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# Factors Affecting Academic Performance of Primary Schools: A Review of Head Teachers' Perceptions

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### ABSTRACT

Factors Affecting Educational Performance of Primary Schools: A Review of Head Teachers' Perceptions was conducted to explore the factors that affect academic presentation of public primary school at area Swabi. All 571 Head Teachers serving in 571 Public Primary Schools for Boys at area Swabi constituted the population of the study. 20 Head Teachers from 20 Public Primary for boys at Swabi. Purposive sampling techniques was used for sample selection. Closed questionnaire was the research tool utilized to gather data. The data were organized in tables by the researcher in a methodical manner. After then, the data was analyzed and expressed in percentages. Outcomes of the study concluded mainstream of the respondents noticed that lack of physical facilities affect academic performance of my school. Most of the respondents revealed that non availability of one teacher for one class affect academic performance of the school. All of the respondents viewed that non-involvement of administrative official in supervising academic activities affect academic performance of the school. All of the participants believed that educators were kept busy with additional tasks outside of teaching, which had an impact on school academic achievement. Most of the respondents were in the view that the lack of comprehensive curriculum affects academic standing the institutions. The majority of subjects respond the lack of interest and attention of administration in solving teachers and students' problems affect academic performance of schools. Most of participants respond that poverty of parents affects academic performance of schools.

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## 1. INTRODUCTION

Every culture needs schooling, and every society employs schools as socializing tools. The development of any society critically rely on the educational process. It is viewed as one of the primary supports of a civilization (Adams, 1998). The foundation of all subsequent education is primary schooling. Unfortunately, Public Primary School in Pakistan does not receive the full attention that it should. Instead of laying the foundation for a strong and excellent elementary school

system that might serve as a solid basis for the country's future edified education, the newly established state was overcome by political irrationality, a society of nepotism, a desire for authority, and corruption (Ashraf, 1983). Private schools, which have a variety of facilities, and public primary schools, which lack even the most basic amenities like clean drinking water, restrooms, enough classrooms, chairs or benches, boundary walls, electricity, etc., are two distinct parts of the education system. Many public primary schools are put to other uses by the obnoxious individuals who provided the land for the school, such as housing for domestic animals or storage. Only higher education has received attention from the Pakistani government; no effort has been made to support primary education. The worst student-teacher ratio regulation is one instructor for every 40 kids. since multiple classes of pupils can be present. District Swabi has numerous schools that are only staffed by one or two instructors. Therefore, at a school with one instructor, the instructor will instruct 36 classes each day. That seems incomprehensible. A democratic government necessitates that its citizens have the education necessary to

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comprehend the political platforms of various parties, to critically and intelligently analyze news, and to vote voluntarily and in accordance with their personal preferences (Rasool, 2000).

The goal of the current study was to discover how head teachers in district Swabi felt about the elements that influence academic achievement in public primary schools. The following objectives were put forward to construct the study.

- To explore the perceptions of head teachers regarding the factors that affect achievement in public primary schools academically.
- In order to address the issue affecting the educational achievement of Public elementary schools in district Swabi, long-term remedies and recommendations must be presented.

### Research Questions

The following questions were framed and explored.

- To What are the perceptions of head teachers regarding the factors that affect academic results for public elementary schools?
- What are the permanent solutions and recommendations for dealing with the issue a factor in the public primary schools in the Swabi region's academic performance?

The study's main finding is that public elementary schools in the Swabi district perform extremely poorly academically. The majority of pupils drop out before they graduate from high school. The study is very important since it gives instructors and educational authorities fundamental and helpful information. Policymakers can also get information from it. I hope this study will assist in resolving the issues affecting public primary schools' academic performance.

## 2. LITERATURE REVIEW

The ability to think has been given to man. He has always had an obsession with discovering the truth. The way in which the truth was sought was different. Education is and has always been one technique to get people to think. An individual learns numerous things, including skills, attitudes, habits, the way to think and behave, even though they are not always conscious of it (Khalid, 2004, p.21). In truth, education is a planned activity that has an impact on the neighborhood for the benefit of the next generation. Both formal and informal education are valid forms of education.

