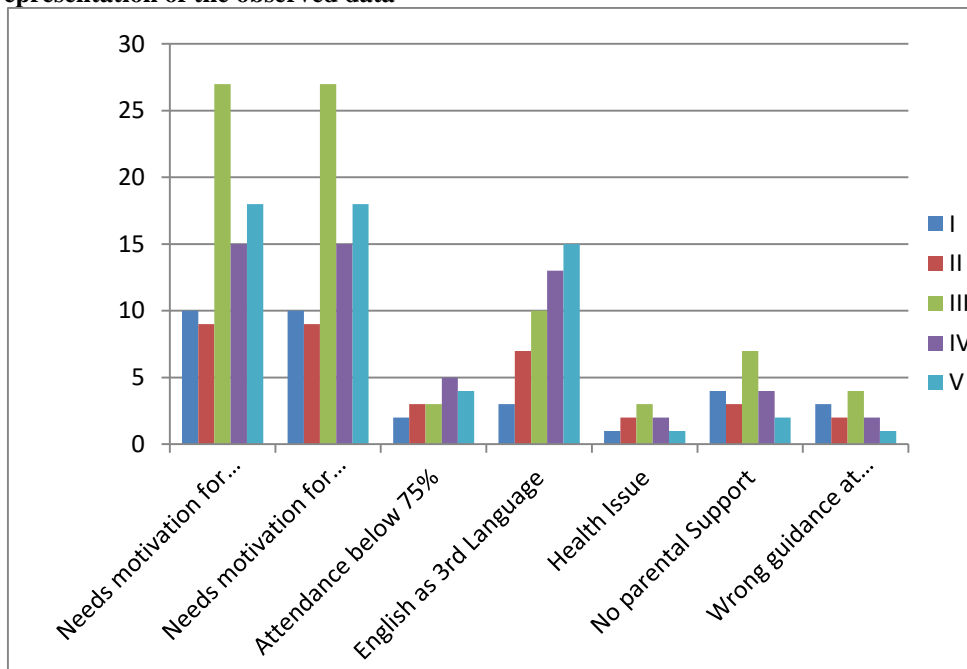
This chapter includes all the detail of collected data. In each class teachers identify the slow learners on the basis of set criteria. Some slow learners fall in more than 2 categories. For example Students who need motivation to start class work also need motivation to start homework. Students who have language barrier also fall in no parental support category.

**Table 1**

<b>IDENTIFYING FACTORS FOR BEING SLOW LEARNER IN PRIMARY CLASSES</b>									
<b>SUMMARY OF FACTORS AFTER MID TERM EXAMINATION</b>									
<b>CLASS</b>	<b>Total Strength</b>	<b>Slow Learner</b>	<b>Needs Motivation To Start C.W</b>	<b>Needs Motivation To Start H.W</b>	<b>Attendance Below 75%</b>	<b>English As 3<sup>rd</sup> Language</b>	<b>Health Issue</b>	<b>No Parental Support</b>	<b>Wrong Guidance At Home</b>
I	90	21	10	10	5	3	2	7	6
II	82	11	11	11	4	7	2	9	4
III	86	30	30	30	5	10	4	12	9
IV	88	20	20	20	8	13	2	8	4
V	72	21	21	21	7	15	2	5	2
<b>Total</b>	<b>418</b>	<b>103</b>	<b>92</b>	<b>92</b>	<b>29</b>	<b>48</b>	<b>12</b>	<b>41</b>	<b>25</b>

From data it is clear that rate of no parental support is high in class III, till class II students are more dependent on home teachers and parents are used to for it but in class III students learn from subject teacher who spend maximally 1 hour with students. At this point few parents did not realize that their child need more attention than before. In Class IV-V the rate of language barrier is more than other classes because in lower classes teachers used more simple language but in Class IV-V standard of language is little higher. Due to this students suffer more in these classes for which English is third language.

**Graphical representation of the observed data**



**Figure 1**

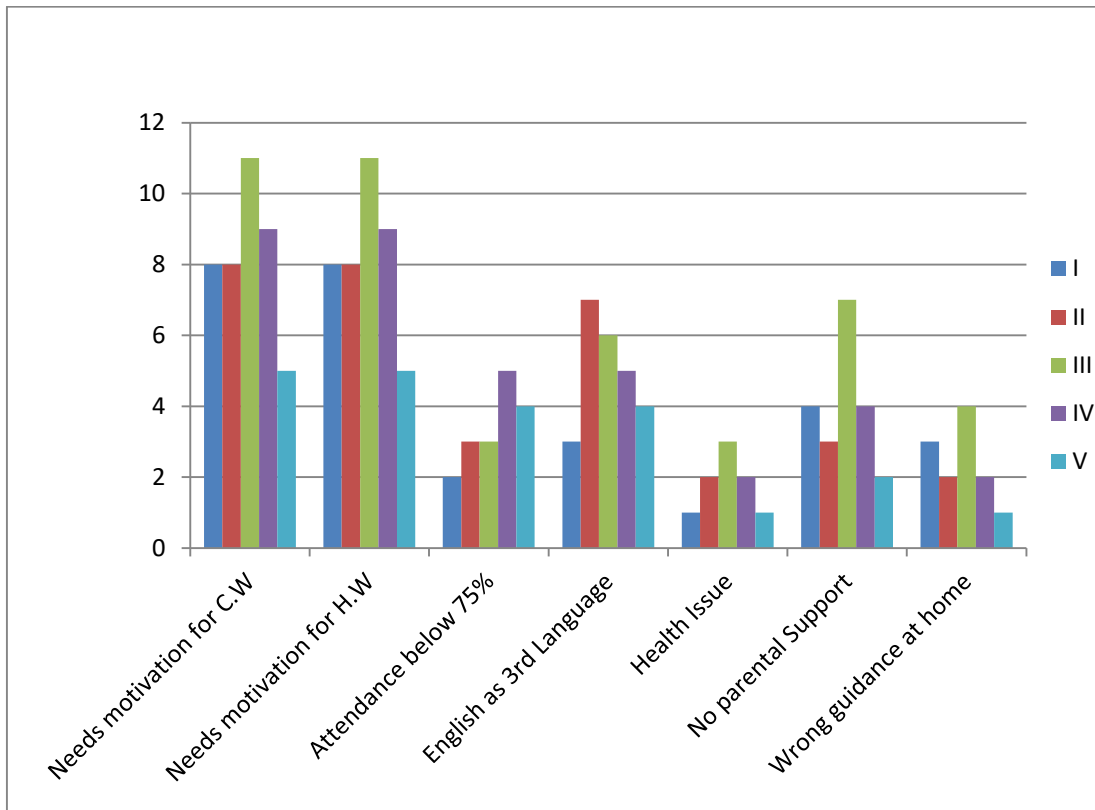
Teachers made improvement in slow learners with the collaboration of parents. Some parents started to support their children and make sure that their children get right guidance at home to complete their homework. This action boosted students’ confidence and few of them showed remarkable improvement in doing activities and daily routine academic work. Data of second round is given below.

**Table 2**

<b>IDENTIFYING FACTORS FOR BEING SLOW LEARNER IN PRIMARY CLASSES</b>									
<b>SUMMARY OF FACTORS AFTER FINAL TERM EXAMINATION</b>									
Class	Total Strength	Slow Learner	Needs Motivation To Start C.W	Needs Motivation To Start H.W	Attendance Below 75%	English As 3 <sup>rd</sup> Language	Health Issue	No Parental Support	Wrong Guidance At Home
I	90	10	8	8	2	3	1	4	3
II	82	9	8	8	3	7	2	3	2
III	86	19	11	11	3	6	3	7	4
IV	88	11	9	9	5	5	2	4	2
V	72	7	5	5	4	4	1	2	1
Total	418	56	41	41	17	25	9	20	12

Data shows that attendance rate below 75% improve in Class I-II because these students can’t resist to parents when they forced to go school however students of Class IV-V convince parents to take off from school.

**Graphical presentation of given data**



**Figure 2**

Remedial classes of English are more successful in Class IV-V because students are more sensible than lower classes they understand its importance and focused more which decrease the rate of language barrier in these classes.

**FINDINGS**

Academic achievements of students depend upon several factors which are connected with students’ personality and environment. Students who do not get proper and enough support from parents always struggle to express their ideas and depend upon others to do any work. Such students always need motivation to start their own work. Lack of confidence is the biggest factor for being slow learner. Those who are confident but do not know the language of teacher’s instructions and explanation cannot understand the content and unable to attempt the assessments in proper way. Due to this they never score better grades and become slow learner.

If student get absent during academic session more than 25% means loss of knowledge. All classes are interlink with each other in other words content of any class is the progression of previous class content if student is habitual to get absent never understand the basic of new content and gradually stand in the que of slow learner.

We do not have doubt to say that health is wealth. A healthy student can perform better than the ill or weak student. Health is one of the significant factor for being slow learner. Those who suffer in by birth disease which is incurable always struggle in assessments. But those who become temporarily ill can cope up with the class level.

One of important finding is wrong guidance at home. In some cases Parents and tuition teachers guided wrong methods to complete their work and force them to follow that wrong way which make students confuse. Due to which students use different and wrong way in class assessment as well, this make them to lose marks and at the end they become slow learner.

**CONCLUSION**

Slow learners are considered as the children with different mindset, they are unlikely as mentally retarded children and as average children as well. Teachers and parents must collaborate to identify the factors which affect the students’ academic achievements and cause to make them slow learner. Factors are not only depending upon the school environment, they also linked with the health, language, parental support and guidance from other persons.

**RECOMMENDATIONS**

- It is parent's responsibility to take follow up of their child's academic progress in order to build the strong personality. Parents must attend parents' teacher meeting and discuss their child weakness and set special strategies with teachers to overcome these weaknesses.
- Remedial classes must be arrange in schools for those students who have language problem.
- Parents must focus on children's health, provide them healthy food to fulfill their body needs. In case of illness consult with child specialist for better treatment. Healthy child can learn better.
- Parents must make sure that their child attends the school's complete academic session. Do not trust on children fake excuses which they make to avoid school. Students with more than 75% attendance can excel in academic assessment.
- First Parents and tuition teachers should understand the school's strategies and learning method before guiding the students to complete homework rather than to guide them wrong way of working.
- If parents are illiterate than they must ask school teachers to explain the strategies to tuition teachers. Keep tuition teachers in a loop.

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**E-BLOOD APP CONNECTING BLOOD DONOR WITH RECEIVER THROUGH MOBILE APPLICATION**

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**ABSTRACT**

*The best way to find blood in Pakistan is either through hospitals or by contacting other peoples. Neither of the ways are easy or quick as each of them can take time finding the correct blood type. It could take you hours in just searching multiple hospitals to find the correct blood type and amount which could be grave for a patient in need for quick blood infusion. Our project is based on an app connecting blood donors and the ones in need for blood. The app will allow user to find donors in close proximity and allow them to communicate with each other for the donation. Both of the users must allow live tracking using GPS so they can know who are close to them. The blood receiver will select the blood type, then the app will show live locations of donors close to the person. Then the blood receiver can talk to the donor through the in-app chat or direct contact number as feasible for the person. The app infrastructure will be based on flutter as it is platform independent.*

**Keywords:** flutter, firebase, authentication, transfusion, development, integration

**INTRODUCTION**

With the fast growth of social networking sites throughout the world, there has also been a continuous increase in blood donation requests, as seen by the number of posts on sites like Facebook and Twitter asking for blood. Finding blood donors is a difficult problem in every nation. Blood is vital for human life as there's no substitute for human blood. No major operation will be performed while not the utilization of blood in any hospital or clinic. In comparison to other nations, the number of blood donors in Pakistan is quite low. To facilitate communication between blood donors and medical facilities, there are several automatic blood endowment cores. There's no internet blood donation service that enables face-to-face communication between both donors and recipients. Here, we provide an innovative and effective solution to get around this outline. Through the use of GPS, the application finds nearby Donors who are immediately available for search. The software we provide significantly shortens the time needed to find a blood donor in a certain area who belongs to the desired blood group. As an outcome, the program we create delivers the necessary information (results) more quickly and aids in making decisions. The key impartial of our endeavor is to bring together all blood donors and recipients while authenticating and keeping their data and information regarding each person's blood and health.

