

# Factors affecting the instructional effectiveness and performance of teacher in classroom: A case study

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**Abstract-** Performance is the primary function of human resource management and it becomes life line of an organizational success. The performance gap is extremely highly detrimental towards an organizational success. Prevailing study is concerned with the affecting factors of teachers' performance in which administrative bureaucratization, unequal provision of opportunities, social status and incentives gap loss the vitality and tempo of performance in classroom atmosphere. Emergence of complexities in teachers' life allow to a complex instructional approach that gives birth to a problematic classroom and breach the center of attention and rejects a sound learning environment. The exiting study is concerned with an investigation of teachers hampering antecedents to lower down their performance by an empirical means on the basis of survey research and quantitative approach. In data collection 350 questionnaires were distributed and respondents' feedback remained 243 (69.4%) and population was investigated on the basis of affecting antecedents towards teachers' performance at middle and higher secondary level and random sampling technique was applied. Five points Likert scale tool was used to collect the data and analysis was carried out via SPSS version 24. Lowering performance hampers the education transmission to coming generation and it results to professional dissatisfaction and unfriendliness to class room environment. The reflexive attitudes of teacher relate to boredom, monotony and ineffective delivery of teaching objectives and scarcity of interest prevail and feelings like deprivation to students and coworkers to become a reason to discontent and discomfort towards the organization.

**Keywords:** Teacher, Administrator Behaviors, poor performance, Instructional effectiveness, classroom

## Introduction

Performance is the fundamental unit to affect an institutional operation and becomes the life line of organizational success and it remains an integrating part to one of the crucial functions of human resource management. Hence, performance is the unique mechanism to deal with the challenges of organization and the employees' performance is the ultimate goal to improve the organizational performance (Argon, 2014; Den Hartog, et al., 2004). In this way, employees performance is the directly proportion to organizational performance and it keeps deep proximity with the materiality of organizational goal and development. The organizational success is based on the employees' performance and its productivity depends on the performance of workers and high performance of employees can produce high organizational performance and it ensures the set goals to be achieved (Turunc, 2010; Den Hartog, et al., 2004). A triumphant Teaching conquers the knowledge which relies on the performance of teacher. Calculating Performance in teaching process is a complex due to it's the abstract in nature and it is the most crucial input in the field of education that is based on the motivation of teachers to input the skills in students' career (Akram, 2010; Sharafuddin, et al., 1969). The success of an educational institution is based on the teachers' performance which is to be achieved by means of conveying education and ensure the provision of culture in the lives of learners in school environment and it converts quality of teachers to put the human capital into a productivity of a nation (Chandio, et al., 2019; Khan, 2014). In all education system, the teachers' performance is a powerful mechanism for determining school's goals, learning outcomes, and sound socialization of a generation (Nadeem, et al., 2011). In the way, of growth and development of a teacher's performance transparency in administrative process is the dire need to hamper the administrative corruption in education sector, eradicate the delayed administrative process and it is being stimulated the administrative experienced to materialize the quality based administration to accelerate the true essence of an administration to maximize the friendly environment to teachers and emancipate the administrative nepotism, corruption, red-tapsim, and an effective service delivery in education administration must encouraged (Chandio, 2020; Rasheed, 2016; Blase, 2009).

Teacher is the most important factor to an educational system and he is a soldier of knowledge transformation of culture. Teachers concerned problems highlights the toughest challenges to impact the principles of schools to be faced and knowledge loss the battle except an effective role of a teacher in knowledge dissemination (Chandio, et al., 2019; Khan, 2014; Yariv, 2011). Teaching is a complex process in which a teacher converts one's skills, capabilities and attitude to students and if a teacher fails to meet an effective instructional approach and performance that can destroy the whole relationship of learners and the knowledge based enlightenment.

