

**Higher Secondary Education in Karachi: An Empirical Evaluation  
of Educational Dysfunction through the Perspective of Major  
Stakeholders**

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The study aimed to investigate the dysfunction at the higher secondary level through empirical data and propose recommendations based on the study's findings. While focusing on government intermediate colleges, closed-ended questionnaires were used to collect data from intermediate students (XI, XII), n=383; college teachers (Lecturers and Assistant Professors), n=342; and college principals (morning and evening shifts), n=56. Review of the past literature and consultation with college professors helped in the development and validation of the questionnaires, whereas their reliability was tested to be satisfactory based on the pilot data. Four hypotheses were formulated for the study, and their validity was tested through the application of the chi-square test. In the first hypothesis, college teachers were found to be related to the opinion that the system of examination promotes rote learning. In the second hypothesis, intermediate students were found to be related to the opinion that private supplementary tuitions cause students' absence in colleges. In contrast, in the third hypothesis, no relationship was found between college principals and the opinion that students' low attendance in college causes their academic achievement to be low. The fourth hypothesis did not find a relationship between intermediate students and the opinion that the lack of teacher accountability causes teachers to skip their classes. Concluding the findings, the majority of the teachers agreed that the system of examination encourages rote learning; the majority of students agreed that private coaching centers are damaging to student attendance in colleges; the majority of principals did not agree that

students' low attendance is related to low academic achievement; and the majority of students did not agree that teachers skip their lectures due to the lack of accountability. Recommendations included promoting conceptual learning, learning from the private tuition industry's success, public-private partnership, and without 75% attendance, students should not be allowed to appear in the examinations.

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