According to Chandra (2010), education in some ways seems to have existed since the beginning of the human species, albeit its goals and purposes have unavoidably changed with time. Simple, minimal, and manageable desires characterized primitive man. The pursuit of education served as a tool for satiating bodily, nutritional, clothing, and housing needs. Memon (2001), page 1 Ever since he first appeared on the planet, man has made a concerted effort to emerge from the shadows and advance. This circumstance made it possible to start schools and study reality (Khalid, 2004, p.21).

Maximizing each student's potential is the core responsibility of educational institutions. Today, teaching

children how to think and what to think about is the primary goal of education. Students will be its product and society will be a consumer if education is to be an enterprise. The success and efficiency of schools will be reflected in the demand for pupils if society consumes more goods. But the situation with primary schools operating in Pakistan, particularly in Swabi, is the opposite. Here, obtaining a job is the sole goal of study. The quality and standard of primary school education have suffered significantly as a result of the rising unemployment rate. Additionally, Pakistan now has a 58% literacy rate (Economic Survey of Pakistan 2011, 12, p. 138), which indicates that 42% of children have never had the opportunity to attend school. Many kids from poorer socioeconomic backgrounds, especially those from rural areas and girls, drop out of main education.

According to National Education Policy 2009, parents' lack of trust in public schools is the cause of the low access rate (p.7). Numerous issues in Pakistan's education system have led to insufficient entrance and reduced worth schooling (Financing of education in Pakistan, 2003, p. 16). Poorly educated teachers, high student to teacher ratios, a lack of instructional materials, outdated curricula, and ineffective teaching strategies all contribute to low quality education that frequently yields little to no genuine learning, even among those that were admitted. Children who live in wealthy, metropolitan regions and have access to superior facilities and opportunity receive their education from a better private school.

Urban youngsters naturally take up all the positions in the competition, leaving the students in the impoverished and backward districts in despair. As a result, education in these places starts to decline in both quality and quantity. These people favour having their kids work instead of attending school. The causes of issues in our educational system include poverty and insufficient public funding.

Another issue is the lack of oversight and regulation. In many places, there are schools, textbooks, and paid teachers, but they never show up for work. Teachers at these so-called "ghost schools" are allegedly in possession of valid visas. Additionally, bonded child labour is still used extensively in Pakistan, according to international human rights organisations, particularly in the textile and agricultural industries (The EMIS Education of Pakistan, 2007) education, especially in the primary grades All children have the right to an education, and the state is not the sole party accountable for providing it; parents and families share equal responsibility. The government should firmly sanction illiteracy as a social crime in order to make basic education more efficient and required. A national identity card shouldn't be issued to someone who is illiterate. He ought to be denied access to the nation's cities. Primary school instruction ought to be thought provoking. It ought to encourage reflecting on reflecting.

Otu-Danquah (2000), referenced in Otoo (2007), claims that academic success represents what a pupil is capable of being assessed on what has been taught. Additionally, it is said that intelligence and academic performance are associated (Otu-Danquah, 2000 cited in Otoo, 2007). Statistics demonstrate a striking decline in academic achievement in Ghana's public schools during the past ten years (Etsey et al., 2005; USAID, 2000). For instance, in the 2008 and 2010 BECEs, zero percent of students passed at around 34 public schools (4 in the Okere Constituency, 5 in the Jomoro District, 10 in the Agona West District

Assembly, and 15 in Hohoe Municipality) (GNA, 2009 & 2010). This suggests that none of the students from these institutions were accepted into senior high schools (SHSs). This BECE trend has been noticeable for a while, especially in Ghana's rural areas. The nation might not be able to reach the Millennium Development Goal of universal education if it continues in this manner. In terms of financial assistance from the government, education in Pakistan is the most underfunded.