Teaching is a hard task and a profession of a challenging where whole outcome is based on teacher's shoulders and it makes responsible to implement the human capital in the nation building whereas teachers possess massive impacts to design the social infrastructure and educate the learners to make them a perfect individual of society (Akram, 2010; Sharafuddin, et al., 1969). Teacher is acknowledged an important factor to execute the educational essential ingredients at the low ebb of society and the role of enriched

human capital of a teacher deeply impact the teaching and learning process (Akram, 2010; Ahmed, 2000). Teaching is a notion of the delivery of information that is based on discharging an effective teaching mechanism of a teacher in teaching process (Nilsson, 2008). Teaching is a process of the transformation of knowledge via teachers sharing experience to learners and resulting to evaluate and shape an information and enlightenment (Kazu , 2009; Murray, 1982). Teachers' experience highlights the diffusion of knowledge in an appropriate means and at a certain point teacher face complexities to deliver the activities due to social imbalance and administrator negative characteristics to hamper the educational process.

Ideology of teacher education goes to become unlike to pedagogical content delivery and teacher is the frontline in the teaching culture and affecting administrative, economic, and social factors lead to mitigate teachers' efficiency and motivational approach (Rasheed , et al., 2016; Pelletier, and Sharp, 2009). The change in teaching practices also impact on the students and a resistance emerge to resort the traditional methods to be adopted (Klein, 2010; Mattheoudakis, 2007). The characteristics of the resisted change, administrative miserable in education system, social unlike feedback and poor incentives lead impact the teachers performance (Rasheed , et al., 2016; Canfield, 2011; Lyhty, and Kaikkonen, 2009; Heynemann, 2004). Research charts out that diverse social determinant as social, administrative and educational factors affecting the teachers' performance in which corruption, administrative unresponsiveness, mistreatment, suffocating social status, poor incentive, and education as business (Hasbay, and Altindag, (2018; Rasheed , et al., 2016). The chief aim of the prevailing study is encompassed to address the factors affecting performance of teachers despite the high performance and experience of teacher and specialty in particular subject in classroom at secondary level in which it is preferred to investigate how those impacting constructs affect their instructional performance to be vitiated in their working environment (Hasbay, and Altindag, (2018).

The administrative dilemmas as mistreats demotivation, administrative corruption, unresponsiveness, strictly normative and acting bureaucratic lower the teachers via hampering educational activities and their career development which impacts teacher to sustain an open communication, perceive non bureaucratically administered by modern and rational methods to result the teachers to face prohibitiveness and obstructiveness (Argon, 2014; Canfield, 2011). Resultantly, an adverse schooling system emerges and untrustworthy system of school impact the social cohesion and corruption in education remains an abuse to achieve the material gain of society and nations economic success and triumphant of a national integration to be sustained via the educational triumph (Heynemann, 2004; Ozturk, 2001; Birdsall, 1993). Also, it is maintained to support by the analysis results that teachers' performance is improved by ensuring the provision them a sound working conditions, administrative transparency, social status in which they can feel comfortable and under no administrative corruption to be faced by them during their clerical work at secretariat, ministers', secretary, director, DEO, and TEO offices.

### **Literature review**

Education represents an individual behavior and attitude of a refined personality which is based on the skills, knowledge and intuitional experiences that results a change and maintain difference to others in the form of an enlightened living. Knowledge soldiers and enlightenment march together and teaching shares experience and add enlightenment in the fate of a nation (Chandio, 2020; Kazu , 2009; Murray, 1982). It is thanked to knowledge to become the cause of behavioral change of man from a social name to an enlightened animal and man of knowledge. Education improves way of thinking and makes man different and creates abilities to interpret the realities as it is relied on the shoulder of knowledge providers. If teacher keeps such characteristics to convert the ones difference into the others advantage that requires an effective performance and motivation of teachers to maintain their sacrifices in this regard. Motivation factors encourage the intrinsic nature of the teachers' work that assist to materialize an instructional effectiveness and performance and the issues relate to resistance emerge form students due to innovative learning, and mismatch teaching atmosphere create hurdle to an effective classroom (Chandio, 2020; Pekka, et al., 2018). However, efficiency and efficacy in an education context as a transformational instrument of knowledge relies completely on the performance and motivational approach of teachers and to uplift the educational process to become a nation of a knowledge and enlightenment (Chandio, 2020; Chimezie and Prince, 2016). In this perspective, teacher for sustaining professional performance at a high level under the concerned conditions, an atmosphere of the personal responsibility must be produced for their won growth, development and performance (Nadeem, et al., 2011).

