The Dynamic Link between Teacher Effectiveness and Student Success in Secondary Education in Karachi

Nazir Ahmad*[1], Muhammad Akram Mankash[2], Rozina Sewani[3]

[1]*Associate Professor, Department of Education, Fatimiyah Higher Education System, Karachi, Sindh, Pakistan.

[2]Principal, Hazrat Shahjahangir Academy (Faculty of English Language & Literature), Karachi, Karachi, Sindh, Pakistan.

[3]Associate Professor, Department of Education and Social Sciences, Iqra University, Karachi, Sindh, Pakistan.

Corresponding author: nazirahmed@fhes.fen.edu.pk

This study aims to examine the relationship between student accomplishment and teacher effectiveness to determine each student's unique needs and motivate them to learn. A sample of 150 teachers was selected by simple random sampling from all secondary school teachers in District Korangi, Karachi, Pakistan. In this study, teachers were surveyed quantitatively. Descriptive statistics such as mean, standard deviation, frequency, and percentage were utilized in SPSS version 22 to evaluate the data. The study's findings showed that several factors, including instructors' desire to provide feedback, their use of classroom engagement techniques, their communication skills, their learning of soft skills, and their use of instructional tactics, are crucial to students' success and academic progress. According to the research, one of the best methods to raise kids' academic achievement is for teachers to play an influential role in the classroom. The study recommended that teachers use motivation, positive reinforcement, classroom management techniques, and communication skills to improve student learning.

1. Introduction

They do this by keeping the classroom atmosphere non-threatening and utilizing a variety of instructional techniques to keep students engaged and motivated. Group projects and class discussions are two such examples. More goes into effective teaching than just successfully imparting information, skills, or applications related to a specific subject (Ahmad et al., 2020; Ahmad et al., 2023).

An effective teacher is one who often enables students to learn effectively. Education researchers have conducted numerous studies on learning environments, teachers' personal traits, and classroom activities, but they have not universally agreed upon the characteristics of an effective teacher. Furthermore, studies demonstrate that having good teachers is the most significant factor influencing student progress. Observing a teacher's efficacy in the classroom and seeing their kids' development on achievement exams are the greatest ways to do it. There are many factors that contribute to better schools and higher student accomplishment, such as district budget, curricula, reduced class sizes, and community and family involvement. However, the most significant aspect is the teacher. Selecting qualified instructors is a crucial step for any institution looking to raise its level of performance (Ahmad et al., 2021).

Effective teaching is the primary factor that influences students' progress in the classroom, school, and academically. We can judge teachers based on the academic success of their students. Effective teaching is the primary factor influencing students' progress in the classroom, in school, and academically. Teachers can be judged based on the academic success of their students (Bukhari, et al., 2024; Shin et al., 2017).

Effective teachers have strong personalities and show positive hold on students' achievement, students and teachers show a strong bond which always show good and positive change in students' achievement. Various factors, such as personal traits and experiences in the home and community, influence a student's academic success. However, studies indicate that instructors are the most crucial aspect associated with schools (Stronge, 2018; Hussain et al., 2023). A teacher is thought to have two or three times the impact of any other school aspect, including services, facilities, and even leadership when it comes to student achievement on reading and math's examinations (Rehan et al., 2024). For students to grow academically and become self-reliant lifelong learners, they must take the initiative to study and stay engaged throughout. Instructors have discovered that pupils enter their classes with various backgrounds, experiences, cultures, and socioeconomic circumstances (Ahamd & Hamid, 2021; Imran et al., 2023).