**LITERATURE REVIEW**

Communication between blood distribution centers and donors is crucial since blood donation saves people's lives. Innovative applications are now considered as an important communication tool, and if they are adapted to the preferences and needs of the users, they may be most successful in promoting blood donation. Numerous researchers have carried out studies in response to this demand in order to assess the importance of using apps as a platform. A particular piece of literature outlines the specifications for a blood donation smartphone app for the city of Saudi Arabia (Riyadh) blood donation facilities and donors (Batis & Albarak 2021). A cloud-based medical monitoring system and a web-based blood donation system are also being developed by researchers (Nabil, Ihab, ElMasry, Said, and Youssef 2001). These systems will enable donors of blood as well as patients to donate or call for blood donation from blood centers. More researches are being conducted signifying the importance of having a medium to close the gap between donors and acceptor. Besides this, research was conducted implying that the efficiency of the medical systems of every nation viability, and capacity to reach

the objective of broad accessibility are significantly impacted by the availability of blood (Guglielmetti Mugion, Pasca, and Pietro 2021). As researchers begin their preliminary investigation into the benefits of using digital platforms for blood donation. Making use of the Theory of Planned Behaviour (TPB) framework (Torrent-Sellens, Salazar-Conch, Ficapal-Cusí & Saigí-Rubió, 2021). Another research was being done on application with a system intended to provide the entirety of the details available and used for the blood group or set that is always request on continuing basis. This system is characterized by ease of use and contact with other donors and the needy for different blood groups. To facilitate that there is an outbreak of the greatest number of blood donors in the nation, the application can be downloaded on smart devices (Alkandari, Alkandari & Alshammari 2016). Implementing this design scientific investigation approach was the focus of a subsequent investigation, which deduced design guidelines for successful smartphone applications and provided a theoretical framework in the form of mock-ups. They carried out two creative cycles, including regular, lapsed, first-time, and non-donors evaluated the design principles and the conceptual model (Opperman, & Müller 2022). Another (B-Door) study was also done on donating blood through mobile applications. It was developed in Flutter using Firebase as a database. The application had a list view of donors that an acceptor can look into and ask for blood from donors also have their location on the map which the donor has pinned during its sign-up.

**E-BLOOD APPLICATION**

This segment outlines the shortcomings of the current arrangement, the significant aspects of the proposed system, and the software features that make up the essential elements of the E-Blood application.

**EXISTING SYSTEM**

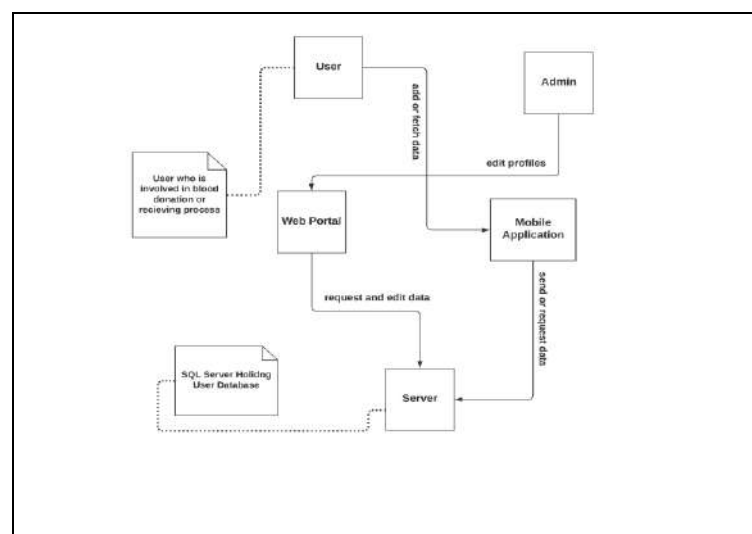
Blood donors are not rigorously checked before being given to patients. If the donor has a medical condition and gives blood to the recipient, there is a risk. It is usually advisable to verify the medical data of the donor.

- Blood donors should not have anemia
- Blood donors who have blood-borne infections should refrain from applying
- Donors who are not weighed according to height ought not to provide blood depending on height.
- Women do not give blood after a few pregnancies or when pregnant.
- The aforementioned medical records are not used in the current model. The result might be a disability. When assessing whether the blood matches the physiological conditions of the donor and patient, the two parameters below the geographical position of the donor and the distance that separates the donor and recipient are ignored into account.

**PROPOSED SYSTEM**

**METHODOLOGY**

This blood donor identity mobile app was created in compliance with Pakistan's National Blood Policy and the World Health Organization's (WHO) blood transfusion standards for usage by blood banks, blood donors, and users (around the age of 18) in Pakistan. Smartphones must be utilized since it is simple to track down blood donors in the modern-day age of social media. Together with several blood banks and private blood donors, an E-Blood app is utilized to track down blood donors



**Figure 1. Architectural design**

This smartphone software, which is centralized for blood endowment, permits Non-Governmental Organizations and hospitals to detect local blood contributors. The E-Blood application will store all of the blood donor's personal data. With this application, users can register as blood donors, blood banks, and non-governmental

organizations (NGOs). Authorized users can create requests on the availability of blood donors nearby using this application. There are already several smartphone applications available in the Play Store, but the majority of them do not guarantee the privacy and safety of the donor or the recipient. People are hesitant to disclose personal information online due to the possibility of misuse. Anyone may register to become a donor in a few simple steps. By inserting a reputable institution in the middle, the E-Blood app worked to find solutions to these issues. If the system is centrally positioned, all blood transfusions will be secure in it.



**Figure 2. Mobile Application on Android and iOS**

## **PRODUCT FUNCTIONALITY**

### **FRESH USERS OR FIRST TIME USERS**

- The first time a user uses this application, one can register by entering their email and other required details. They can also sign up using their Gmail account, and information from that account will immediately fill out the form for them.
- The sign-up module is used to gather data from users (around the age of 18) like name, blood type, phone number, and government ID of the person, address associated with their government ID, gender, and date of birth.
- After submitting their information, the user information will be verified from Admin web portal before they can login.
- An authorized user is able to donate blood and make a blood request. They can also use the map's radius filter.

### **BLOOD BANKS**

- The government-approved hospital or blood bank may register (sign up) and set up an account on this app.
- They can list available blood types in their profile and can also reach to donors for blood donation.
- During an emergency, use the app to text the donor.

### **DONORS**

- Someone who desires to donate blood is called a donor.
- Donor history is maintained in application.
- Donor account will be suspended for 2 months when they will donate blood.

## **SYSTEM DESIGN**

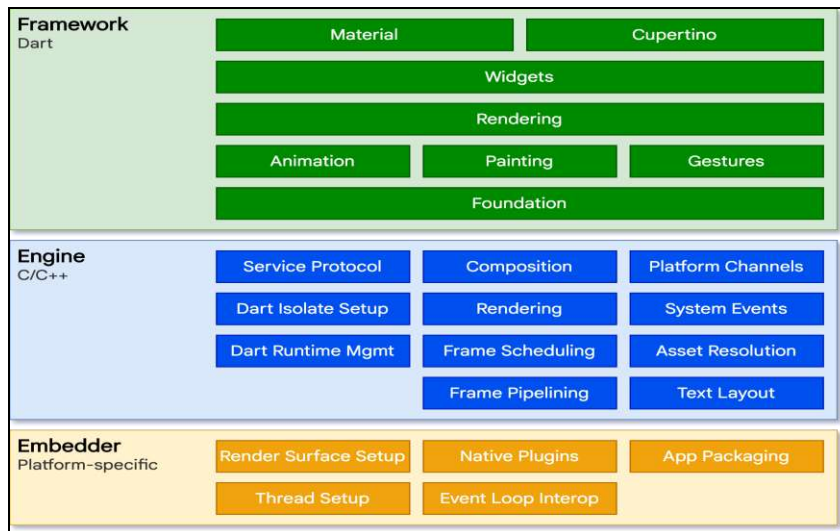
### **VISUAL STUDIO CODE**

Android runs an operating system based on Linux. Android is free to use for everyone and is software that is open-source. It is primarily utilized for interactive displays on portable electronics like smartphones and tablets. The design of Android provides support for every feature of the Java language. Microsoft created and distributed Visual Studio Code (VSCode), a platform-independent code editor, under a proprietary license. It only contains slight changes to code, base Code - OSS, which is otherwise free and open-source. In this study, the progress of VSCode and Code OSS is presented, and several elements of FOSS development are examined.

### **FLUTTER**

Google developed and released Flutter, an open-source mobile UI Framework, in May 2017. In other words, one base piece of code can be used to construct a native mobile app. As a result, users may create two distinct applications using the same code base and programming language (for iOS and Android). Another programming language used with Flutter is Dart.. The language was developed by Google in October 2011, however it has significantly advanced since then.





**Figure 3. Flutter Construction**

**DART**

A general-purpose programming language for open-source software is Dart. It was initially created by Google and then approved as a standard by ECMA. Dart is a programming language for both servers and browsers. The Dart SDK includes the virtual machine and compiler for Dart., which is offered by Google. The SDK also offers a -Dart2js tool that converts Dart scripts into their JavaScript equivalents.



**Figure 4. Dart**

**FIREBASE**

For both online and mobile apps, it serves as Google's one-stop shop. It began as a stand-alone business in 2011. Later, in 2014, Google bought the platform, and it now serves as the entity's primary software development platform. It serves as the web, iOS, and Android back-end application. It provides internal databases, a number of APIs, hosting services, real-time database and several means of authentication.



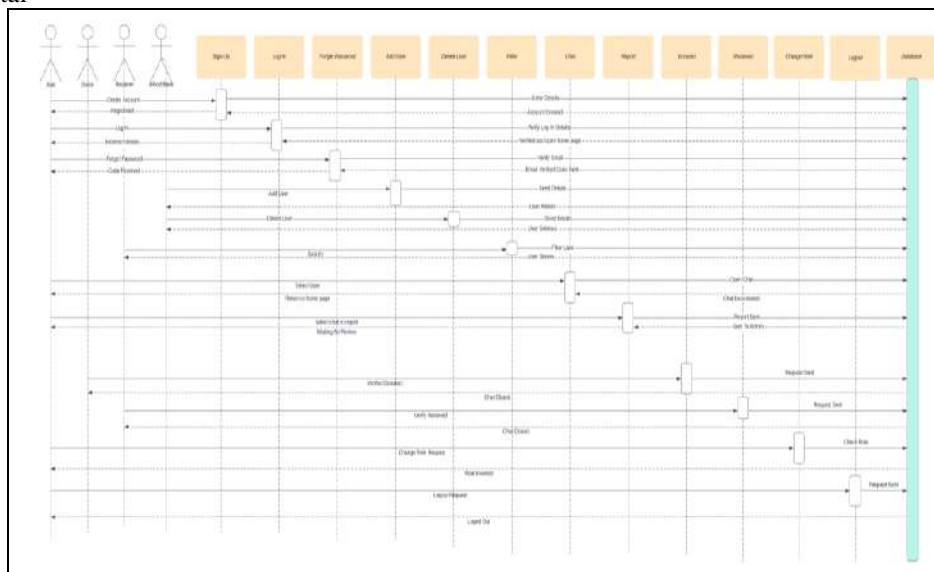
**Figure 5. Dart**

**ORERATING**

The E-Blood app is built via Visual Studio Code and includes features like:

- Signing up/Registration for the Blood Bank and Users
- Location identification using Google Map
- Blood Invocations
- Blood Endowment
- Secured Operator Account
- Instant Account Creation
- Contributor Integrity
- User Approval from Web Portal

Figure 6 depicts the order of operations diagram for the blood door application, and Table # 1 provides its fundamental



**Figure 6. Sequence Diagram**

**TABLE 1- E-Blood App's PRINCIPLES OF OPERATION**

Step 1	If a user wishes to utilize the E-Blood application, they must first register.
Step 2	Admin must provide permission via the web portal before donors may register.
Step 3	The user may manage his or her account as conveniently as possible after registering.
Step 4	The app administrator will provide an ID to each recognized blood bank.
Step 5	Through their login ID, these authorized blood banks can conduct a donor search.
Step 6	According to the donor's wishes, they can inform and communicate the donor.

**SERVICES FOR FIREBASE VERIFICATION**

This provision seeks to make it easier for users to sign up and log in. In addition to mobile phone numbers, Firebase Authentication supports Google, Twitter, Facebook, and GitHub. The system that will be developed leverages mobile number authentication. The decision to utilize a cell phone number was made so that the user may be called right away if another user is willing to give blood. This information is also used when the user requests blood.