Number of factors affects the teachers' performance that ultimately impacts the school performance and development and nourishment of students. The administrative negativity mobilizes the prohibitiveness and obstructiveness towards teachers' delivery of service and demotivates Him/ Herto lower down their satisfaction and happiness with profession. Administrative corruption in education sector as bribery in the concerned department can be defined as the practice and misuse of public office in vested interest or personal benefit in educational administration to affect the transfers, appointment, and other clerical work based on bribery (Argon, 2014). Moreover, it can be defined as the use of public sector in a personal benefit to vitiate and impact the quality in an education context (Hallak, and Poisson, 2002). It is argued by a research to explain that teaching is noble, but demanding occupation (Naik, 1998). The halting determinants to instructional effectiveness and performance of a teacher in a classroom are impaired by corruption in education administration to violate and decrease the teachers' confidence and motivation and bribery in education becomes a disease to teachers' profession (Chimezie and Prince, 2016). Corruption in Pakistan is not less than a dilemma and no government promised to be exterminated the artificial catastrophe and it vitiated administration in education sector in which teachers always faced the clerical corruption and administrative flaws of administrative unresponsiveness, delay, and red tapsim.

Administrative behaviors like mistreats, unresponsiveness, and normative and acting bureaucratic impact the teacher effectiveness in classroom and that lower teacher performance and their effects on teachers become the cause of the less diffusion of knowledge (Chandio, 2020; Argon, 2014; Yariv, 2011). A problematic teacher highlights to present the challenges of a toughest manner towards the success of educational process and transmission of culture and civilization. Poor performance of teacher vitiates and violates the expected results and mobilizes the negative implications in the form of the transformation of deviate social attitude and diverts others to meet the set goals and turns down the staff's mobility to a credibility and transition of skills in the classroom (Argon, 2014; Yariv, 2011; Banfield, et al., 2006). School administrations possess a challenge to improve the weak teachers performance and motivate the experienced teachers except provision of good administration, incentives, social feedback, equality of opportunities, training to them (Chandio, 2020; Argon, 2014; Brendan, 2005; Craig, et al., 1998).

### **Teacher's lowering performance and its Implications on the students**

Teacher is considered soldier of knowledge and builder of nation destiny and the lowering performance of teachers in the way to materialize their goal is the distortion of national objectives. The teachers' restricted performance becomes the cause of prohibitive in nature that impact the students to accomplish the set goals of curriculum. Restricting teachers mobility in the way to transform skills can impact the learners dissatisfaction and develop a pessimistic personality and it turns teachers into not to dedicate with service (Argon, 2014). A teacher's influence grows the students' development via ideas, expectation of capabilities, future progress and success by means of academic performance and achievements whereas the lowering performance of teacher impacts on students which can be summated as below.

- It develops the negative perception in students mind to interpret the teacher lazy, unmotivated, lack of capabilities and human capital
- The lowering performance of teacher degrades one's image before the parents and other concerned staff and it can allow to give birth to multiple of such manner of teacher to revenge in this regard via mitigating the delivering skills and human capital to coming generation
- Inadequate and poor assessment degrades the learners' personality in the students learning environment and completion can complain the teacher's personality and make him/her responsible to the concerned situation.
- It creates the gap between student and teachers relationship that can violate and dignity of teacher and evaluation system of student is based on the performance of teacher hence the lower performance the meaningful evaluation and bring risk at learners future and academic career.
- The teachers' poor performance impact the students negatively by creating stress in the life of student within or outside the educational institution to impede the resulting in lower in learners' life and it fails the productivity to be awaited in future.

Teachers effectiveness is a complicated debate whereas the current study is confined to analysis the administrative, social, economic and education hampering factors to lowering the teacher's performance. Building an effective strategy and research to meet the teacher's issues and an effective and adoptable atmosphere should be implemented to bring the use of the teacher's skills accordingly. The teacher's stress becomes the cause of lower performance of teacher and it was argued by research that teachers stress is a restricting factor to affect the teacher's performance (Khan, et al., 2012; Akhlaq, et al, 2010). Under stress teachers cannot perform well hence teachers satisfaction via sound and adoptable administration, social system, financial incentives and facilitation in the concerned department through development of his/her career can assist to meet the objectives possibly. It is observed the basic features that administration has deep impact on the employees performance and workers stress cannot materialize the performance well (Khan, et al., 2012; Argon and Eren, 2004). The job dissatisfaction allows the number of challenges that hamper the performance level and violate the organizational objectives whereas it emerges in the form of a teacher as enlisted as below.