Each situation affects a student's capacity to learn and advance academically. Teachers discover that to reach some pupils, they must approach the subject differently, even though the state prescribes it. Teachers are essential to both teaching and learning. Therefore, their effectiveness seems to have been defined as achieving the required outcomes while carrying out their duties as educators. Typically, teacher effectiveness is linked to academics. Besides imparting

knowledge, instructors are expected to support students' creativity, curiosity, social skills, problem-solving, and responsibility growth (Bukhari et al., 2024; Muis et al., 2013). They should also assist students in adopting positive attitudes towards their peers and the school. Teachers who employ practical teaching competencies are more likely to achieve these objectives. Therefore, a teacher who consistently sees the most improvement in their kids from year to year is very effective (Ahmad et al., 2024). Using this method, researchers can separate the impact of the teacher from other elements that affect student performance, such as the student's previous academic history or place of attendance (Ahmad et al., 2021). According to the teachers in this study, academic improvement cannot occur without personal growth. As a result, a teacher's efficacy must consider academic performance and personal growth (Mohammad et al., 2024). Teachers who met their pupils' social and emotional needs witnessed increased motivation and self-assurance in their charges. According to the current study, teachers cannot be deemed effective if they do not employ student-centred teaching methodologies and positive student connection-building techniques.

1.1 Objectives of the Research

- ➢ To determine the significance of an effective teacher in a secondary level classroom in Karachi.

- ➢ To evaluate the function of an effective teacher based on their demographics in a secondary level classroom in Karachi.

1.2 Research Questions:

1) What are the perceptions of teachers about their significance as an effective teacher at secondary level in Karachi, Pakistan?
2) What are the perceptions of teachers about their role as an effective teacher from their demographic perspective at secondary level in Karachi?

2 Literature Review

Teachers who are effective have personalities that are forceful, they command respect, they are clever, they are full of confidence, they are optimistic, they are enthusiastic, they are kind, and they genuinely care about their kids. Providing assistance to teachers in teaching "beyond the standards" is a compelling argument that acknowledges the reality that students themselves can be a limiting factor, not only in terms of the efficiency of teachers, but also in terms of producing and maintaining widespread curricular reform (Ahmed et al., 2023; Ward, 2013).

This provides a compelling argument for the necessity of providing assistance to teachers in teaching "beyond the standards." Without a shadow of a question, one of the primary goals of an emphasis that goes beyond the standards ought to be to work towards the development of rich material with the purpose of enhancing the level of engagement and learning among students. The definition of what makes good teaching is, of course, a challenging assignment to undertake. It is possible that we may define successful teaching as the process that leads to high levels of

performance among students in terms of outcomes that are most important to them, provided that all other elements remain the same (Muijs et al., 2014; Imran et al., 2023).

Our interpretation of the scenario is as follows. Numerous studies have examined what makes a good teacher, and the results show that good teachers have certain traits. These include: caring deeply about their students, treating them fairly (Peart & Campbell, 1999), interacting positively with them (Brookhart & Loadman, 1992), being enthusiastic about learning, being skilled at managing their classroom (Molnar et al., 1999), devoting more time to instruction (Cawelti, 2004) and having high expectations for themselves and their students.

Walls (1999) assert that there are a few traits that are absolutely necessary for an educator to have in order to be successful. "Four Aces of Effective Teaching" is a summary of the suggestions that are most typically found in the research literature on teaching approaches that assess success (Hafeez et al., 2021). These principles are typically included in the "Four Aces of Effective Teaching" document. The most powerful connections that can be created between the activities that teachers can participate in and the learning that students are able to accomplish are the ones that relate to the activities that teachers can take part in. A consolidated style of thinking is one way of thinking about the "process" of teaching and how it effects the "product" (student learning), and the Four Aces are a symbol of that way of thinking. Another way of thinking about teaching is the "process" of teaching. There is a possibility that you might consider them to be learning catalysts that you would consider. When educators are able to play the Four Aces, it results in their pupils obtaining knowledge in a manner that is superior, quicker, and/or more long-lasting than it would be otherwise by other means (Malokani et al., 2024; Walls, 1999).

The implementation of an educational strategy that is based on the implications of the students' performance is the focus of the first Ace of Effective Teaching, which is concentrated on the implementation of such a plan. Students are able to direct their attention towards specific educational goals when they are able to focus on outcomes. Through these eight outcomes, students are provided with knowledge regarding the direction in which they are going and the means by which they will arrive at their destination. In addition, outcomes provide the instructor with a framework that may be employed in the process of designing and delivering the content that will be covered in the course. Additionally, these outcomes make it possible for teachers to evaluate the learning of their pupils as a means of determining how well they are teaching. This evaluation may be used to determine how effective the teachers are. Teachers that are more effective have a tendency to construct curricular alignment based on the outcomes that have been established for their pupils. The word "curricular alignment" describes how well the curriculum's evaluation methods and instructional strategies work together to help students learn and show what they need to know to succeed. The second Ace of Effective Teaching is crystal clear instruction. The best professors often give their students crystal clear instructions and explanations on how the course is structured and what topics will be covered (Imran et al., 2024; Walls, 1999).