Education receives the least amount of government funding, accounting for less than 2% of the GDP (GDP). Because it receives less funding, the industry has continued to be the most poorly compensated and performing. As a result, working in the field of education is the least coveted career in the country. Since teachers are among the most financially disadvantaged people in society, they are frequently forced to compromise their professional integrity in search of additional sources of income. In the country, teachers make more money than they do less (Zafar, 2003). Educators cannot live respectably on the income they get from the government. This feature has had an effect on how motivated teachers are. Most educators are not highly motivated to perform their duties. Overall, this circumstance has had an effect on the standard of teaching and learning in schools. In many circumstances, instructors are rewarded even if they are not in schools. In government schools, there is a larger percentage of missing teachers.

Many instructors have their own businesses as well as to their professional obligations (Shahzadi and Perveen, 2002). Domestic political influences are present in Pakistan's educational system. The educational system in this country has been completely politicized from its founding. In Pakistan, political kings effectively control all institutions. Institutional freedom is a non-existent concept. The appointment of instructors frequently occurs on a political basis, which is the main contributor to the problem of political intervention (Shah, 2003). The concept of merit is disregarded when recruiting professionals. As a result, politically chosen instructors are unable to function independently. This issue has seriously hindered the effective functioning of the educational system in Pakistani schools. Teachers who challenge the political establishment risk facing dire social or financial repercussions. Their ability to succeed at work has been severely hampered by a lack of intellectual independence. Educators have no ability to be inventive due to a shortage of professional independence. They work hard and enthusiastically (Saleem, 2002).

According to Rehman (2002), teaching is one of the professions that is highly appreciated in many nations around the world. In a number of countries, being a teacher is considered as the most important occupation. It is lucrative and well rewarded in numerous regions of the world. The social parameters of the teaching profession are defined by all of this. The profession of teacher does not enjoy a high social status in Pakistan. Teaching is seen as the least attractive and lowest-paying career, as compared to others like engineering or medical, for instance. According to Malik (1991), the social standing of educators in Pakistani society is only recognized as far as the Bible goes. For instance, teachers are seen as its proponents and teaching is conceptualized as a prophetic profession. However, this is untrue in reality. In society, educators are at the very bottom of the socioeconomic scale. This problem has reduced the self-esteem of teachers. In these conditions, teaching is the profession that young people find most

enticing. People often place teaching last on their priority lists of potential jobs.

The teaching staff is completely under the direction of administration and education officers in Pakistani schools. Favoritism and nepotism are commonly invoked to defend the actions. As a result of this technique, the majority of teachers still endure excruciating mental suffering, disturbance, and pressure (Khan, 1980). Personal connections and favors are the main drivers behind frequent moves to remote areas. Teachers who move regularly do not have enough time to become used to their new environment. Regular teacher turnover disrupts both students and teachers and lowers the caliber of instruction delivered in classrooms. This has an immediate impact on students' academic achievement. The level of schooling is changed in this way. This behavior also negatively impacts the daily lives of the instructors. Teachers' families, especially their children, continue to face challenging and upsetting situations in society (Farooq, 1993).

The teaching profession necessitates constant development. As society and the cultures of the world change, educators must stay current with the latest theories, studies, and other contribution to the field of knowledge. The myriad difficulties and shifts in society, the country, and the globe at large are too much for educators who are not professional capable and up to date. Successfully guiding the process of learning and instruction is the responsibility of teachers who enhance their skills and stay current on fresh information. They advocate for enhanced instruction and learning (Farooq, 1990). Effective learning skills are a prerequisite for effective teachers. Less emphasis is placed on the professional development of teachers in Pakistani schools. It has been demonstrated that teachers are ineffective in resolving problems that develop for students when they participate in class due to their out-of-date knowledge and abilities. Children who graduates from school frequently lack the management, social, and interpersonal abilities needed to handle problems on a daily basis. In order to pass tests, pupils in Pakistani schools must memories concepts. They lack the same teachers' capacities for analysis, reflection, and critical thinking. This situation has had an effect on the country as a whole's level of quality of education (British Council, 1988).

According to Kahlid (1998), the unsatisfactory working conditions in Pakistani schools are a factor in teacher burnout. Some schools lack work procedures, either because the teachers are unaware of the details of how laps are conducted or because they are unaware of what those details are. Some schools are experiencing a teacher shortage. The situation for the other instructors in the schools is made worse because they must instruct more classes than usual.