**REAL-TIME DATABASE**

It is a structured query language-free cloud-based database that users from all over the world may use to sync and manage their data.. As a result, if information is changed in the database, the user side is frequently updated as well. All application-related data, such as user data, blood demand data, bloodstock data, and blood donor scheduling data are kept in this database.

**CLOUD MESSAGING**

Users receive updates using this service. The user's smartphone will receive notifications for fresh blood requests and new PMI mobile donor plans, among other things. Geofencing can initially be used to screen current blood needs based on range.

Table 2 compares the BDoor Application and the E-Blood Application.

**TABLE 2 ANALYSIS OF E-BLOOD VS. BDOOR**

Parameter	BDoor App	E-Blood App
Native App	Yes	No
Admin Portal Authorization	No	Yes
In app chat	No	Yes
Chat Report	No	Yes
Donor mode disable	No	Yes
Real-time Location	No	Yes
Blood Type Filter	No	Yes
Radius Adjustment	No	Yes
Gmail Login	No	Yes

**TABLE 3- M-HEALTH [8] AND E-BLOOD COMPARISON**

Parameter	M-Health App	E-Blood App
Admin Portal Authorization	No	Yes
In app chat	No	Yes
Satisfaction with Blood Donation Norms (During Account Creation)	Partially Yes	Yes
Real-time Location	No	Yes
Blood Type Filter	No	Yes
Verified Donor	No	Yes
Gmail Login	No	Yes

**RESULT & DISCUSSION**

**AUTHENTICATION MODULE**

- Sign Up  
To be able to utilize the blood donor application, a new user can register an account and generate a password for account verification and establish their identification. They can sign up through their Gmail id.
- Sign In  
User to edit of location information as well as any other personal data, sign in to the account.
- Forgot Password  
Users have the opportunity to reset their password if they lose it. They can update the password by clicking the link they get through email.
- Change Password  
Users, hospitals, and blood banks have the opportunity to change their passwords in the settings.
- Account Verification  
We must use mail verification to confirm the user's account if they change their password or if they forget it.

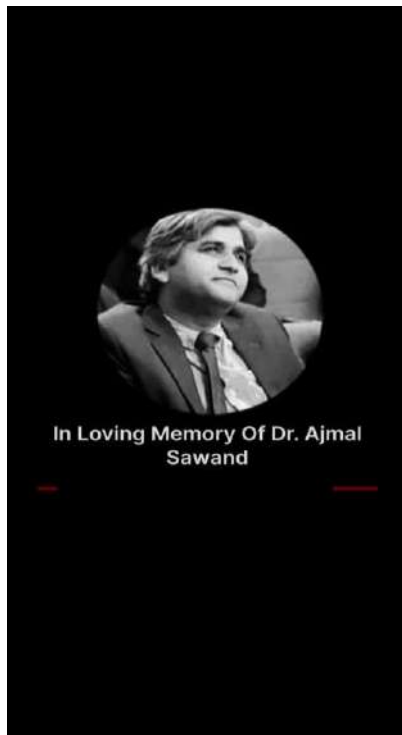
**VERIFICATION MODULE**

- Sign In  
Admin has credentials to sign in to the web portal
- Password Forgotten  
Admin will get password resetting link on their email
- Sub-admin  
Admin can add other Sub-admins, they can do all the same work as admin except adding new sub-admins.
- Pending Users

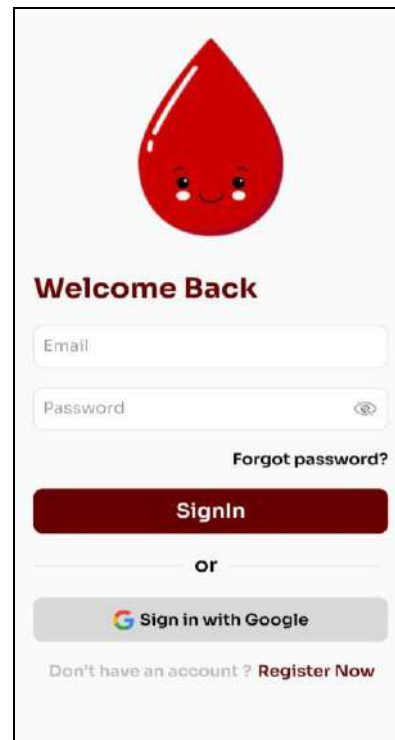
- Admin can check information of users and authorize them as legit after verifying their information
- Approved Users  
Here are the approved users shown for admin to see
- Reported  
Here admin can see the users who were reported and ban them based on the evidence provided
- Blocked Users  
Here admin can see the users who were blocked due to their behavior.

**SCREEN DESIGNS**

The app's Welcome page is a tribute to Shaheed Prof. Ajmal Sawand. Figure 8 has Sign In and Sign Up options.



**Figure 7 Welcome Page**



**Figure 8**

Users can register their account by providing their Name (As per their ID), Address (As per their ID), Government ID, Phone Number, Blood Type, Gender, Birthday, Email, and Password. Blood Banks can register their accounts by providing their Name, Phone Number, Registration Number, Address, Email, and Password.

**A blood bag in time saves a life**

Name as per nic

phone number

NIC

Address as per NIC

Select you Blood

Select you Gender

Birthday

Email

Password

**Sign Up**

Arleady have an account ? Login

**Sign Up as Blood Bank**

**Figure 9**

**Lets Register Account**

**A blood bag in time save a life**

Name

phone number

Registration No

Address

Email

Password

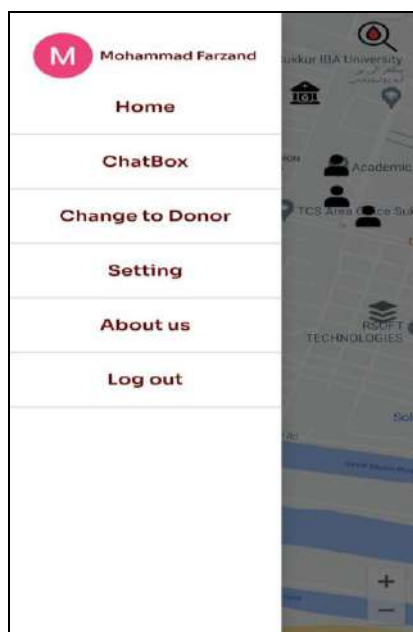
**Sign Up**

Arleady have an account ? Login

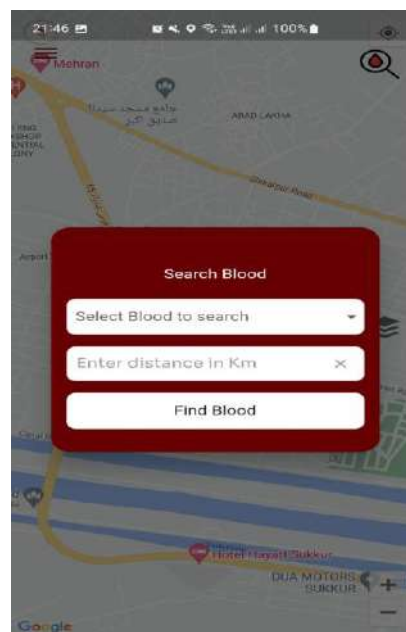
**Sign Up as User**

**Figure 10**

Figure 11 shows Home allows user to go back to main page on map screen where user can see all the active donors. Chat box will show users all the old chats they have had. Change to donor will allow user to change from receiver to donor. Setting allows user to see their profile information and also change their current password. About us gives the information about the developers of the application. Logout signs you off. Figure 12 shows filter option on map has two choices where user can sort donor based on the blood type needed and adjust the radius of area in which the search should happen.



**Figure 11**



**Figure 22**

The figure13 shows the Name, Email and Blood Group of the donor on the map. The figure14 shows the Name, Email and Available Blood Types in blood bank on the map.

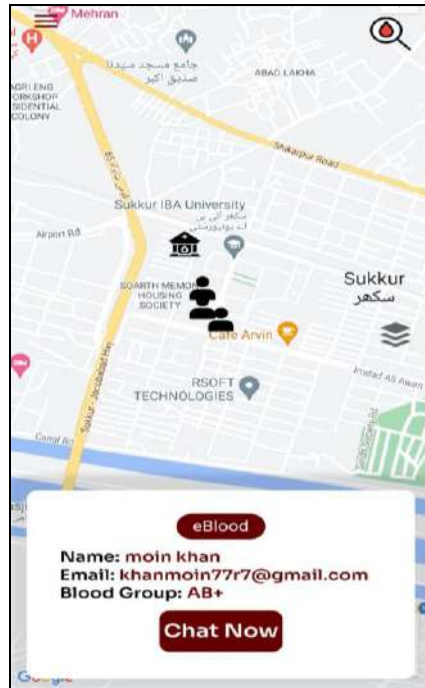


Figure 13

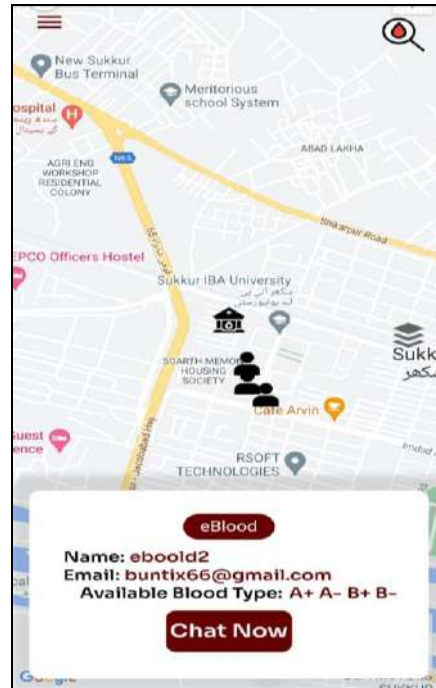


Figure 14

Figure 15 shows all the old chats of the user. Figure 16 shows user can also report each chat by choosing the predefined options and also providing the evidence of it.

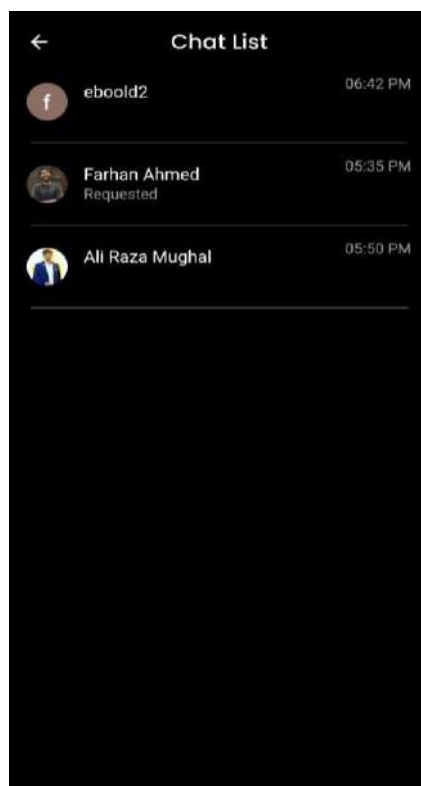


Figure 15

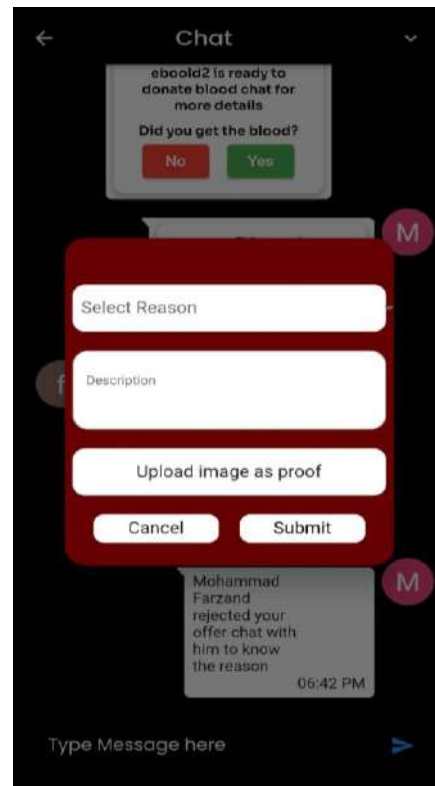


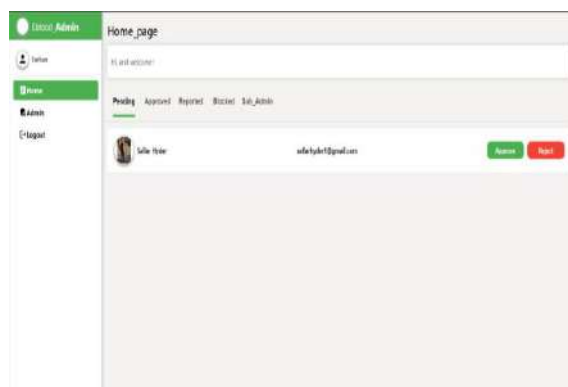
Figure 16

Figure 17 is the login page where admin will use credentials to log in web portal. Figure18 shows pending user who are awaiting to be authorized. Approved shows all the authorized users. Reported shows all the reported

users with the evidence provided. Blocked shows all the users blocked due to their behavior. Sub-admins show all the sub admins added by the admin.