When it comes to the second Ace of Effective Teaching, this is true. When it comes to giving directions, there should never be any room for error or uncertainty. If you discover that your students are not performing up to your standards, there's a chance that the ways you teach the material aren't providing the necessary degree of clarity. Effective teaching occurs when a teacher conveys, models, and makes knowledge accessible from many angles and to different senses (Khan et al., 2023). These two exercises are excellent illustrations of effective teaching techniques. Here is a description of one such way they could make the message available. Additionally, the way the course is organized should allow students to draw connections between the ideas they have already acquired and the new information they are being exposed to. This is yet another important course component. In the academic community, this teaching method is specifically referred to as "curricular scaffolding". Assisting students in effectively organizing their information by assisting them in making connections between new content and what they already know is an example of the type of aid that those students receive from their teachers (Imran et al., 2023; Walls, 1999).

Student learning is enhanced by practical application, as emphasized by the third Ace of effective teaching. This concept is a key component of effective teaching. An example of a paradigm that is deemed to be outmoded is the formal lecture, which is characterized by the instructor acting as the teacher and the student acting as the recipient of the information. The educational model that is reinforced by this model is an example of communication that only flows in one direction, and it encourages an educational model that is incomplete (Anthony & Walshaw, 2023). Teachers are tasked with the obligation of establishing an educational environment that is not only dynamic but also informative. Instructional strategies that actively engage students on several occasions during the whole of the course are employed by professors who are more effective. The commencement of this engagement should take place at an early stage in the lesson, and it should continue all the way through the introduction, the body, and the conclusion of the session. When it comes to being a good educator, having a happy attitude is the fourth ace. "If you hate to teach it, your students will hate to learn it," is a statement that may appear to be as simple as it is, but in reality, it is really complicated. On the contrary, if you take pleasure in teaching it, there is a remarkably high probability that your students will take pleasure in learning it as well. One's enthusiasm can spread to those around them. A substantially higher level of enthusiasm, which is a reflection of their professional expertise and confidence, is displayed by teachers who are significantly more effective than their peers (Burić & Moè, 2020).

The subject matter knowledge and instructional experience of a particular instructor are the factors that lead to the development of these characteristics in their students. Through the demonstration of their enthusiasm for the subject matter, the use of student names, the encouragement of student participation throughout the class, and the active movement among the students, teachers have the ability to commence the process of generating a favorable learning environment (Jabeen et al., 2023). However, the most crucial component in fostering excitement in the classroom is making sure that pupils are successful in their endeavors. In light of this, it is the responsibility of the instructor to establish an environment within the classroom that has the

ability to encourage students to achieve a high level of academic success (Ahmad & Hamid, 2021; Ahmad et al., 2020).

2.1 Teacher Effectiveness and Student Achievement

Rushton et al. (2007), states that teachers are the most significant factor influencing student achievement. Countries that are aware of this fact have devised a variety of policies to produce influential instructors. As a result, they have the potential to compete successfully in international examinations (Bozkuş & Gündüz 2013; Oad et al., 2023). It is stated that the first research on effective instructors was conducted in the 1940s and aimed to determine the significance of classroom experience as well as the personality features of the classroom teacher. In the 1960s, researchers moved their focus from the characteristics of the classroom teacher to the relationship between the actions of the teacher in the classroom and the knowledge that the pupils gained. Research conducted in the 1970s expanded the dimensions of effective teaching to include professional development, teacher preparation, and planning activities. Numerous educational reform projects based on research have been attempted to increase student accomplishment. Most researchers have concluded that the quality of the classroom instructor is the most essential variable in effectively instructing kids. The elements that have been demonstrated to affect students' academic performance can be divided into three categories: factors linked to the school, factors related to the students, and factors related to the teachers. Within these three categories, the characteristics that pertain to teachers, particularly the quality of teachers, have garnered significant attention (Dossett & Munoz, 2003; Imran et al., 2023)).