Saleem (2002) claims that this situation has put the instructors under additional stress, increasing their susceptibility to physical pain. The instructors in this situation try to finish the curriculum without sacrificing the quality of teaching and learning. Teachers must give each child their undivided attention, although this is occasionally feasible. Because there aren't enough teaching and learning tools available, teachers face several difficulties in the classroom. In some schools, even the most fundamental materials, like boards and literature, are absent. Classes and a library are absent from certain schools. For the physical development of students, there are no sports available (Qureshi, 2002). Since they are able to provide

their students with more opportunities for learning and growth, teachers now confront additional difficulties. Teachers must finish their lessons on time. In these conditions, teachers are unable to create a productive learning environment (Hussain, 2001).

In Pakistan, creating curricula is a centralized duty. The programmer of study must be used in classrooms precisely how it was intended, with no changes. Teachers play the role of implementers. They are unable to make independent contributions to the development or evaluation of curricula (Hoodbhoy, 1998). This method leaves teachers with a lack of understanding of numerous curriculum topics, which has an adverse effect on both their own performance and the method of instruction and learning in the classroom. The aims or objectives of the educational programmer for particular levels are sometimes unknown to teachers. As a result, there exist discrepancies between the understanding of the educational material and how to use it well. Educators are encouraged to take part in the planning and creation of curricula in industrialized nations. According to the Pakistani government (2001), They play a crucial role in the effective functioning of the system of education. Textbooks are an essential part of the method of instruction and learning. It is one of the crucial resources that gives students the chance to develop their reading skills and absorb new information.

A very specialized component of curriculum building is textbook development. A textbook is a crucial component of education as one of the content providers (Farooq, 1993). Lack of high-quality textbooks causes problems for teachers in Pakistani schools with regard to instruction. It is customary for teachers to use a variety of media in the classroom. This confounds both the instructor and the pupil. Additionally, according to Hussain (2001), teachers do

not have the necessary education to facilitate or explain issues from a variety of books. Because of the uncertainty that this absence of orientation has created, teachers perform poorly. Teachers eventually grow disinterested in their jobs and look for alternative ways to make a living. This is a really risky development that is happening in schools. Teachers are also encouraged to use all available resources to cover the curriculum prior to exams (Khalid, 1998).

### 3. METHOD AND PROCEDURE

The research took the form of a descriptive survey. The researcher conducted a survey of Swabi's Public Primary Schools in an effort to identify the factors influencing academic success. All public elementary schools are regarded as being in the Swabi district. All 571 Head Teachers serving in 571 Public Primary Schools for Boys at district Swabi constituted the people of the study. Swabi district has a large number of schools, making it challenging to visit every one of them, therefore the researcher selected 20 Head Teachers from 20 Public Primary for boys at Swabi. Purposive sampling techniques was used for sample selection.

Closed questionnaire was the research tool utilized to gather data. Each sample school was visited for roughly 10 days as part of the data collection process. and personally administer the questionnaire. Teachers were then asked to complete the questionnaire. There were no missing responses. The data were organized in tables by the researcher in a methodical manner. After then, the data was analyzed and expressed in percentages.

#### Analysis of Data

**Table 1**  
Lack of physical facilities affect academic performance of your school.

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		18	90	2	10

Table 1 shows that 90% of the respondents viewed that lack of physical facilities affect academic performance of my school.

**Table 2**  
Do you have one teacher for one class?

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		0	0	20	100

The table 2 shows that 100% respondents revealed that non availability of one teacher for one class affect academic performance of the school.

**Table 3**  
Do the administrative official supervise academic activities?

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		0	0	20	100

Table 3 described 100% of the respondents viewed that non-involvement of administrative official in supervising academic activities affect academic performance of the school.

**Table 4**

Participation of teachers in extracurricular activities outside of teaching, such as polio, exams, meetings, elections, censuses, etc.

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		20	100	0	0

Table 4 showed that 100% of the respondents believed that instructors were kept busy with additional tasks outside of teaching, which had an impact on school academic achievement.

**Table 5**

Comprehensive Curriculum

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		2	10	18	90

Table 4.5 described that 90 % of the respondents were in the view that the lack of comprehensive curriculum affects academic performance of schools.