- The teachers dissatisfaction decrease the teacher's punctuality and regulation in class
- Teacher's presence can become the cause of the unwanted behavior and an inactive class.
- Teachers stress will not allow him/her to produce performance and put into practice the skills.
- It can discourage other staff and absenteeism, and quality instruction to be restricted.
- Lowering the productivity of students and demotivate the learners and cultural transformation fails to reach others.

Student's performance is dependent on the teacher's performance whereas failure of teachers performance block the not only present of student but it can demise the future of the learner. A nation cannot survive except the teacher's role in society as the destiny of economic superiority, social stability, ideological plantation, national integration, and effective governance is based on the students and youth of nation and teacher expertise to prepare the coming generation accordingly.

Research model has been used to evaluate the perception of teachers to impact their performance and lower down the motivation towards profession. It has been conducted qualitative research design in which administrative (Corruption, Unresponsiveness, Redtapsim, Delay, bureaucratic aggrandizement), social and economic (social status gap, closed to communication, poor incentives, poor social feedback), and educational (unjust inventiveness between public and private institution) antecedents used in the way to produce systematical analysis of teachers intentional approach relating impacting factors on their job performance.

### **Research questions and Hypothesis**

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On basis of the model following research questions were made to try to answer the questions as listed below.

**RQ1.** What are the administrative, social, economic and educational features to impact the teachers lowering their performance?

**RQ2.** What are the implications of the restrictive and prohibitive nature of teacher on their tasks to be performed in the classroom on the students psyche?

**RQ3.** How the behaviors of teacher are to be perceived while being disinterested to work done in the society and students?

**RQ4.** What are the administrators' behaviors, Social act, financial incentives, and educational related problems that lower the teachers' performance?

**RQ5.** What results when teacher perceived to be obstructed by administration attitudes and lowered their performance and what reaction emerge by teacher on the condition he is stonewalled and performance failure?

On the basis of the designed model following hypothesis were maintained to sustain the relationship of dependent construct and independent determinants.

**H1:** Administrative Behaviors (Corruption, Unresponsiveness, Redtapsim, Delay, bureaucratic aggrandizement to teachers) impact the positive and significantly with the poor instructional effectiveness and lower teacher performance

**H1:** Social and Economic (Social security flaws, Low motivation to profession, Social status gap, Inadequate incentives, Pitiabale social feedback to teachers) impact the positive and significantly with the poor instructional effectiveness and lower teacher performance

**H1:** Education factors (Discrimination in incentive as compare to other departments under same basic pay scale, denying teachers support, and unlike working environment, public and private incentive gap) show the positive and significantly relationship with the poor instructional effectiveness and lower teacher performance.

The relations of these hypothesis highlight that administrative behaviors like Corruption in education administration, unresponsiveness, Redtapsim, work delay, bureaucratic aggrandizement and strict normative and acting always like a bureaucratic to teachers, social economic factors relating to teacher performance as social security flaws to teacher in which a teacher could not secure the social provision like a influential, landlord and feudal class in the society, lower encouragement to teaching profession at the atmosphere economic competition and material gain, and social status gap impact the teacher to lower performance.

Inadequate incentives where researcher charts out the opinion of teachers to complain to mismatch and valued their skills to meet the due incentive as operator system like Sindh education foundation except any expertise secure high bills where an skilled teacher stonewalled and difference and unjust inventiveness between public and private institution like (operator system in private sector like Sindh education foundation with high bill system except any skills, efficiency, and specialization) impact teachers in public sector and lower their performance due to unjust in the same department and the Pitiabale social feedback to teachers in the society and reward to them on their best performance also impact their service delivery. Moreover, discrimination in the incentive under same basic pay scale, denying teachers support at the political agenda, unlike working environment and public private gap lower the teacher performance.