**Figure 17**



**Figure 18**

**CONCLUSION**

Blood endowment is a form of civic duty in which an individual can voluntarily give blood using our app. This is a crucial development in our study since it enables a donor and authorized service operator to maintain their account. This approach ensures the safety of both the receiver and the donor. The approved user will search for a number of blood donors in their native area or other particular regions, and will then contact them via phone, message, and in-app chat requests. We have used a small number of people to test our application. Applications that provide a superior alternative remove the obstacle to blood donation immediately. In order to make sure that the donor gives blood to the community, this application was designed. The ease of usage of this model enables anyone to download it while maintaining their account.

The E-Blood app will disorder the blood supply system and assist the underprivileged in finding a free donor. This program aims to assist the original blood banks improve their services and transitioning to modern, user-friendly frameworks.

**FUTURE SCOPE**

In the future, our algorithm will be more accommodating with new features such as:

- Social Media integration will be there for more precise bio data.
- Government affiliation required for user approval.
- Deep learning algorithms and artificial intelligence can be implemented in E-Blood so that it can behave on its own without human intervention.
- Notification of the closest blood donation camp to donors through AI implementation.
- Incentive for donors so that they have the motivation to donate blood.
- In-app Advertisement to generate revenue.
- The application could provide information on NGOs and NCC Units Accessible

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**EVALUATING PRE-SERVICE TEACHERS SCIENCE TECHNOLOGYENGINEERING  
MATHEMATICS PEDAGOGICAL CONTENT KNOWLEDGE:  
A QUANTITATIVE RESEARCH STUDY**

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**ABSTRACT**

*On the way to better prepare pre-service teachers for careers in STEM fields, it is essential to comprehend their professed technological pedagogical content knowledge (TPACK). Along with these appearances, this study intends to look at pre-service mentors' views of TPACK from understudies of two unique universities in Karachi, Pakistan. There were 60 people involved: 30 students from Karachi University and NUML University, respectively. Data was gathered through a 56-item STEM-PACK Survey. The outcomes indicated that pre-service teachers fared least confidently in their knowledge of technology and most confident in their understanding of pedagogy. They gave themselves a five-point rating above four. There were no discernible disparities in terms of gender or age for any of the STEMPCK parameters. Additionally, there was a strong positive association between each of the six STEMPCK domains. It is recommended that programs for pre-service teachers teach future STEM educators in what way to combine pedagogy, material, and technology to provide successful technology-enhanced learning in their respective fields.*

**KEYWORDS:** *Technological Pedagogical Content Knowledge (TPACK), Pre-service teachers, Teacher training, Quantitative research*

**INTRODUCTION**

The rapid development of ICT in twenty-first century has significantly accelerated all aspects of education. Pre-service teachers, on the other hand, ought to assimilate their technical knowledge, in addition put it to use in a specific informative setting in order to use digital technology tools effectively. As a result, it appears crucial for teacher education programs to effectively foster pre-service teachers' technological pedagogical and content knowledge (TPACK). Since Shulman (1986, 1987) introduced the term, Pedagogical Content Knowledge (PCK) has received a lot of attention in the science education literature. He alleged that PCK was "the unification of content and pedagogy hooked on an indulgence of how specific topics, glitches, or matters are organized, embodied, and altered to the diverse interests and abilities of learners, and presented for instruction." This understanding was what he meant when he said that PCK was the concept. As it examines how PCK can be used to shape learning about teaching, this study contributes significantly to evaluating the knowledge of STEM and the PCK field in pre-service teacher education.

In current years education has been undergoing prompt variations, primarily because of the expansion of Internet technology and deviations in day-to-day communal accomplishments. Frequent changes are being observed in digital technologies. The teaching and learning process in schools is highly affected by the rapid changes in digital technologies in new software and their applications. (Hamilton et al. 2016; Koehler & Mishra, 2009). Recent research has emphasized the significance of developing students' 21st-century skills for effective learning and participation in STEM (science, technology, engineering, and mathematics) fields (Scherer, 2017; Stehle & Peters-Burton, 2019). The goal of curriculum developers is to make the most of this prospect to assist apprentices in effective learning in the digital age. To address substitute needs in a steadily changing innovation scene, educator teachers who plan future instructors try to coordinate innovation into the showing system successfully while preparing instructors on the most proficient method to best involve innovation in teaching space (Hennessy, 2005; Mishra & Koehler, 2006; Puentedura, 2006). Abebe, (2021) also emphasized that pre-service teachers believed that technology also improved self-efficacy and learning. Hence, this research engrossed a public academia fundamental teacher learning platform that formulates imminent teachers to evaluate their knowledge of and how to integrate STEM in the classroom.



**STATEMENT OF THE PROBLEM**

The scholars felt that there have been specific skills that are very vital for teaching with a value focus that ought to be stressed in pre-service teacher teaching programs. These enclosed questioning skills, listening skills, and therefore the ability to recognize distinction within the area and differentiate learning consequently. Science, Technology, Engineering, and mathematics (STEM) integrated information tactic has become the leading style of education reform worldwide. This paper presents a STEM-integrated cooperative activity to boost STEM data among pre-service teachers. STEM education encourages science acquisition, innovation, and critical thinking. The current study will evaluate the science, technology, engineering, mathematics, and pedagogical content knowledge of students of two public universities in Karachi, Pakistan by focusing on a quantitative research study.

**RESEARCH QUESTION**

1. Do the pre-service teachers of a public academia aware of the STEM PCK?
2. Are they able to integrate the STEM protocols into their regular pedagogical content knowledge?
3. What is their opinion about integrating STEM into conventional teaching methods?
4. Is it practically effective to imply these techniques in public schools in Karachi?

**RESEARCH HYPOTHESIS**

1. The students of public universities have sound knowledge about STEM PCK.
2. The teachers need to learn the new STEM methodologies so they can effectively apply them in their services. STEM knowledge is very important for new teachers so they can inculcate them in students to meet the current needs of educational level globally.

**PURPOSE OF THE STUDY**

Developing pre-service educators' content and education data is important, given that high-quality instruction in science, technology, engineering, and mathematics (STEM) disciplines. Specifically, pedagogical content knowledge (PCK) has been known collectively of the foremost critically required analysis areas inside our pre service academics. However, restricted analysis exists on STEM PCK in developing countries like Pakistan. For that reason, this research explored whether or not explicit educator research exertion and casual instructional experiences influenced high school instructors' teaching of content and practices.

**SCOPE OF THE STUDY**

STEM is an abbreviation of the combination of science (S), innovation (T), designing (E), and math (M). In many nations, STEM education is promoted as a means of preparing citizens to comprehend STEM and possess multifaceted capabilities that can be utilized in modern life. In addition, it is frequently anticipated that STEM will address the issues of declining student interest in careers in science and technology and low scores on international tests like TIMSS and PISA. For instance, the USA has a public intention to expand the number of graduates with STEM degrees to keep up with America's serious position in the worldwide economy. Pearson (2017) also stressed that in order to help educators comprehend the cause of integration and make obvious the connections between science, technology, engineering, and mathematics in addition to their knowledge of pedagogical content, a STEM professional development program is required. In order to make Pakistani students able to move globally it is very important to integrate STEM in our education system and this can only be achieved by preparing young teachers as critical thinkers.

**DELIMITATION OF THE STUDY**

The current study only focused on the evaluation of the preservice teachers of only two public universities in one of the cities of Pakistan, Karachi. The study can be done on a larger scale by properly sampling the population. Similarly, it only emphasizes evaluating the knowledge of the pre-service teacher but does not explain any practical application of it. As it is a qualitative study so it is only based on the responses gathered in the given questionnaire. There is a large gap present for other researchers to carry on their work based on my study.

**BASIC ASSUMPTIONS IN THE STUDY**

This study assumed that the pre-service teachers of Karachi, Pakistan have enough knowledge about the content and technology and have a sound hold on the effective way of teaching. It also anticipates that they also inculcate the strategies of STEM in their routine teaching practices. They all are quite technologically friendly and can easily manage difficult tasks in less period of time. The pre-service teachers are so well trained that they will easily handle the tasks once they are in teaching practicum.

**LITERATURE REVIEW**

STEM is considered an integrated approach to education by the majority of educationists. The advantages of STEM education embrace making STEM courses more relatable, boosting student action and perseverance, and fostering critical thinking, collaboration, and propensity. The teacher's role is vital in desegregating STEM concepts and abilities, as well as in providing guidance and supervising the students. Since the majority of educators were trained in one or more STEM fields, they may not be very familiar with the teaching and learning of integrating these strategies

as a methodology in practical teaching. Extending STEM PCK is one of the objectives of integrated STEM education in order to track changes in teaching practices. It's necessary for teachers to increase their PCK as this can facilitate to realize the specified outcomes for academics and students. Academics need to be required to have in-depth knowledge of the relevant areas in order for college students to acquire the right thoughts. An essential component of any integrated STEM education program or activity is the solution to the discourse problem. The problems are occasionally ambiguous, and finding an answer will require considering several facets of science, mathematics, engineering, and technology. Therefore, it is crucial for instructors to be knowledgeable about the content of STEM subjects in order to help students employ the appropriate concepts and techniques to solve problems. Without a proper understanding of the definition, particularly with regard to the character and scope of integration, teachers may still find themselves thinking of or having an impact on STEM education as the typical individual STEM subject teaching and learning. Teachers should even have the correct orientation in terms of their beliefs and angle toward the goals and outcomes of integrated STEM education for the students.

In group activities including STEM ideas and abilities, instructions, and student management, the teacher's involvement is essential. This study found that instructors were lacking in PCK for integrated STEM teaching. This means that in order to plan and carry out successful STEM programs, academics require mediation in the form of significant integrated STEM PCK. Academics may find it easier to construct the STEM education PCK with the help of teachers' professional growth and collaboration with STEM experience. Academics are given STEM PCK through short-term courses or ongoing professional learning communities (PLC), which may change teachers' classroom practices and boost their efficacy in delivering successful STEM teaching programs or classes. Similarly, collaboration with the STEM community of follow may additionally improve academics' STEM PCK as teachers are exposed to the authentic application of integrated STEM ideas and skills within the real-world setting. Impact studies are done to see the effectiveness of the varied programs. It's hoped that each one of these can facilitate the implementation of integrated STEM education (Ling et al., 2020).

Akçay & Avcı (2022) stated that the advancements in information and technology are accompanied by completely new wants. The under-training service lecturers are expected to have knowledge of science, technology, and engineering, to be prepared to apply what they have learned and integrate it with other subjects, and to support their technology knowledge with content knowledge and industry-specific education methodology knowledge. Similar to this, programs for pre-service teachers should give STEM lecturers a means to combine pedagogy, content, and technology to create successful technology-enhanced learning in their fields. The study's findings included the observation that pre-service STEM professors tend to have a favorable opinion of each of the six TPACK disciplines (Irwanto et al., 2022). Rahman et al., (2021) also explored that science, technology, engineering, and mathematics (known as STEM) field and connected jobs square measure more and more demanding, thus lecturers should be equipped with STEM-based data throughout schoolroom instruction in getting ready students with STEM-relevant skills. However, past studies showed that a lot of lecturers were less assured in applying the data that much affected students' interest in STEM opportunities. Ali et al., (2020), also concluded it was found that participating lecturers had a thorough comprehension of and perceptions of the contents of TPACK. The Unified Nations agency was unified or strongly united with the positive methods in their field of study, with science having the best proportion of educational content data and mathematics having the lowest percentage. The STEM PCK Scale is a genuine and trustworthy tool that aspiring lecturers will likely live STEM PCK. Yildirim et al., (2019) commented that there have been no valid and reliable STEM PCK instruments for preservice and in-service lecturers. Understanding teacher candidates' STEM PCK can facilitate teacher educators to strengthen their courses and establish gaps in teacher candidates' data that require to be self-addressed.