**Table 6**

The administration is interested and focused on resolving the issues facing pupils and teachers.

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		4	20	16	80

Table 6 indicate 80% subjects respond that lack of interest and attention of administration in solving teachers and students' problems affect academic performance of schools.

**Table 7**

Poverty of parents as a cause of academic poorness.

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		4	20	16	80

Table 7 elaborated 80% of participants respond that poverty of parents affect academic performance of schools.

**Table 8**

Teachers encouragement in form of rewards

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		0	0	20	100

Table 8 showed 100% of the participants respond that there was no practice for teachers' encouragement which affect academic performance of schools

**Table 9**

Financial constraints affect academic performance of schools.

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		20	100	0	0

Table 9 described 100 of the respondents viewed that financial constraints affect academic performance of the schools.

**Table 10**

Political interference and frequent transfer of teachers affect academic performance of schools

Respondents	Total	Yes		No	
		Frequency	Percentage	Frequency	Percentage
20		20	100	0	0

Table 10 described 100 of the respondents viewed that political interference and frequent transfers of teachers affect academic performance of the schools

#### 4. RESULTS & FINDINGS

- Table 4.1 shows that 90% of the participants viewed that lack of physical conveniences affect academic performance of my school.
- The table 4.2 shows that 100% respondents revealed that non availability of one teacher for one class affect academic performance of the school.
- Table 4.3 described 100% of the respondents viewed that non-involvement of administrative official in supervising academic activities affect academic performance of the school.
- Table 4.4 showed that 100% of the respondents believed that instructors were kept busy with additional tasks outside of teaching, which had an impact on school academic achievement.
- Table 4.5 described that 90 % of the respondents were in the view that the lack of comprehensive curriculum affects educational performance of schools.
- Table 4.6 indicate 80% subjects respond that lack of interest and attention of administration in solving teachers and students' problems affect academic performance of schools.
- Table 4.8 elaborated 80% of participants respond that poverty of parents affects academic performance of schools.
- Table 4.9 showed 100% of the participants respond that there was no practice for teachers' encouragement which affect educational performance of schools.
- Table 4.10 described 100 of the respondents viewed that financial constraints affect academic performance of the schools.
- Table 4.11 100% of the respondents agreed that political meddling and frequent teacher transfers have an impact on academic achievement in the classroom.

#### 5. CONCLUSION

Majority among the respondents thought that lack of physical conveniences affects academic performance of my school. Most of the respondents revealed that non availability of one teacher for one class affect academic performance of the school. All of the respondents viewed that non-involvement of administrative official in supervising academic activities affect academic performance of the school. All of the participants believed that instructors were kept busy with additional tasks outside of teaching, which had an impact on school academic achievement. Most of the respondents were in the view that the lack of comprehensive curriculum affects academic performance of schools. Majority of the subjects respond that lack of interest and attention of administration in solving teachers and students' problems affect educational performance of schools. Most of participants respond that poverty of parents affects educational performance of schools. All of the participants respond that there was no practice for teachers' encouragement which affect academic performance of schools. All of the respondents viewed that financial constraints affect academic performance of the schools. All of the respondents viewed that political interference and frequent transfers of teachers affect educational performance of the schools.

#### Recommendations

In considering the study, the recommendations listed below are made.

- The Government may increase its budgetary allotment to deliver services to the Primary Schools. The standard for allocating instructors to the schools may be 1 teacher for 1 class rather than 1 teacher for 40 kids. 40 pupils could come from various classes.
- The instructor may receive incentives that may aid in luring highly qualified candidates to the profession. As a result, teachers won't apply for jobs randomly anymore; they will do it voluntarily. The system for improving academic achievement may be supported by cooperative and democratic administration.
- The introduction of a reward and punishment system for teacher accomplishments. Programs for pre-service and in-service teacher preparation would be active and efficient. It is not permitted to keep teachers engaged in activities outside than teaching.
- Curriculum needs to be updated and examined while taking future difficulties and student requirements into consideration.

#### Competing Interests

The author did not declare any competing interest.

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