### **Research Method**

In the prevailing research encircled the cross-sectional nature of study and it followed methodology of quantitative nature and the entire group of people is presented by the population as research needs to investigate. Moreover, population in this study were belong to teachers of secondary level in Pakistan, province of Sindh in which most senior teachers with high professional and specialization were recorded in their career and their participation remained under strict privacy and their perception was interpreted via SPSS 24.0 version. The populations' sampling was brought in limitation to be confined within a Sindh's few districts like Kamber Shahdadkot and Dadu in which 243 participants materialized their feedback out of 350 survey items and for gathering data Likert scale was used under five point and options and in criteria of the Krejcie and Morgan (1970) was followed in sampling point of view.

### **Research Design**

Based on the earlier research and literature extant study inculcated the cross-section survey research design to be proposed and methodology of quantitative based was applied (Chandio, 2020; Hasbay, and Altindag, 2018). The study was designed to identify the factors affecting the teachers' performance in classroom and explore the administrative, social, economic, and educational determinants to impact and lower the teachers' performance in classroom.

### **Research Objectives**

This study encompasses the certain goals as its main objectives can be enumerated as below.

- Identifying the relationship of the impacting antecedents of administrative, social, economic and education to affect the teachers' performance.
- To measure these determinants to impact and vitiate the instructional effectiveness and lowering the teachers performance in their teaching environment and debate their implications on learning process.
- To debate the implications of poor performance on the students quality education and recommendation produced to be implemented to meet the current situation.
- To discuss the lower performance impacts on the teachers psyche analyze.

The respondents' response meets the 243 which remained to assist the data analysis the constructs to affect the teachers' performance. Survey questionnaires were used for the data collection in which questionnaires were distributed among the respondents in order to drive the perception of teachers at the secondary level in which participation can assist to investigate the antecedents of lower instructional effectiveness and performance in class atmosphere. The participants contents adhered confidence and ensured the on the volunteer basis participation. The survey questionnaires were distributed among respondents by personal visits of researcher and thirty party assistance was secured by colleagues and the survey items were designed in English Language.

### Data Collection Tools

Data collection was gathered from the teacher that was confined within purpose to interpret the factors to interrupt the teachers' performance in their teaching environment and discouraging them to ensure an effective service delivery in the class. The goal of this research is concerned with teachers at secondary level face the psychological disorder and confusion to demotivate them to put the skill into practice. The respondents was gathered by two regions Dadu and Kambar Shahdadkot) of the Sindh Province. The volunteer participation of teachers remained in strict privacy and research personal visits and third parties role were adopted in the way of data collection process. In this regard, 198 (81.4) questionnaires were secured by research himself and remaining 45 (18.5%) feedback of participants were restored by researcher's colleagues to support the research work to be materialized in which Five Point Likert Scales was used in the way together the respondents response. An attention was paid to focus and the notice intention of teachers face the administrative, social, and educational demotivating antecedents that impact on the class performance. Distribution of questionnaires to teachers inculcates the discovering the opinion as these teachers were expert in the diverse field and spend long life the teaching career. In this regard, researcher derived the feedback of 12 respondents of Sindhi subject (4.9%), Science 65 (26.7%), English 66 (27.1%), Urdu 24 (9.8%), social studies 14 (5.7%), Islamic studies 17 (6.9%), Arabic 9 (3.7%), Drawing teachers 13 (5.3%), and Mathematics 23 (9.4%).

### Data Analysis

Quantitative research and survey based study adopted in the present research where cross sectional tool was applied. The constructs in the study gives a hypothetical relationship in which administrative, social, and education factors with lower instructional effectiveness and classroom performance as these independent constructs impact on the dependent variable. In addition, this study was maintained in the line of earlier research with divers nature of study (Durrani, 2019; Yariv, 2011) whereas the relationship of the developed hypothesis highlight the impacts of administrative, social, and educational factors on the teachers performance and support the evidence that administrative factors (corruption, bribery, delayed, and unresponsiveness to teachers), social determinants (social status miserliness, no feedback to social security, and lower social status and motivation of profession), and educational aspects (discrimination in incentive as compare to other departments, denying teachers support, and unlike working environment) negatively impact the teachers performance. In the prevailing research, collection of data followed the five points Likert scale to meet the five options as 1. (SD) Strongly Disagree 2. (D) Disagree 3. (N) Neutral 4. (A) Agree and 5 (SA) strongly agree. Prevailing study test the validity of Hypotheses by means of applying the Correlation and Regression Analysis.