### **RESEARCH METHODOLOGY**

The research totally based on quantitative examination of the data gathered as of a registered close-ended questionnaire. The study focused on 60 pre service teachers of the academic year 2022/2023. 30 pre service teachers voluntarily participated from Karachi University and other 30 from Numl University, Karachi Campus Pakistan. The STEM PCK questionnaire comprised of three key divisions, which are Pedagogical knowledge (12 items), STEM integration knowledge (science - 8 items; technology - 7 items; engineering - 7 items; mathematics - 8 items), and 21st-century learning (14 items). The items are given in the Likert Scale 5-point (1 through 5). Written permission was obtained before the collection of the data. The purpose, and the instructions for completing the survey were explained to the pre-service teachers at the commencement of the survey. Their individualities were retained unidentified. All teachers were permissible to complete the STEM PCK survey at a place of their choice at a convenient time for them over a self-administered study (Robson & McCartan, 2015). Finally, respondents were required to provide some of their demographic information in terms of gender, age, and grade level without mentioning their

names. The collected data was organized by MS Excel 2019 and interpreted and analyzed by making graphs and tables.

**DATA ANALYSIS AND PRESENTATION**

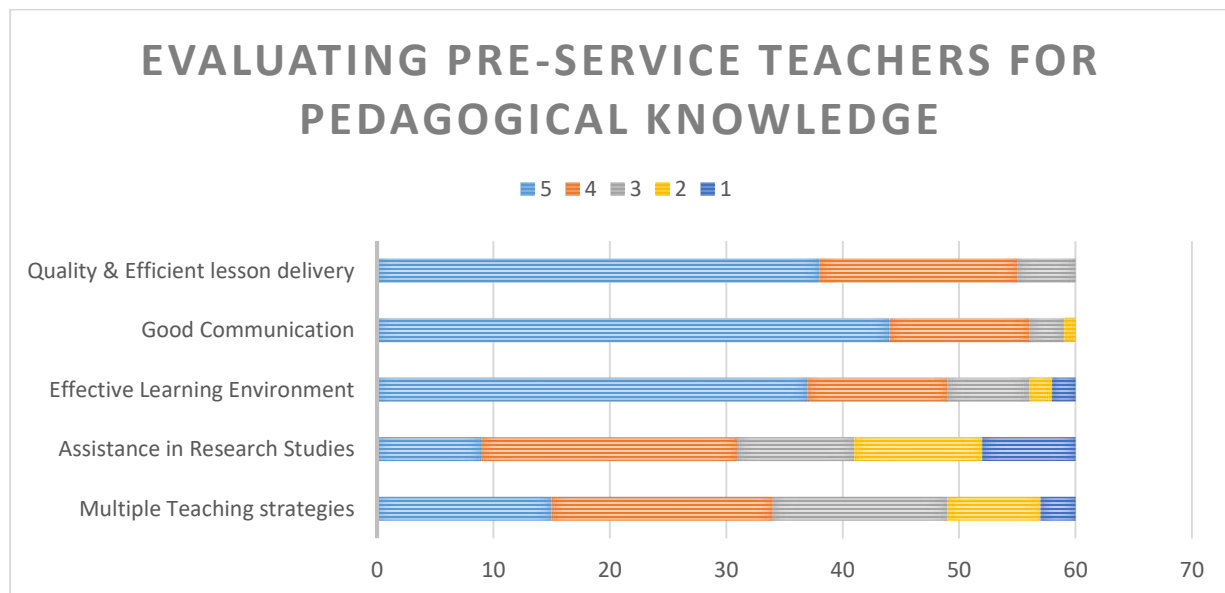
In the present study, the data analysis showed that the pre-service teachers have enough knowledge about the STEMPCK as the majority of them rate the statements at an average of four on Likert scale. This specifies that the mean score is moderately high paralleled to the mid-point. The results exhibit alignment with the null hypothesis that the students of public universities have sound knowledge about STEMPCK. This might be because the current needs of the global world about STEMPCK and the use of internet is easy for the respondents. It also interpret that although they have the knowledge but the teachers must learn the new STEM methodologies that can be practically applied in schools. Bingimlas (2018) also explained the same trend as the current study that the participants are tremendously optimistic About STEMPCK and its application in the education system. STEM awareness is vital for fresh and novel educators so they can instill them in learners to come across the current prerequisites of education. The following table explains the demographic data of the respondents under study which shows that more females are associated with the teaching profession as compared to the male and are more enthusiastic about teaching as a profession.

**Table 1**

Vivid Data About the Learners in the Study			
		Frequency (f)	Percentage (%)
University	Karachi University	30	50
	NUML University	30	50
Gender	Male	12	20
	Female	48	80
Age (years)	21-25	44	73.3
	26-30	16	26.6
Class	3 <sup>rd</sup> Year	38	63.3
	4 <sup>th</sup> Year	22	36.6

**PEDAGOGICAL KNOWLEDGE**

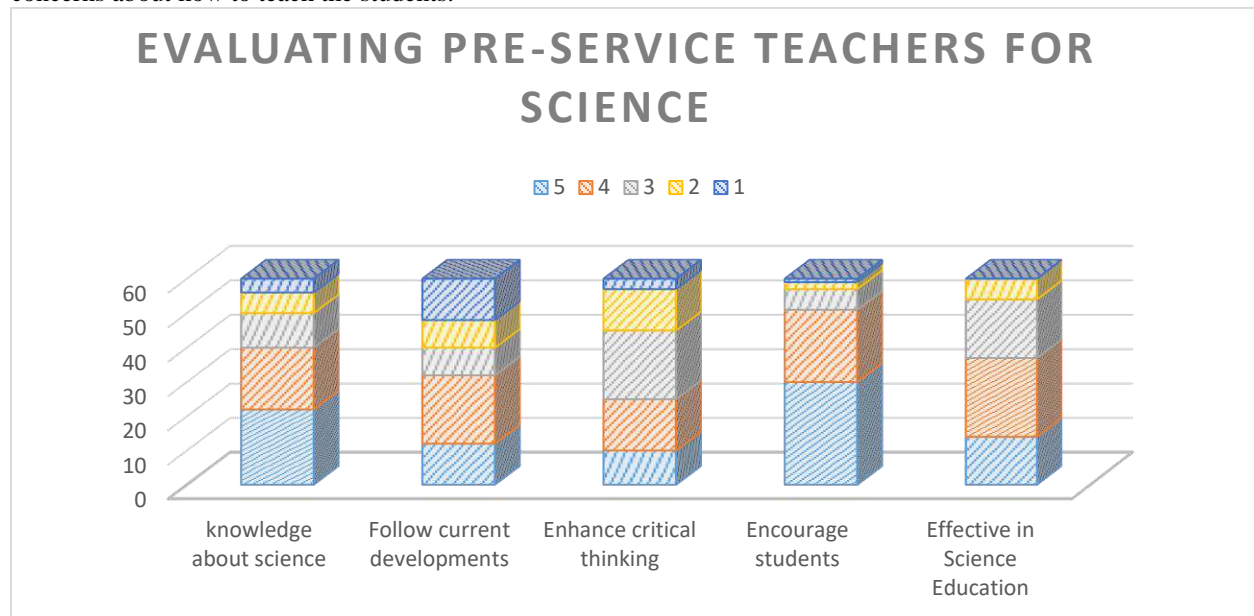
The data analyzed represent that more than 70 % of the respondents were confident and sure about their pedagogical knowledge. This trend also showed their self-confidence about the content knowledge. They are also good in communication skills and maintain effective learning skills as compared to assist and use the knowledge in research studies. 50 % of the students were also reluctant to use multiple teaching strategies at a time. Irwanto et al., (2022) also explained the same trend that teachers are quite confident about their pedagogical knowledge and rate them higher than average.



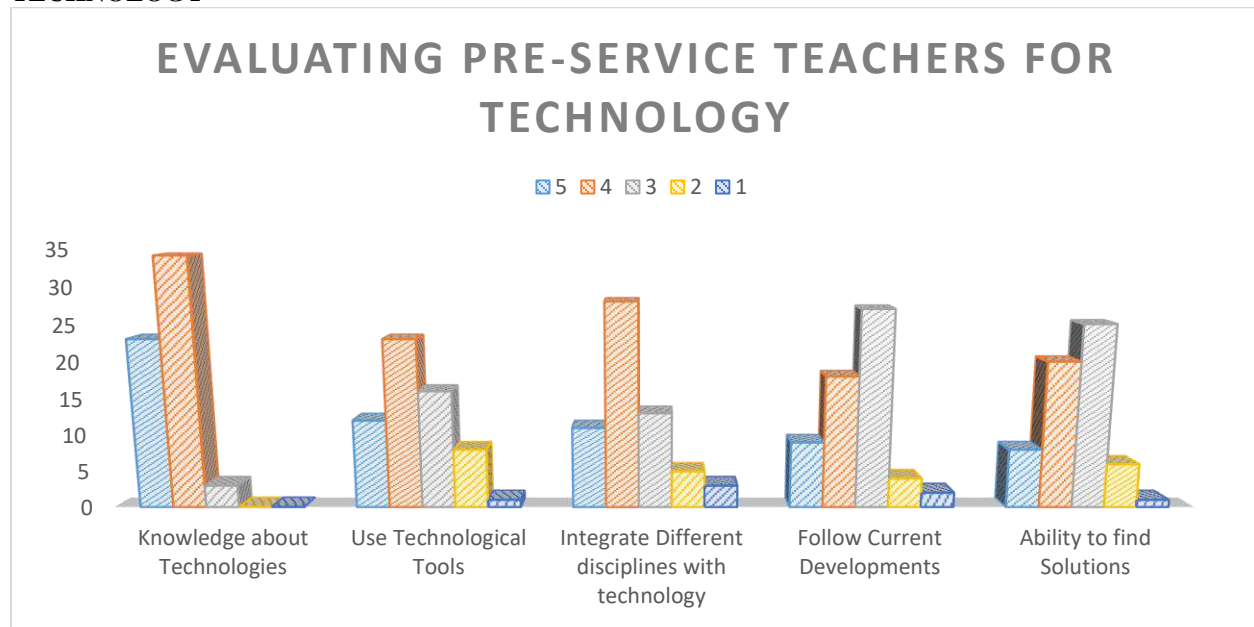
**Figure 1**

**SCIENCE**

The respondents are also very confident about their basic knowledge of science as it is the major course in the schooling system in Pakistan. Secondly, great emphasis is given by the two universities in scientific knowledge and its implications. The majority of the students rank above the neutral point showing a strong optimistic response except for their expertise towards critical thinking as explained by the graph below. Nilsson& Loughran (2012) also emphasized to use of Content Representation (CoRe) methodology in science through involvement in research and to enhance critical thinking in pre-service teachers as the aim of educating teacher is not to articulate teachers in what way to teach, then to train them to aim deeply nearby their training as sound as to aid to overt the important needs and concerns about how to teach the students.