Goldhaber and Anthony (2003) mentioned in his report a study carried out by the US Department of Education. He noted in this study that the US Department of Education has recognized that the presence of teachers who are unable to reach the necessary requirements is the most important factor that may contribute to low levels of student achievement. By the end of the academic year 2005–2006, the No Kid Left behind Act declares that "every child in America deserves a high-quality teacher" and that "States will be accountable for ensuring that all children are taught by effective teachers".

3. Methodology

This section provides a comprehensive overview of the instrumentation, population sampling size, sample strategy, research design, data collection, and data analysis methods employed in the study. This study employed a quantitative research methodology, specifically a basic descriptive survey, to gather responses from teachers working in public secondary schools in Korangi, Karachi. The survey questionnaire was self-constructed. The researcher employed a survey sample and utilized descriptive technique questions to obtain answers pertaining to the subject being studied. Through the utilization of this methodology, the researcher acquires insights into the perceptions of public secondary school teachers on their efficacy inside educational institutions. The population of the study consisted of male and female government secondary

school teachers in the Korangi district of Karachi, Pakistan. A random sample of 150 male and female secondary school teachers from Korangi district was recruited. The survey questionnaire comprises four criteria and 20 items in the teacher effectiveness survey. A total of 200 surveys were delivered to instructors, accompanied by clear instructions to thoroughly read the statements and select the appropriate response using a 5-point Likert scale. In this scale, a rating of one indicates a strong disagreement. The numerical scale used is as follows: 2 represents disagreement, 3 indicates neutrality, 4 signifies agreement, and 5 implies strong agreement. The research questionnaire consisted of two components. The first component of the study collected demographic data, including the gender of the teachers. The second portion focused on assessing the teachers' knowledge of their own efficacy. A total of 150 replies were received, while some declined to participate in the survey. The rate of response was 75 percent. Prior to data collection, the scale had a pilot test and was confirmed to have a reliable Cronbach's Alpha coefficient of 0.715. The table 1 provides an assessment of the overall reliability of the scale.

Table No 1: Cronbach's Alpha:

Cronbach's Alpha	No of Items
0.825	20

3.1 Data Analysis Techniques

In version 22 of SPSS, the gathered information was entered for the purposes of screening and the distribution of frequencies and percentages. The data were subjected to descriptive statistics, frequency distributions, and percentage analyses.

4 Data Analysis and Results

4.1 Demographics

The demographic information of the study participants is presented in Table 2. The data presented in the table reveals that 53% of the teachers who participated in the study were female, while 47% were male. A respectable proportion of the teachers (38%) possessed between one and five years of teaching experience, with the majority (64%) holding a graduate degree.

Table No 2: Demographic Information

Demographics		Frequency.	Percent.
Gender	Male	70	47%
	Female	80	53%
	Total	150	100%
Experience	1-5 yrs	57	38.0%
	6-10 yrs	40	26.6%
	11-15 yrs	23	15.4%
	15 yrs and above	30	20.0%
	Total	150	100%
Academic Qualification	Graduation	96	64%
	Masters	36	24%
	M Phil.	18	12%
	Total	150	100%

Table No 3: Communication Skills in Class (CSC)

S. No	Items	N	Mean	Std. Deviation
1.	CSC-1	150	4.335	0.878
2.	CSC-2	150	4.325	0.880
3.	CSC-3	150	4.430	0.876
4.	CSC-4	150	4.268	0.872
5.	CSC-5	150	4.458	0.927
	Communication Skills in Class Overall	150	4.363	0.877

Table 3 shows the effectiveness factor of public secondary teachers' communication abilities in the classroom. The item with the highest mean score among respondents is CSC5, which is followed by CSC3 (4.430), CSC1 (4.335), CSC2 (4.325), and CSC4 (4.268). All instructors have good communication abilities, as evidenced by the overall mean score of 4.363 among respondents regarding the communication skills they utilize in their job.

