

ANALYSIS OF DEVOLUTION OF EDUCATIONAL MANAGEMENT SYSTEM IN PAKISTAN: MANAGER'S PERCEPTION

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Abstract: The main objectives of study were to compare the role of educational managers in pre and post devolution period, to study the changes occurred in educational system of Pakistan and their effectiveness in present education system after devolution. The study was delimited to the management system of secondary education in the Punjab. Stratified random sampling was used to select the sample. The structured questionnaires were designed Executive District Officers (Education). It was found that the Executive District Officers (Education) confessed the interference of District Nazim in performing duties according to rule and policy and funds allocation for development schemes was not made on merit. Educational activities were being monitored and District Nazim was not helpful to promote education activities due to his interruption District Nazims influenced in recruitment and transfers of teachers and made hurdle in smooth running of system. Funds were not allocated according to requirements in institutions. Training needs were not being fulfilled by local government. The study recommended the Executive District Officers (Education) may be given role of impartial and independent in decision making process. **Analysis of devolution of educational management System in Pakistan: manager's perception.** Report and Opinion 2012; 4(3):17-22]. (ISSN: 1553-9873). <http://www.sciencepub.net/report>. 4

Key words: Education, devolution, management

1. INTRODUCTION

Education plays roles in different aspects of life such as health, engineering, education sector, environment, administration etc. Without education human beings cannot achieve goals to live better and facilitate life in the world. Education has the national aims, goals and policies for improvement. Educational institutions are established at different levels by the public and private sector. The public sector has its organization to run the institutions. These institutions include primary schools to university level. The educational management system supervises and organizes these institutions to achieve objectives. The management of these institutions is also responsible to achieve goals and aims. The educational management system functions to plan, organize, administer and implement activities at primary, secondary or higher level of educational wings. Therefore, educational management system consists of planning, organizing, staffing and controlling activities. Effectiveness of management system is to achieve objectives through activities, schemes, resources and facilities. G. R. Terry and S. G. Franklin (1982, P.4) defined management as "getting things done through other people" and administration defined as "utilization of resources effectively with coordination".

Fazal ur Rehman, the first Education Minister addressed the Educational Conference and said that, "our existing educational system, as originally conceived by Macaulay, was intended to serve as

narrow, utilitarian purpose and its growth has been largely a matter of artificial improvisation." The management system in Pakistan was the British Indian Educational management system adopted by the Govt. of Pakistan at the time of independence in 1947. The existing system of education in Pakistan was not adequate to meet the requirements of the nation." Therefore it was recommended by commission to reorient and reorganize the system for development of education.

The report of Commission on National Education (1959, P.28) describes that "The administrative structure of an organization should be so designed as to facilitate the performance of its principal functions". The report further mentions that "The administration of primary education should not be entrusted to local bodies. It should organize on district basis. The report further adds in same Para that, "The district/sub division should be further divided into areas 10-15 thousand population with an area or union committee consisting of three members nominated by the Deputy Commissioner/ Sub Divisional Officer to which certain powers, such as the transfer of teachers, should be delegated."

In 1969 proposals for a New Educational Policy (1969, P.28) stated that, "The administration set up in education is so highly centralized and bureaucratic that it has become totally impersonal, rigid, and irrespective to demand of students, teachers and parents." The 1969 proposal further added about administration that, "It is essential to decentralize the administration by creating

statutory district school authorities with an autonomous character.” The document further describes in Para 4.4 B that,” To coordinate the work of district school authorities, keep a watch over the implementation of policies and district funds made available by government amongst the district school authorities in each region.” It put forth the suggestion that, “At the provincial headquarter, there should be separate directorate of schools educations headed by the Director General. The officers of the inspectorate should exercise no control over the school directly. They should carry out periodic inspection and report their findings to the district authorities.” According to the record and orders of Office of the Director Public Instruction (SE) Punjab, Lahore, the Inspectorates were de-functionalized in 1972 and the Directorate of Education as Divisional level were organized instead of Regional Inspectorates.

The New Educational Policy (1970, P.20) described the change in structure under heading of administrative reorganization. According to it;” In order to achieve the objectives, the provinces should consider desirability of setting up district school authority and zonal college authorities.” The same policy further added that, “The district school authorities may be assisted by Tehsil/Town Advisory Committees which will help enlist the participation of local communities and the public servants working at the level.”

The National Educational Policy (1979, P.72) described the educational management and supervision in policy statement as under: “our system of educational management and supervision is a legacy of the past and is not equipped to cope with the increasing and changing demand of education in the country.” The policy also aspired for decentralizing the administration for effective supervision and management of education. It suggested reorganizing all structure to eliminate wastage of time and ensure operational efficiency in terms of policy objective. The policy added as, “Education administration will be further decentralized for effective supervision and management of education.”