**Figure 2**  
**TECHNOLOGY**

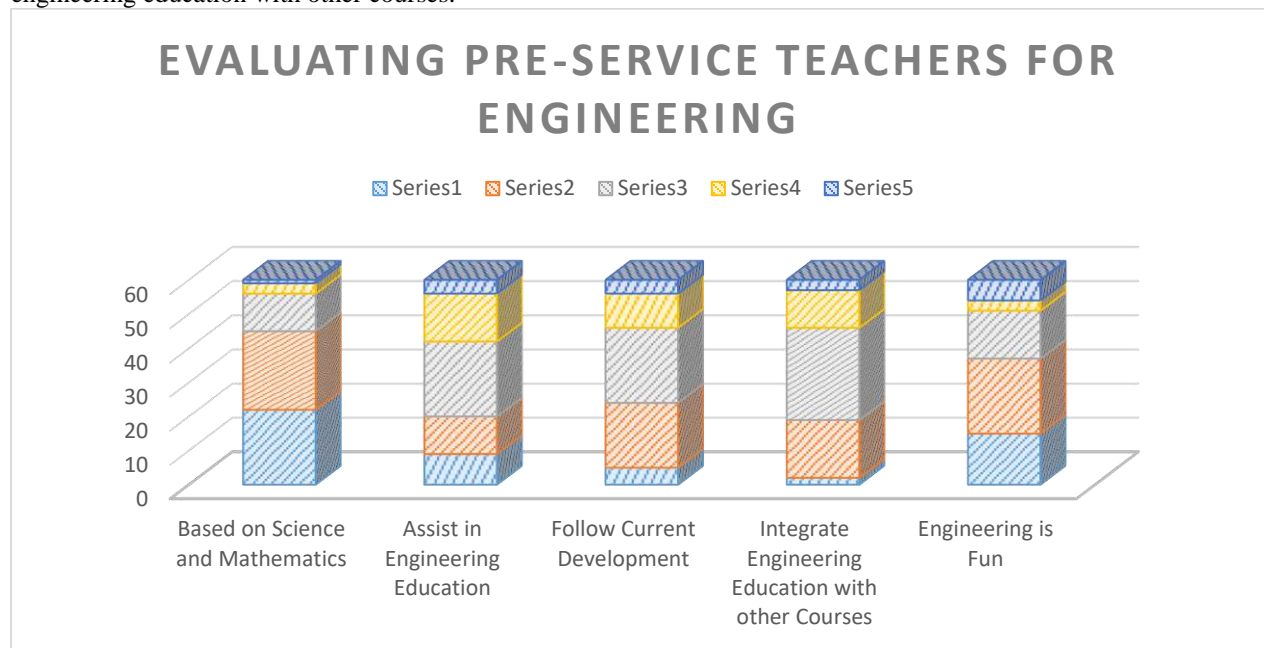


**Figure 3**

The response of technology use was a little different from the rest of the factors as the majority of the respondents have knowledge about technologies but are less assertive about the use of technology and its integration with the current developments. They also feel that they lack the ability to find new solutions by using technology. Many researchers also showed the lowest score in technological knowledge and implications as compared to pedagogical knowledge. Precisely, they were more informed in the area of pedagogy and content rather than technology based studies (e.g., Schmidt et al., 2009; Chai et al., 2010; Roig-Vila et al., 2015). The findings show that there is a critical need for teacher training programs to educate not just about pedagogy (PK), but also about how to successfully integrate pedagogy, content, and technology into the curriculum.

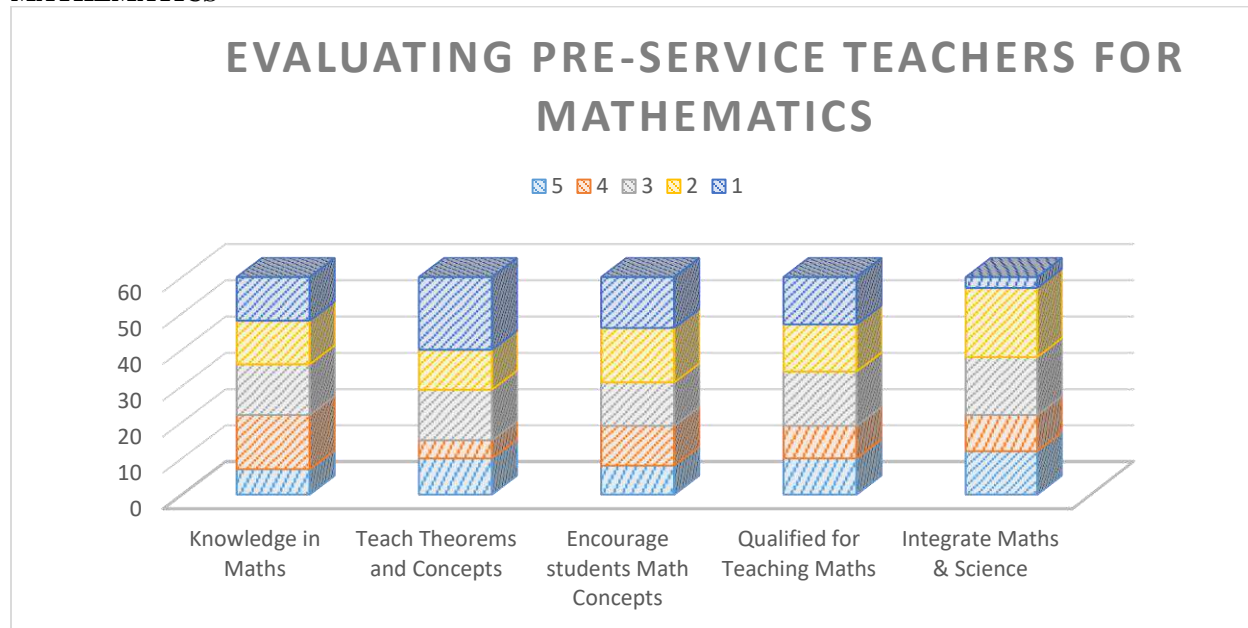
**ENGINEERING**

The outcome indicated that the majority of the pupils consider that engineering is grounded on Maths and science. Mixed responses were observed where few showed positive responses and interest in engineering, majority stayed neutral about the response and knowledge where few also disagree about their knowledge and interest in engineering. French & Burrows (2018) also illustrate that preservice teachers are adept on developing inquiry-based instructions that provide chances for their imminent apprentices to cooperate, use scientific equipment, and assemble and scrutinize data, but they entail more aid when creating learner accomplishments where pupils cultivate testable queries, review the already used questions and methods, partake in peer analysis, and present the findings to their colleagues or the superior scientific community. The pre-service should be provided with such courses where they learn to integrate engineering education with other courses.



**Figure 4**

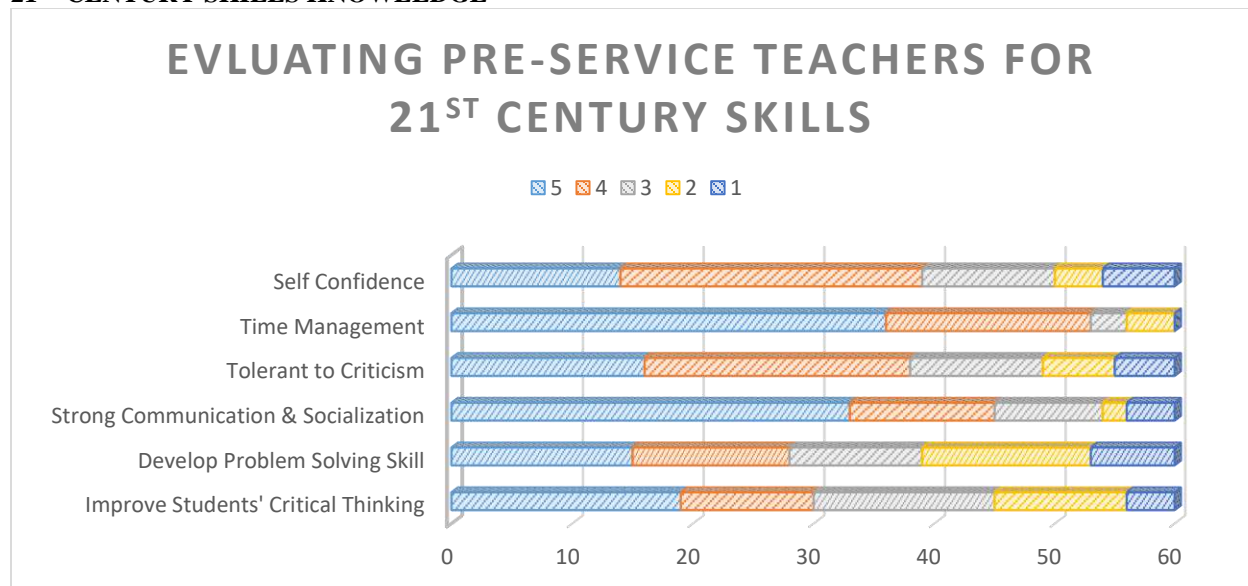
**MATHEMATICS**



**Figure 5**

The students were doubtful in their mathematical knowledge. Few showed positive response who have their own interest in mathematics. Later, it was discovered that they have learned many courses regarding mathematics and statistics. Majority of them lack the concept to teach theorems and their implication in everyday life. Sintema & Marbán (2020), also showed the similar results about teaching mathematics, pre-service teachers are likely to lack the required amount of self-concept and confidence with less expertise in clearing up students' misunderstandings. Additionally, they lacked sufficient understanding of the various functional representations.

**21<sup>ST</sup> CENTURY SKILLS KNOWLEDGE**



**Figure 6**

The respondents were extremely positive toward 21<sup>st</sup>-century skills. They have self-confidence, time management, good tolerance to criticism, and working to develop problem-solving skills. Contrary to this, many of them need to work on critical thinking skills. Programs can be offered to enrich the critical thinking abilities of pre-service teachers so they become able to implement the same at ground level. Haviz (2020), also supports the findings and claims that pre-service teachers have access to valid and trustworthy 21<sup>st</sup>-century skill tools.

**DISCUSSION**

Advancement in technology and teaching methodology are pre requisite of contemporary era. To meet the emerging requirements in educational field, it is necessary to equip our instructors with new teaching techniques and strategies. Speedy headway of knowledge in fields like medicine, Engineering and Accounts require multi integration approach to support field specific pedagogical methods. The importance of STEM is very much evident and it has become a valuable weapon for teachers and candidates to excel academically. As regard to the above-mentioned subject matter, the pedagogical institutes work with STEMPCK to reinvigorate new avenues and polish their existing skills. Smart program management and practical courses will enhance the confidence of pre service teachers greatly. Critical thinking and GPEST analysis will provide further aid to make Pakistani teachers relevant in the global village. STEMPCK related activities and inclusion of relevant courses will help students to critically and multilaterally analyze the provided situation. Therefore, I strongly present my case in favor introduce STEMPCK in an integrated fashion rather than offering discrete technological content and courses.

**CONCLUSION**

The above-mentioned discussion concludes my stance on high proficiency levels of STEMPCK. This research work provides lucid results by sheer groundwork at two public institutions at Karachi. The research further prove that how the six STEMPCK disciplines appear to be perceived by pre-service STEM teachers. The participants possessed a higher level of pedagogical content rather than technical knowledge to process that data. Yual Noah Harari, author of 21 lessons of 21<sup>st</sup> century, has very rightly highlighted the down side of knowledge illusion and stressed on the need of learning navigation through the big sea of data. Therefore, numerous STEM courses should be raised in order to foster technical literacy and critical thinking among students. Thus, implementation of STEM tactics is crucial to excel the students in future classrooms.

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**IMPACT OF ORGANIZATIONAL CULTURE, TRAINING & LEADERSHIP ON EMPLOYEE PERFORMANCE IN SMALL MEDIUM ENTERPRISES (SMEs) OF KARACHI**

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**ABSTRACT**

*Examining how organizational culture, leadership, and training impact employee performance is the goal of this study. This research is a quantitative research with a case study at the SME's Company in Karachi by distributing questionnaires to 150 employees. SPSS was used to process the data. The findings revealed that the respondents did, in fact, believe that organizational culture and Training had direct significant effect on employee performance, and Leadership could not rely on employee performance. Organizational culture has a significant direct effect on employee performance and training has a significant direct effect on employee. Where all relationships lead in a positive direction except leadership. There hasn't been any study that looks at the relationship model of those four factors in order to ascertain their wider relationships and This study gives a broad overview of employee behaviors in SME's and is helpful as a starting point for developing strategies, particularly for businesses looking to boost performance.*

**KEYWORDS:** *Organizational Culture, Training & Leadership, Employee Performance*

**INTRODUCTION**

This study aim at examining the effects of organizational culture, leadership, and training on employees' performance. There are three main things which are very important for employee performance, the primary factor is company culture, which has an impact on all facets of your organization, including tone of voice and timeliness as well as contract conditions and employee benefits. Organizational culture has been identified as a significant valuable resource and a barrier to imitation, as well as a variable that profoundly affects productivity (Joseph & Kibera, 2019). Your employees are inclined to feel comfortable when the workplace culture matches their preferences. A positive work culture promotes productivity, engagement, and improves employee's experiences. Every employee possesses the capacity depending on his or her knowledge, abilities, and competences that are suited to the position, as well as on their , job satisfaction, leadership style, corporate culture, and personalities, attitudes, and behaviors (Mubarak ,2019).With a good organization culture, you also need to offer training and development. Training is important for improving employee performance since every business needs skilled and experienced workers to carry out their tasks. Performance is the result of someone working hard to do something tasks entrusted to him relying on his abilities, experience, sincerity, and timing (Sabban, 2020). Training also shapes workers' knowledge, skills, behavior, and attitudes toward the demands of their jobs. One of the main operational tasks in human resource management is training. According to a study by (Haryono et al., 2020).Companies with excellent staff training initiatives can boost workers' work performance. All firms that want to boost worker performance must put a strong emphasis on staff training. The third factor is a competent leader who can effectively communicate, manage and allocate tasks, pay attention to criticism, and address problems in a constantly changing workplace. Therefore, having the correct kind of leaders is strongly recommended for the organization in order to increase production and efficiency (Agarwal, 2020).