Table No 4: Management Skills (MSL)

S. No	Items	N	Mean	Std. Deviation
1.	MSL1	150	4.225	0.757
2.	MSL2	150	4.535	0.943
3.	MSL3	150	4.340	0.905
4.	MSL4	150	4.415	0.943
5.	MSL5	150	4.445	0.783
	Overall Management Skills	150	4.392	0.591

Table 4 shows the management skills that teachers use in the classroom when implementing the soft teacher effectiveness factor in public secondary schools. The item with the highest mean score, "MSL2," is ranked highest among respondents, followed by MSL5 (4.445), MSL4 (4.415), MSL3 (4.340), and MSL1 (4.225), in that order. The participants' overall assessment of the teachers' classroom management abilities had a mean score of 4.392.

Table No 5: Teaching Strategies (TS)

S. No	Items	N	Mean	Std. Deviation
1.	TS-1	150	4.346	0.956
2.	TS-2	150	4.438	0.987
3.	TS-3	150	4.328	0.993
4.	TS-4	150	4.286	0.976
5.	TS-5	150	4.558	0.996
	Teaching Strategies Overall	150	4.391	0.984

According to the data presented in Table 5, the effectiveness of teachers in public secondary schools is determined by the strategies employed by teachers in the classroom. Among these strategies, TS5 received the highest mean score of 4.558 from the respondents, followed by TS2 (4.438), TS1 (4.346), TS3 (4.328), and TS4 (4.286).The mean score for participants'

perceptions of the efficacy of teachers regarding the teaching strategies they employ in the classroom was 4.391.

According to the data presented in Table 6, the feedback and motivation of public secondary school teachers regarding the effectiveness factor reveals that item FBM2 (4.586) received the highest mean score from the respondents. This is followed by FBM3 (4.548), FBM5 (4.536), FBM1 (4.456), and FBM4 (4.438), in that order of importance. The participants' overall perceptions regarding the influence of feedback and motivation on teachers' efficacy received a mean score of 4.512.

Table No 6: Feedback and Motivation (FM)

S. No	Items	N	Mean	Std. Deviation
1.	FBM-1	150	4.456	0.932
2.	FBM-2	150	4.586	0.968
3.	FBM-3	150	4.548	0.963
4.	FBM-4	150	4.438	0.957
5.	FBM-5	150	4.536	0.946
Feedback and Motivation Overall		150	4.512	0.975

Table No 7: Factor wise Teacher Effectiveness

S. No	Factors	N	Mean	Std. Deviation
1.	Communication Skills in Class	150	4.363	0.877
2.	Management Skills	150	4.392	0.591
3.	Teaching Strategies	150	4.391	0.984
4.	Feedback and Motivation	150	4.512	0.975

With a mean score of 4.512, the factor that is placed at the highest level by the respondents is the feedback and motivation that teachers provide to students in the classroom. This is followed by the management skills that teachers use in the classroom (4.392), teaching strategies and style (4.391), and communication skills in classroom teaching (4.363), respectively. Table 7 presents the factors that contribute to the effectiveness of teachers in the profession of teaching in public secondary school teachers.

5. Conclusion and Discussion

The main aim of this research was to examine how effective teaching by teachers impacts students' academic achievement. Prior research has indicated a robust correlation between the instructional methods employed by teachers and their impact on the academic performance of their students. Harman and Bich (2010) outlines the main objectives of education and student achievement as follows: The main objective of the teaching and learning process is to attain academic success, which is sometimes determined only by grades and serves as the major indicator of learning in many cases. The results of this study provided support for the objectives of the

studies (Ahmad & Hamid, 2021; Ahmad, Sewani, & Ali, 2021; Ali, Ahmad, & Sewani, 2022; Imran & Akhtar, 2023). The primary purpose of the research was to investigate the ideas that teachers have on the effectiveness of their teaching and the level of achievement that their students obtain (Phulpoto, Oad, & Imran, 2024). The primary objective of the teaching-learning process is to attain high marks, which often serves as the only indicator of learning in many situations (Imran, et al., 2023). The study highlighted the major aims of teaching and students' achievement. Consequently, it should not come as a surprise that a multitude of factors influence the judgments that teachers have toward good teaching.