Variables	Description	Frequency	Percentage
<b>Gender</b>	Male	197	81.1
	Female	46	18.9
<b>Age</b>	21-30	36	14.8
	31-40	153	63.0
	41-50	39	16.0
	51-60	15	6.2
	Single	67	27.6
<b>Marital Status</b>	Married	162	66.7
	Divorced/widow	14	5.8
<b>Education</b>	Bachelor	100	41.2
	Master	137	56.4
	M.Phil/ P.hd	6	2.5
<b>Job Experience</b>	Less than 1 year	93	38.3
	1-5 years	128	52.7
	6-10 years	18	7.4
	11-15 years	4	1.6
<b>Subject Specialty</b>	Science	65	26.7
	Mathematics	23	9.4
	Drawing	13	5.3
	Islamic studies	17	6.9
	Sindhi	12	4.9
	Urdu	24	9.8

<b>Number of dependents</b>	Social studies	14	5.7
	English	66	27.1
	Arabic	9	3.7
	1-2	83	34.2
	3-4	68	28.0
	5-6	15	6.2
	7+	2	.8
	NONE	75	30.9

Table 1: Demographic Characteristics

Item statement (short description in English)	Mean	SD
Q1: Administrative factors like administrative corruption (Joining, Assigning facilitated school, Posting, and Transferring ) violate and decrease my motivation and impact my class performance (Administrative)	3.675	.9563
Q2: Being strictly normative and acting bureaucratic impact teachers performance and discourage them (Administrative)	3.6543	.83558
Q3: Administrative flaws as unresponsiveness, Red-tapsim, delayed, and acting like recessive towards superiors impact teachers performance (Administrative)	3.6996	.86021
Q4: Not protecting the teacher when a problem occurs discourages them and impacts their lowering performance (Administrative).	3.6893	.86324
Q5: Lowering social status of a teacher demotivates him/her and impact the teacher's lower performance (Social)	3.7078	.75585
Q6: Poor incentives impact the teachers to lower the performance (Social).	3.7778	.72157
Q7: Degradation of traditional norms of teachers respect, ignorance, and negligence of profession impact the teachers to lower performance (Social).	3.8560	.74401
Q8: Incentives gap and mitigating appreciation and performance reward impact teachers' performance (Education).	3.8025	.73439
Q9: Negligence of teachers' growth and development impact the teacher to lower his/her performance (Education)	3.8230	.75894
Q10: Working environment is to become unlike to teachers to impact the performance (Education)	3.4761	.74621
Valid N (listwise)		

Table 3. The mean and standard deviations of survey items

The relationships between variables were find out with the use of multivariate correlation. It is carried out by researcher to investigate relationship of independent variable with criterion factor via applying the Pearson's correlation. The relation with a significant means match at 0.1 level that represent the variables to ensure the support the model of the study and all constructs have been correlated significantly with depend variable or criterion factor which support the worsen implications of the administrative, social and educational factors affect the performance of a teachers.

	PIEP	Administrative	Social	Educational
<b>Poor instructional effectiveness and classroom performance (PIEP)</b>	1			
<b>Administrative</b>	.578**	1		
<b>Social</b>	.576**	.516**	1	
<b>Educational</b>	.535**	.474**	.468**	1

Table 4: Pearson correlation

The correlation of all variables endures between (.468 to .578) while the administrative factor sustains the correlation (.578), social factor (.576-.516), and educational factor (.474-.468) to be confirmed. The highest correlation in the present study meets the correlation in the variable (.578) and the construct Education mentions the lowest correlation one which remains between (.474-.468). It is determined to influence the constructs of independent and dependent variable in the multiple regression analysis and test regression table as the test hypothesis table is set out.

Table 5: Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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		B	Std. Error	Beta		
1	(Constant)	.655	.302		2.171	.031
	Administrative	.426	.082	.321	5.113	.000
	Social	.379	.081	.273	4.494	.000
	Educational	.348	.080	.255	4.217	.001

**a. Dependent Variable: Poor instructional effectiveness and classroom performance**

In this study, there are 243 respondents to give the responses and the respondents participation helped to carry out the study by an empirical means where Cronbach's alpha was calculated with 0.85 of the questionnaire. Overall, teachers designed a perception that administrative, social and educational issues affect their performance and recommendation declared by them to terminate gap and frustration to be faced by them.