In a broader sense, culture means the complex whole people learn from socialization and implicit cultural transmission that consists of knowledge, ideas, art, ethical practices, and customs.

Schooling within a given society (Joseph & Kibera, 2019). Although many definitions of organizational culture have been put out by scholars (Joseph & Kibera, 2019), the base of culture is comprised of the fundamental underlying assumptions that the majority of organizational members. It's important to be able to adjust your methods to fit the local culture. This does not imply, however, that one has to permanently adopt a new mindset in place of the previous one (Mubarok, 2019). Leaders in care of people management training generate various exercise programs to put personnel in a position where they can fulfil their duties and acquire the needed skills, knowledge, and capabilities (Halawi et al., 2018). The importance of leadership in an organization can be seen in how it contributes to the formulation of the firm vision, mission, and goals as well as the design of its strategies and policies for achieving those goals in an efficient and effective way (Agarwal, 2020). Holding training package where One method to raise employee performance in the company is to execute a program that was established with the requirements of the company in mind. (Niati et al., 2021). Training serves as one of among the most important aspects of a worker's career growth. The outcomes of previous study by (Niati et al., 2021a) who revealed that training takes such an affect that is straight related to career progression, provide evidence for this. Performance results show how well major stakeholders, including customers, staff, and shareholders, were able to balance their competing interests (Joseph & Kibera, 2019). The current study will help determine whether adopting collaborative as well as transformational leadership styles has any effect on employees' performance; if so, whether that impact is significant or otherwise; and, in addition time, it will assess the degree to which performance varies as a result of endorsed leadership styles (Agarwal, 2020).

#### **INDUSTRY BRIEF**

Small and medium-sized businesses, also known as SMEs, are self-regulatory businesses that typically employ fewer people than a predetermined threshold. Small industries are typically ones with fewer than 50 employees. We are focusing on SMEs (small to medium-sized firms) in this research because they are an important part of the economy of a nation.

#### **RESEARCH PROBLEM**

Organization culture, Training, Leadership has a key influence on employee performance. The research is on the SME's of Karachi, Sindh Pakistan. Some research hypothesis proved that these variables have significant but these researches on specific industries (Shahzad, 2014). Our research include all the SME's of Karachi.

#### **OBJECTIVES OF THE STUDY**

To check the impact of organization culture on employee performance.

To check the impact of leadership on employee performance.

To check the impact of training on employee performance.

#### **JUSTIFICATION**

This research is being conducted for the peoples who are facing various problem in the enterprises either small or medium and for those who are going to start their business now, so the reason of this research is to aware them that what is the importance of training, leaders, and a good culture in any organization for achieving their target and for employees sustainability.

#### **LIMITATION**

We have selected only SMEs (small medium enterprises) of Karachi so this research is limited to the SMEs of Karachi only

#### **SCOPE**

As we can see, many people started small enterprises just after COVID cycle as a result of losing their jobs. Small and medium-sized businesses (SMEs) are essential to the world economy and perform a crucial role in economic growth by supplying goods and services, promoting industrialization, establishing managerial skills to boost national wealth, and, most importantly, by employing residents of the nation. There are always certain challenges like culture, how to teach someone to be a wonderful employee, and how to manage them to produce flawless results whenever we launch any firm. We must all learn how to deal with these issues in the modern period if we want to preserve our businesses in the marketplace. His goal as a pioneer is to increase employee engagement, make a business better at filling talent pipeline shortages, and cut down on the difficulties and costs associated with turnover. Kinds of leaders attract, hire, and motivate excellent people. Management of training, or the activities that focus on strengthening a person's skills in management and leadership is also very important. Soft skills like empathy and communications may be given more weight because they foster better teamwork and deeper relationships with the individuals they manage.

#### **ASSUMPTIONS**

People might make the assumption that there is no need for proper training for a small business.

Some people make assumptions that we don't need a maintained culture for organization.

People might make assumptions that everyone can do their task without any leader or a focus person in the organization.

### **LITERATURE REVIEW**

An organization must pay close attention to performance. The institute will be capable to participate successfully with excellent employee performance. Performance is a learning outcome that an individual or a group of persons within a business can attain, in according with their specific powers and objectives, in an endeavor to uphold morality and ethics while remaining within the bounds of the law and in conformity with the objectives of the relevant organization (Wahjoedi, 2021). Many variables that affect each person's performance can be divided into three categories, specially the person's own competence of help from the general people, the company, and management (Wahjoedi, 2021). Several factors motivates organizational culture, training, leadership and employee performance.

### **ORGANIZATIONAL CULTURE**

Organizational culture serves businesses as (Mubarak, 2019) 1) to provide employees a sense of organizational identity; 2) to demonstrate a group commitment; 3) to encourage the stability of the social structure; and 4) to create behaviors by assisting managers in being aware of them. According to(Mubarak, 2019) , how an organization's culture work 1) the responsibility for carrying out duties in the human resources sector; 2) an approach for creating the businesses' plans. According to (Meng & Berger, 2019). The organizational atmosphere of a company is its shared beliefs, values, and presumptions. Such core interests have an impact on organizational members' behaviors because they rely only on norms to inform their choices and behaviors, which additional has an effect on the performance of a firm (Meng & Berger, 2019). Organizational associates build a combination of mutually agreed ideas and beliefs around by considering organizations as socio-political, sensible, and logical systems, one can determine what is true, what matters, and how to behave. (Meng & Berger, 2019). According to (Joseph & Kibera, 2019), behavior and culture both impact one another and promote learning among organization members as well as the creation of novel solutions to the company's performance-oriented problems. The primary benchmark for the actions and results of the business is the sum of the efforts of each individual member of the organization. Performance evaluation is the top management's role, according to (Joseph & Kibera, 2019). As a outcome, managers deliberately work to produce an organizational values that morals performance. (Joseph & Kibera, 2019) highlight the importance of corporate culture by asserting that for an organization to prosper, its strategy, its structure, and its culture must be successfully linked. Additional support for the hypothesis that organizational culture influences performance through stabilizing individual behavior is provided by (Joseph & Kibera, 2019). Additionally, (Joseph & Kibera, 2019) emphasize organizational culture as a guiding principle that directs organizational behavior in the management's desired direction. The body of extant research indicates a positive relationship between corporate culture and effectiveness. The four organizational culture facets that Denison (Meng & Berger, 2019) identified and validated as having a positive effect on organizational effectiveness are flexibility, consistency, engagement, and mission.

According to (Meng & Berger, 2019), establishing a culture of sharing and working across organizational borders requires a flexible culture in the organization. Additionally, businesses from (Virgiawan et al., 2021). Correspondingly risk-averse organizations will choose to treat it less seriously and build stronger organization structure. Likewise, businesses with a higher tolerance for risk will decide to take additional of them and adopt a softer managerial style.(Virgiawan et al., 2021). The company culture that CEOs create will affect employee performance and strategy, according to numerous studies (Virgiawan et al., 2021). It's important to give employees a voice in the organization. If employees participate in organisational activities, they will feel like a part of the company.

### **LEADERSHIP**

When management is a collaborative effort by a collection of people towards a common goal, teamwork is possible. (Virgiawan et al., 2021). In the field of organizational behavior, "the ability to inspire a group towards accomplishing goals" is referred to as leadership. This leadership style has been extensively researched, makes use of traditional work environments, and is scattered in thoughts (Virgiawan et al., 2021). Another crucial organizational characteristic is leadership, as it greatly influences the direction and ruling mechanisms within businesses (Meng & Berger, 2019). The deployment of a leadership style in an organization is determined by a variety of elements because not all styles are appropriate in all circumstances (Agarwal, 2020). Employee performance is significantly impacted by the actions of leader (Zoechriba et al., 2020). The characteristics of a leader's followers and the importance of communication that takes place between the follower and the leader both have an impact on that leader's performance (Zoechriba et al., 2020). Leadership styles need to be refined and developed through time, even if they draw attention. According to study, competences change according to the circumstances and develop, mature, and emerge throughout time (Virgiawan et al., 2021). In a broad sense, leadership entails the process of setting organizational goals, a worker's conduct inspiring them to attain goals, influencing workers to better the group, as well as the culture (Zoechriba et al., 2020). To better understand how outstanding leadership in public affairs can manage developing difficulties and how

the field may better educate communication professionals for a changing and uncertain future, leadership research has been broadened into a worldwide context (Meng & Berger, 2019). Although the leader occupies the center role, selection is given to the staff in order to increase the employees' involvement and loyalty to the company (Agarwal, 2020).

A transformational leadership style is one that relies on initiative and is used by leaders and for benefit of the group, company, and employees that work for, beside, and under each other. Transformational leaders' primary goal is to enable their team members (Agarwal, 2020). The available research discusses the fact that various types of organizations have six fundamental components, including top management, which is located at the level of the hierarchy, middle management that also operates at the intermediate level of the organization and specialized core, which handles all of the institution's essential and vital tasks (Agarwal, 2020). Another one is the administrative support team, which performs numerous tasks for the organization, such as mailing, upkeep, and clerical work. The ideology, which is located in the organization's core and defines its values, cultures, and beliefs, is what distinguishes it from other organizations (Agarwal, 2020). Excellent influence, inspiring motivation, idealized influence, and situational variables are all components of transformational leadership (Agarwal, 2020). Given the importance placed on the objectives and organizational achievements, this leadership may be essential in nonprofit and public institutions. These company have a high propensity and community-focused goal (Bich & Thai, 2019). A range of tactics, both explicit (like transformative leadership) and implicit (like emotional contagion), can have a positive impact on team dynamics and output.2020 (Zoechriba et al.) .

### **TRAINING**

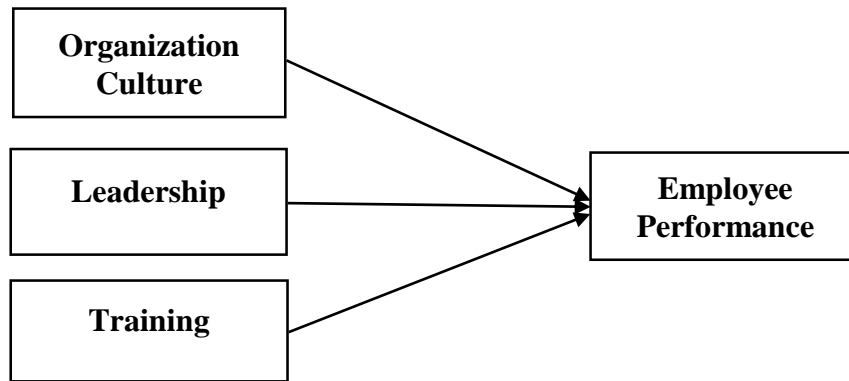
By expanding their abilities, talents, knowledge, and behavior, training is a technique utilized to mould and equip staff employees so that changes are occurring more smoothly, effectively, and rationally (Niati et al., 2021b). Employees will be able to learn particular information and practice skills that they can use at work in the future with the help of training, in a limited sense (Niati et al., 2021b). According to Halawi et al. (2018) Training is a planned, organized activity that increases the degree of abilities and knowledge required to complete tasks successfully. A person with a leadership style who seems to have managerial power and the ability to persuade others. Leadership, on the other hand, is just what leaders perform; it is the process of taking charge of a team and motivating them to reach a common objective (Sabban, 2020). The trainers, students, resources, and training objectives are all covered by the training indicators.( Niati et al., 2021b) claim that training is a process that entails instructing staff members in things like abilities, behaviors, self-control, and offering skills related to the kind of work they will be doing. According to (Halawi et al., 2018), firms who offer high quality training have been able to increase their revenues three times more than rivals. However, it takes a combination of coordination and strategy to have such higher intensity programs and personnel; it's not a simple task. With this strategy, training that emphasizes employee motivation, skill mastery, and the development of critical thinking abilities can be effectively provided. Last but not least, training must be based on real-world experience as well as classroom instruction to develop abilities that will last in the industry (Halawi et al., 2018).