In this study the teachers put the feedback and motivation factor at the highest level. All teachers teaching in classroom provide timely feedback to students regarding their mistakes in classwork and homework (Ahmad, Bibi, & Imran, 2023). Management skills was put at the second the teachers use to manage the class effectively with the use of technology (Ali, et al., 2020; Ali, Shah, & Ahmad, 2023; Ali, et al., 2023). Participants of the study put the teaching strategy at third level which they use in teaching and learning process (Ahmad, Thomas, & Hamid, 2020; Jabeen, Ali, & Ahmad, 2023), and communication skills was at the last because teachers working secondary schools hesitate to openly describe and discuss different school and class related issues with students and management also. Due to lack of confidence and others issues this element is neglected at secondary level in Karachi, Pakistan (Ahmad, Ali, & Sewani, 2021).

5.1 Recommendations

1. This study provides a comprehensive understanding of successful teaching and its impact on students. Teachers should improve their expertise and teaching skills to help pupils learn and understand.
2. Teachers should respect pupils and provide clear instructions to help them understand challenges and progress without blunders.
3. Schools should prioritize teacher communication skills, including speaking, listening, and language competency, as it directly impacts student accomplishment.
4. Teachers should prioritize professional and effective teaching, possess strong personalities and qualities, and foster a comfortable and educational learning environment with students.
5. Teachers should facilitate student learning, provide assistance when need, and incorporate student suggestions into school activities to maintain motivation.

6. References

Ahmad, N., & Hamid, S. (2021). An Analysis of Instructional Leadership Practices of Primary School Head-Teachers on Teacher Effectiveness: A Qualitative Study of Teachers' Perceptions. *Pakistan Languages and Humanities Review, 5*(2), 193-209.

Ahmad, N., Ali, Z., & Sewani, R. (2021). Secondary School Teachers' Perceptions of their Head Teachers Instructional Leadership and its Effect on Teachers' Professional development in Karachi Pakistan. *Journal of Development and Social Sciences, 2*(3), 362-377.

Ahmad, N., Bibi, N., & Imran, M. (2023). Effects of teacher's motivation on students' academic performance at public secondary schools in Karachi Pakistan. *AITU Scientific Research Journal, 1*(2), 20-32.

Ahmad, N., Iqbal, S., Ali, Z., Jabeen, R., & Imran, M., (2024). Bridging the Gap: Secondary School Teachers' Perspectives on Behavioral Barriers to Academic Success. *Al-Qanṭara 10(2)* ,144-162.

Ahmad, N., Sewani, R., & Ali, Z. (2021). Impact of Head-teachers' Instructional Approaches on Teachers competencies at Campus Schools in Karachi. *Pakistan Social Sciences Review, 5*(4), 131-146.

Ahmad, N., Thomas, M., & Hamid, S. (2020). Teachers Perception Regarding the Effect of Instructional Leadership Practices of Primary School Head teachers on Teacher Effectiveness. *Journal of Research and reflections in Education, 14*(2), 231-248.

Ahmed, S., Ahmed, S., & Buriro, A. (2023). Strategies and Best Practices for Managing Cost Overruns in the Construction Industry of Pakistan. *Propel Journal of Academic Research, 3(1)*, 28-55.

Ali, Z., Ahmad, N., & Sewani, R. (2022). Examining Elementary School Teachers' Professional Proficiencies with Technology Integration and Their Impact on Students' Achievement. *Journal of Positive School Psychology, 6*(7), 2950-2968.

Ali, Z., Ahmad, N., Rehman, H. U., Ullah, N., & Zahra, T. (2023). Investigating Teacher Educators' Perceptions on Technology Integration in Teacher Preparation Programs. *Journal of Social Sciences Review*, *3*(2), 341-355**.**

Ali, Z., Shah, R., & Ahmad, N. (2023). Determining the Science, Technology, Engineering, and Mathematics Teaching Capabilities of Educators in Karachi, Pakistan. *Journal of Positive School Psychology, 6*(7), 11-28.