### Results

The existing research comprises the quantitative methodology, survey design, and encompasses the positivist philosophical approaches and cross-sectional study. The means and Standard deviation of items of the factors of the prevailing study have been presented in the Table 2 as above. In the primary step, it is to be confirmed the proposed items to go with the nature of the study and research gap was founded in the society to be brought into an empirical means. The current study contains the ten survey items brought in the use in order to observe and assess the negative impacts of administrative, social, and educational determinants on the teachers' instructional effectiveness and demotivation approach in their class performance.

The data interpretation reveals that of hypotheses show the impact of administrative, social and education factors on the teachers' poor instructional effectiveness and classroom performance and it discloses the implications and obstructions on the anticipation to delivery service and ensure an instructional effectiveness and class room performance. The Pearson's correlation maintain the variables relationship and the association at the 0.1 level matched to sustain a significant relation as to support the factors as to represent the negative impacts of administrative, social, and educational to affect the dependent determinant. The variables correlation remains between .468 to .578 and the highest correlation reveals at (.578) and lowest prevails in educational antecedent .474-.468. Regression analysis represents the impact of independents on dependent construct and it is applied to test the hypothesis and the Cronbach's alpha remained 0.85 to be calculated.

### Discussion

Findings of the extant study teachers' feedback designed to discover opinion and the traits of administrative bribery, social, and educational misappropriation in the education system can discourage the teachers' confidence to ensure their lower performance in the class. The recommendations urge to materialize the provision of equal opportunity and incentive to teacher on the same footing to all other departments working the same basic pay scale. The record keeping of the teachers seniority, joining, allocating his/her service to an appropriate school must brought on the consideration via adoption of the digital system and ensures the priority of the domicile and union certificate and pushing teacher in a hard area to be rewarded additional incentive and long distance of school encouraged with the more payment under the condition of facilitation by the giving the teacher with fuel and accommodation rent. Government must ensure to appoint the contractors in the semi government or government regulated institution like Sindh education foundation by means of payment in the form of salary to an operator and more investment made in the monitoring system as compare to channelize the bill the operator that not only speedup the corruption but it also impact the government schools where an operator apply his/her all political and nonpolitical initiatives to close the public schools.

The high investment on the privatization by World Bank and Sindh government in the form of Sindh education foundation envisaged as bills system to unskilled operator that frustrate the teachers psyche to put into practice their hug human capital. Moreover, fair distribution of opportunities of horizontal and vertical growth of teacher, time scale, seniority, fairness and transparent criteria for selection, allocating, and recruitment of teachers, signification of profession in society, standard attitude of education administration, and due incentive to an effective performance can motivate the teachers self-assurance to produce teachers due performance in the class.

### Conclusion

Teacher's lowering performance impact entirely educational transformational process and it creates the hampering in the way of enlightenment dissemination in the society. The investigation of this study is one sided to find out the teachers affecting factors to their performance besides hug skills and efficiency, and professional they could deliver an instructional effectiveness in the classroom. An empirical analysis summed up that administrative flaws in the educational sector deeply impact and discourage the

teachers' mobility and performance and instructional approach to demotivate them in teaching process in which instructors maintained a less input in the class and a negative attitude, prejudiced, visionless, and inconsistency emerge in the teachers life.

### Limitations

The limitations relating to current study contains the research concerning the investigation of the teachers perception regarding the affecting factors of the administrative, social and educational issues and impacts to demotivate their performance and instructional effectiveness in classroom. The present study gives the limitations to relate the inquiry in a Pakistan context and encircle to narrow down it to Sindh province. Moreover, it follows a specific research design of a cross-sectional approach in which respondents voluntary participation was encouraged and data gathered in a single manner. Issues relating to Validity and reliability may increase per obtained information through questionnaire from respondents as it is relied on the respondents' self-reported feedback. The implications in the study represent to urge more initiatives to Pakistan government to make a guaranteed administration based on accountability, upgrading the reliability and vitality relating to teachers and ensure a balanced provision of incentive and other opportunities to teachers to motivate them to become a true knowledgesoldiers and nation builder.

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