### **EMPLOYEE PERFORMANCE**

Employee productivity is frequently correlated with the company's efforts to innovate new products, as well as with profits, revenue growth, and market share gains (Virgiawan et al., 2021). All facets of modern day life include productivity and significant value. Performance affects every part of business management in the workplace, thus all managerial actions will boost it (Mubarok, 2019). Performance is the amount and level of effort completed by an employee while performing a task allotted to him after fulfilling his duties (Zoechriba et al., 2020). To find success as outlined in the statement of vision, performance is a crucial factor in deciding the organization's orientation. Employee advancement will enable the organization to thrive in a competitive market climate that is unstable (Zoechriba et al., 2020). Employee performance refers to the technical expertise, conceptual knowledge, and personal interaction skills that employees must have in order to accomplish their job duties. (Sabban, 2020) cites productivity, quality of service, supportiveness, ownership, and accountable as measures of employee performance. Work directly tied to organizational and customer goals that also supports the economy produces performance (Mubarok, 2019). Higher aspirations of incentives for high efficiency, a higher affecting commitment towards the organization, highly top achievers additionally showed a larger responsibility to aid the organization in reaching its goals. Every single one of these discoveries was again linked to increased effectiveness in new responsibilities (Virgiawan et al., 2021). Employee morale is improved through performance evaluation, and this encourages employees to take part in innovative projects and makes it simpler to achieve desired results (Virgiawan et al., 2021). There are three specific ways to evaluate an employee's performance, depending on the quantity, value, and punctuality of their output (Zoechriba et al., 2020). The benefit of supervisors who can spot openings and be close to a talent is recognized by businesses with high-performance attainment initiatives. Companies have increasingly focused on implementing a

variety of high-performance HR practices and campaigns, such as instruction, performance appraisal, pay, professional advancement, teamwork, and many more, in order to increase employee performance. (Virgiawan and others, 2021). Mubarok et al, 2019 lists the following guidelines for creating a successful performance management program : (1) business strategy; (2) assessment evaluation ; (3) frequent quality enhancement; (4) growth; (5) establishment of a positive work environment; and (6) agreement, collaboration, and two-way interaction.

**THEORETICAL FRAMEWORK**



**Figure 1**

**HYPOTHESIS**

H: Organizational culture significantly effects on employee performance in the SME’s of Karachi.

H1: Training significantly effects on employee performance in the SME’s of Karachi.

H2: Leadership significantly effects on employee performance in the SME’s of Karachi.

**RESEARCH METHODOLOGY**

**RESEARCH DESIGN**

This research uses different independent variables, mediating and a dependent variable. Independent variables are, organizational culture, training and leadership and the dependent variables is employee performance. The simple random sampling method was used by collecting data from the different SMEs of Karachi. This study was conducted to see the impact of organizational culture, training and leadership on the employee performance. This study is a quantitative research, in order to analyze a particular population or sample, quantitative research is performed, the goal of sampling procedures is to test established hypotheses, and they are typically applied randomly while using research tools for data collecting and quantitative/statistical analysis (wahjoedi, 2021). Questionnaires were used as a medium to collect data from the respondents. Questionnaires are helpful in gathering a large number of data and where standardization brings about uniformity in questions ensuring consistency and accuracy.

**PROCEDURE**

The information gathered for the present research is quantitative and first-hand. Edited, coded, analyzed, and interpreted the field data that had been gathered. After the questionnaire was revised and validated, the analysis was carried out using the SPSS 16.0 Program. To obtain precise figures and per cent of responses to the questions, a manual methodology was also used. Because a Likert Scale were used to elicit the responses, the data was displayed as percent on bar charts, making it possible to undertake statistical examination on the answers that will be obtained (Malhotra 2004).

**PARTICIPANTS**

For the collection of the data around 15 SMEs of Karachi were targeted and 150 employees’ data was collected through questionnaires.

**DATA COLLECTION**

The data was collected through questionnaire, 150 employees of the SMEs of Karachi gave their responses. The questionnaire was distributed in both soft and hard copies, the soft copy. The comprises on eighteen statements, each related to the different variable of the study.

**POPULATION**

In the research, population is the set of individuals from which a researcher collects information in order to conduct research and draw conclusions. The population of this study is made up of fifteen distinct SME's in Karachi, where hard copies and links to questionnaires were both used to distribute.

**SAMPLE AND SAMPLING METHOD**

This study survey was conducted from 15 different SME's of Karachi, with the sample size of 150 employees. A simple random sampling method was used. The majority of the respondents were male (67.5%) however, the females were in minority (32.5%).

**INSTRUMENT SELECTION**

The instrument used in this investigation was a questionnaire. This has been selected on the grounds that they are convenient and cost effective. Questionnaires were administered to each given to the Human Resource Officer in charge of training who distributed the questionnaire to staff and was retrieved from staff in distinct span of time, and where the researchers were unable to reach the link of to the questionnaire was sent via email and WhatsApp contacts. The main data gathering instrument used in this research was the questionnaire and this was then supported by field observation to cross-check and confirms the data gathered. The data was edit to check for omissions and consistency of responses in order to ensure the integrity of the data and wholesomeness of the questionnaire.

**VARIABLES**

In this study, 5 variables were utilized to examine the relationships between them and to determine the role of the mediator and the effects of the independent variables on the dependent variables. Where organizational culture, training and leadership are the independent variables and employee performance is the dependent variable.

**LIMITATION AND RESTRICTIONS**

This survey was done only in SMEs of Karachi city. For collecting the data, we were unable to reach to some SMEs so we sent the link to the questionnaire.

**ANALYSIS PLAN**

Regression analysis will be used to get the investigation's findings. The gathered data will be examined using SPSS software for data analysis. Data analysis techniques include reliability testing, correlation analysis, demographic tables, and R.

**DEMOGRAPHICS**

The data of the respondents are described below by their age, gender and education.

**REGRESSION ANALYSIS**

The hypothesis will be measured using t statistics, and regression will be exploited to explore the relationship and influence of Independent and Dependent Variables. To assess the predictability and fitness of the model, the ANOVA results will be employed.

**DATA ANALYSIS****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 <sup>a</sup>	.513	.503	.49556

R square shows the total variation of the dependent variable that could be enlightened by independent variables. With a value greater than 0.5 R Square demonstrates that the model is effective enough to determine the relation between the dependent and independent variables. And according to the table above the value of R Square is 0.513, and based on our three independent variables TG, LD and OC, it indicates that the model is significant and capable enough to predict the variations in employee performance.

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.726	3	12.575	51.207	.000 <sup>b</sup>
	Residual	35.854	146	.246		
	Total	73.580	149			

F statistics is a model fit test that evaluate the association between specified independent variables and the dependent variables. In the above mentioned table the value of F statistics is 51.207 which is greater than 3.14 and this shows that the model is fit, and F significance is 0.00 which is less than 0.05.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	1.076	.254		4.236	.000
	OC	.203	.067	.233	3.051	.003
	LD	.091	.072	.094	1.257	.211
	TG	.468	.080	.480	5.836	.000

Results of the regression model shows that the t statistics value of the organizational culture is 3.052 which is more than 2, and sig<0.05. The value of leadership came out to be 1.257 which is less than 2 and sig>0.05. The value of training is 5.836 and it's more than 2 and sig<0.05.

This clarifies that organizational culture and training, these two independent variables are significant forecasters and leadership is insignificant.

**RELIABILITY**

**Scale: ALL VARIABLES**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.850	4

The reliability test is performed to assess the stability of the responses over the scale. The overall reliability of all the items is about 0.85 that shows 85% consistency of responses over the scale.

**FREQUENCIES**

		Gender	Age	Education
N	Valid	150	150	150
	Missing	0	0	0
Mean		1.29	1.78	2.27
Median		1.00	2.00	2.00
Mode		1	1	2
Minimum		1	1	2
Maximum		2	4	3

The table above shows that we have composed the data from about 150 employees of SMEs in Karachi and they were of different age groups, gender and had distinct level of education.

**FREQUENCY TABLE**

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	106	70.7	70.7	70.7
	Female	44	29.3	29.3	100.0
	Total	150	100.0	100.0	

The 150 respondent employees were of both genders 106 (70.7%) of them were males and the remaining 44 (29.3) were females. This also shows that the ratio of female employees working in SMEs of Karachi is lower than the male employees.

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	67	44.7	44.7	44.7
	25-34	57	38.0	38.0	82.7
	35-44	18	12.0	12.0	94.7
	Above 45	8	5.3	5.3	100.0
	Total	150	100.0	100.0	

The above table shows that 67 of our respondents ages were in between 18 to 24, 57 of them were about 25 to 34, 18 respondents were in the age group of 35 to 44 and about 8 respondent's age was above 40

EDUCATION		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate	110	73.3	73.3	73.3
	Master	40	26.7	26.7	100.0
	Total	150	100.0	100.0	

The above stated table showcases the qualifications of the employees. The two levels of education we used as options in our questionnaire were Graduate and Master. In total 150 employees 110 were graduates and remaining 40 were masters. It also shows that the share of graduated employees in SMEs are more than masters.

**HYPOTHESIS SUMMARY**

Hypothesis	T statistics	Significance level	
H: Organizational culture significantly effects employee performance in the SME's of Karachi.	3.051	0.003	Accepted
H1: Training significantly effects on employee performance in the SME's of Karachi.	5.836	0.000	Accepted
H2: Leadership has no significant effects on employee performance in the SME's of Karachi.	1.257	0.211	Rejected

Leadership does not have a direct significant effect on employee performance.(Achmad & Sunaryo, 2020)

**CONCLUSION**

The research was conducted on employee performance we have chosen above factors to evaluate the performance of employees of SME's of Karachi. This research was conducted based on three independent variables and one dependent variable and this research are based on Small medium enterprises of Karachi.

The data has been collected from SME's in Karachi. The data was collected from 15 different companies of Karachi. We have received 150 respondents from employees of reputed organization. By Using the internal reliability test as a basis, the acquired data was evaluated the values of Cronbach's Alpha shows the 85% consistency of response overall item and based on constructs the reliability is also greater than 85%. The T-Statics of OC is 3.051, LD is 1.257 and TG is 5.836 where OC and TG has positive impact on EP and LD shows negative effect on EP. All constructs show significant reliability and only the LD shows that the consistency of the response on the scale is insignificant. Correlation analysis and regression were applied to analyses the relationships and influences of variables to test hypotheses and Employees performance.

The results of correlation analysis were tested based on a 95% confidence interval and 5% Margin of Error, the results of four variables Organization Culture , Training value shows significant and Leadership shows insignificant value all three factors are determinants of Employees Performance..

**LIMITATION AND RECOMMENDATION**

The focus of this study approach has been on correct data even if it is founded on acceptable hypotheses that have been evaluated using a normal questionnaire survey. There are some obstacles and restrictions, though that must be addressed the model has undergo testing to determine its stability via cross-sectional data. It is required that it be retested by both cross-sectional and pool data. Second, while this study focuses on how SMEs perceive OC, and LD and TG on EP objective assessments are necessary for determining its true impact. Third, despite the fact that this research was limited to manufacturing, expanding this model to other industries will give further insight into the OC, LD, TG and EP relationship. Fourth, there are further SME's factors that impact business tactics, including such as judgment making and long-term feasibility, that are not discovered in this study and more aspects, which contain industry position Future studies may find it useful to investigate SME status, partnership conditions, and degree of innovation, revenue, and share of the market. Furthermore, more investigation into the circumstances causing the lowering of different study model elements is strongly advised. The scope of our report's findings may be constrained by the demographics of our research sample, at the very least. The results of the research should be used with caution in different circumstances. We are aware that any study that uses a survey-based methodology typically runs into generalizability issues. It might be challenging to gather a sample that is representative of the full population. Future research, however, needs to be conducted over a greater period of time with data from a larger range of companies, countries, and individuals with a wide variety of experiences.



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