Ali, Z., Thomas, M., Ahmed, N., Ahmed, I., & Ahmed, I. (2020). Assessment of Pre Service Teacher's Perceptions on Technological Pedagogical and Content Knowledge (TPACK) in Karachi Pakistan. *International Journal of Scientific & Engineering Research, 11*(3), 1402-1407.

Anthony, G., & Walshaw, M. (2023). Characteristics of effective teaching of mathematics: A view from the West. *Journal of Mathematics Education*, 147-164.

Bozkuş, K., & Gündüz, Y. (2013). *Comparison of teacher education and hiring policies in PISA leader countries*. İçinde H. Üniversitesi. In International Symposium, New Issues on Teacher Education (No.130).

Bukhari, S. R. H., Khan, A. U., Noreen, S., Khan, M. T. U., Khan, M. N., & Haq, M. I. U. (2024). Echoes of Change: Navigating Political Turmoil in the Aftermath of the Arab Spring. *Kurdish Studies, 12(2)*, 6603-6631.

Bukhari, S. R. H., Khan, A. U., Noreen, S., Khan, M. T. U., Khan, M. N., & Haq, M. I. U. (2024). Unraveling the Complexity: Geopolitical Analysis of the Nexus Between US Policies and Asymmetrical Warfare in Afghanistan. *Kurdish Studies, 12(2)*, 6580-6602.

Brookhart, S. M., & Loadman, W. E. (1992). School-University Collaboration: Across Cultures. *Teaching Education, 4*(2), 53-68.

Burić, I., & Moè, A. (2020). What makes teachers enthusiastic: The interplay of positive affect, self-efficacy and job satisfaction. *Teaching and teacher education, 89*, 103-108.

Cawelti, G. (2004). *Handbook of research on improving student achievement.* Educational Research Service.

Dossett, D., & Munoz, M. A. (2003). *Classroom Accountability: A Value-Added Methodology.*

Goldhaber, D., & Anthony, E. (2003). *Indicators of Teacher Quality*. ERIC Digest.

Hafeez, A., Iqbal, S., & Imran, M. (2021). Impact of Devolution of Power on School Education Performance in Sindh after 18th Constitutional Amendment; *Journal of Development and Social Sciences, 2*(IV), 273-285. http://doi.org/10.47205/jdss.2021(2-IV)24

Harman, K., & Bich, N. T. N. (2010). Reforming teaching and learning in Vietnam's higher education system. Reforming higher education in Vietnam: *Challenges and priorities,* 65-86.

Hussain, A., Jat, Z. G., Hassan, M., Hafeez, A., Iqbal, S., & Imran, M. (2022). Curriculum Reforms I=in School Education Sector In Sindh; What Has Changed? *Journal of Positive School Psychology, 6(9),* 2675-2687.

Imran, M., & Akhtar, N. (2023). Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-Pakistan. *Academy of Education and Social Sciences Review, 3*(2), 172-181. https://doi.org/10.48112/aessr.v3i2.505

Imran, M., Ahmad, N., Al-Harthy, A. A. Q., & Jat, Z. G. (2023). Early Identification and Intervention: Amplifying the Voice of Slow Learners. *AITU Scientific Research Journal, 1*(4),45-59.

Imran, M., Kazmi, H. H., Rauf, M. B., Hafeez, A., Iqbal, S., & Solangi, S. U. R. (2022). Internationalization Education Leadership of Public Universities of Karachi. *Journal of Positive School Psychology, 6*(11), 1175-1188.

Imran, M., Sultana, Z., & Ahmed, S. (2023). The Influence 0f Student-Teacher Interactions on Secondary School Students' academic Performance. *Benazir Research Journal of Humanities and Social Sciences, 2*(1),66-79.

Imran, M., Zaidi, S.S., & Khanzada, R. A., (2023). A Comparative Analysis of South Asian Countries and East Asian Countries on Moral Education. *Spry Journal of Humanities and Social Sciences (SJHSS), 1(2),* 120-134. https://doi.org/10.62681/sprypublishers.sjhss/1/2/5

Imran, M., Zaidi, S.S., & Rehan, F., (2024). The Impact of Excessive Internet Usage on the Emotional Maturity of Adolescents: A Case Study in Pakistan. *Spry Journal of Humanities and Social Sciences (SJHSS), 2(1),* 1-20. https://doi.org/10.62681/sprypublishers.sjhss/2/1/1

Jabeen, M., Ali, Z., & Ahmad, N. (2023). Factor Effecting on Quality Teaching Learning at Public Sector Schools in Karachi Pakistan. *Journal of Educational Research and Social Sciences Review (JERSSR), 3*(1), 92-98.

Khan, R., Hussain, A., & Ahmad, S. (2023). Revolutionizing Human Resource Management: The Transformative Impact of Artificial Intelligence (AI) Applications. *International Journal of Social Science & Entrepreneurship, 3(4)*, 306-326.

Mohammad, N., Aslam, M., Anjum, T., Haider, S., Hashim, M., & Imran, M. (2024). Phenomenological Inquiry into Postgraduate Students' Perceptions of Academic Supervision and Feedback Experiences. *Al-Qanṭara, 10(2),* 126-144.

Molnar, A., Smith, P., Zahorik, J., Palmer, A., Halbach, A., & Ehrle, K. (1999). Evaluating the SAGE program: A pilot program in targeted pupil-teacher reduction in Wisconsin. *Educational evaluation and policy analysis, 21*(2), 165-177.

Muijs, D., Kyriakides, L., Van der Werf, G., Creemers, B., Timperley, H., & Earl, L. (2014). State of the art–teacher effectiveness and professional learning. *School effectiveness and school improvement, 25*(2), 231-256.

Muis, K. R., Ranellucci, J., Franco, G. M., & Crippen, K. J. (2013). The interactive effects of personal achievement goals and performance feedback in an undergraduate science class. *The Journal of Experimental Education, 81*(4), 556-578.

Malokani, D. K. A. K., Oad, L., Mahesar, K. A., Hassan, N., Mumtaz, S. N., & Darazi, M. A. (2024). Investigating The Transformational Leadership Impact On Student Engagement: Mediating Role of Student Expectation. *Migration Letters, 21(S9)*, 498-510.

Oad, L., Zaidi, S.S., & Phulpoto, S. A. J., (2023). Helicopter Parenting and its Influence on the Children of Pakistan: Thematic Analysis. Spry Journal of Humanities and Social Sciences (SJHSS), 1(2), 72-87. https://doi.org/10.62681/sprypublishers.sjhss/1/2/1

Peart, N. A., & Campbell, F. A. (1999). At-Risk Students' Perceptions of Teacher Effectiveness. *Journal for a just and Caring Education, 5*(3), 269-84.

Phulpoto, S. A. J., Oad, L., & Imran, M. (2024). Enhancing Teacher Performance in E-Learning: Addressing Barriers and Promoting Sustainable Education in Public Universities of Pakistan. *Pakistan Languages and Humanities Review, 8*(1), 418–429. https://doi.org/10.47205/plhr.2024(8-I)38

Rehan, F., Zaidi, S. S., Imran, M., Akhtar, S., Shah, A., & Hameed, S. (2024). Exploring the Efficacy of Music-Based Pedagogies in Developing Communication Skills: Perspectives of Early Childhood Educators. *Al-Qanṭara, 10(2),* 79-98.

Rushton, S., Morgan, J., & Richard, M. (2007). Teacher's Myers-Briggs personality profiles: Identifying effective teacher personality traits. *Teaching and Teacher Education, 23*(4), 432-441.

Shin, J., Lee, Y. K., & Seo, E. (2017). The effects of feedback on students' achievement goals: Interaction between reference of comparison and regulatory focus. *Learning and Instruction, 49*, 21-31.

Stronge, J. H. (2018). Qualities of effective teachers. *Ascd.*

Walls, R. T. (1999). *Psychological foundations of learning*. West Virginia University, International Center for Disability Information.

Ward, P. (2013). The role of content knowledge in conceptions of teaching effectiveness in physical education. *Research Quarterly for exercise and sport, 84*(4), 431-440.