According to the National Educational Policy 1998-2010 (1998, P.123-124), “The responsibility of authority will site identification, maintenance of school building, financial resources and utilization control for educational development.” The Policy furthered describes that the district education authority will be established by nomination of provinces and it will monitor the achievements with the help of EMIS setup. (EMIS means Education management information system) The authority responsibilities were described as identification of school sites, construction and maintenance of school building, community mobilization, appointment, posting, transfer of school teachers, generating financial resources for literacy and educational development.

According to the documents of Office of the Director Public Instruction (SE) Punjab, Lahore, the Directorate of Public Instruction is working as provincial level. It was divided in college and school wings in 1972. The Directorate of Public Instruction (Schools) was further divided in Secondary Education and Elementary Education in 1993. The educational system could not resolve the problems of schools and objectives could not be achieved. The need of devolution was felt. The Divisional Directorate was dissolved in January 2001 and the post of the Executive District Officer (Education) was created at district level with effect from 14th of August, 2001. The Executive District Officer (Education) was put under the supervision of District Government. It was assumed that present system will resolve most of the problems and the education system solves problems of managing funds, training, merit and awards after devolution. It seems that present system has limitations and deficiencies. The study, “An Analysis of Educational Management System in Pakistan since 1947 and Suggesting Measures to enhance its Effectiveness” was arranged to improve the deficiencies in education system after devolution for achievement of quality education.

This research study was designed to analyze educational management systems since 1947. Those systems under went numerous changes from time to time for fulfillment of needs and requirements of society. These modifications required to be analyzed through official records documents and reports and in the light of educational managers. The study aimed at an analysis of the devolution of educational management system by suggesting measures to enhance its effectiveness in the light of opinion of Executive District Officers, Headmasters and Headmistresses of High Schools in Punjab Province.

The primary objective of this study is to develop an integrated simulation model, which can be used for engineering analysis and design. The dynamic kinetics of the whole composting processes and all key factors, which limit the kinetics, will be considered. The model describes substrate degradation, microbial growth, moisture change, oxygen concentration and aeration on-off situation as a function of substrate and oxygen concentration in the exhaust air, compost temperature and moisture content. Realistic economic aeration will be included to evaluate and optimize a rotation vessel composting process with the numerical simulation results. At the same time optimal composting conditions will be identified.

2. Objectives of the Study

The study was designed to achieve the following objectives:

1. To analyze the changes in the system of Educational

management.

2. To study the effectiveness of the present system after devolution.
3. To make recommendations for improvement in the present system.

Findings of this study are likely to provide guideline to the district level management of education specially the Executive District Officer (Education) and other staff in the management of education. It is also likely to provide guidelines to planners in educational objectives. The findings of this study are also likely to be helpful for the Headmasters and Headmistresses for enhancing the process of school management which will have positive impact on learning of students and achievement of goals. The study would help to improve the educational management system in Pakistan and also its analysis would help to enhance its effectiveness to achieve objectives.

3. Methodology

The population of the study consisted of all Executive District Officers (Education) and all heads of Secondary Schools in Punjab Province. The population of the study consisted of the main three areas in Punjab namely Northern, Central and Southern Punjab. According to the information of EMIS Center Lahore there are 36 districts in the province and 36 EDOs (Education) are working.

For the purpose of selecting the study sample list

of Executive District Officers was obtained from the Office of the Director Punjab EMIS Center, Wahdat Colony, Lahore. The population of Executive District Officers (Education) was small population being 36 so all the Executive District Officers (Education) were considered the sample of study. Two questionnaires were prepared for the Executive District Officers to collect their opinions about the system and its effectiveness. An intensive study of record from Education Department offices, libraries was done. The Education Code, reports, letters and notifications were studied to collect information about functioning of old systems and the present one from offices of Director Public Instruction (EE) Punjab Lahore and office of Executive District Officer (Education) Chakwal, Rawalpindi and Mianwali. Questionnaires were mailed to Executive District Officers (Education) in 36 districts of Punjab and reminders sent to them after sufficient time passed to send responses immediately to researcher. The nearest stations were visited personally to collect responses. 34 EDOs responded positively.

The record was also studied in different offices of Education Department such as Director Public Instructions (EE) Punjab Lahore, Executive District Officer Education Rawalpindi, Executive District Officer Education Chakwal and Executive District Officer Education Mianwali. The Education Code was also studied to collect information about functioning of old systems. Keeping in view the time and financial constraints, the study was delimited to the management system of Secondary Education in the Punjab province.

4. Analysis of Data

Analysis of Data are described in Table 1.

Table 1. Analysis of Data

S.No	Statements	SA	A	UN D	DA	SDA	Mean	T value
1	The present system is more helpful than previous system in providing missing facilities to institutions.	4	24	-	2	-	4.00	1.472
2	District Education Officer (SE) is competent in finalizing the provision of facilities in institutions without District Nazim	6	20	-	4	-	3.9	1.865
3	District Education Officer (EE-M) is competent in finalizing the provision of facilities in institutions without District Nazim	4	20	-	3	3	3.50	1.811
4	District Education Officer (EE-W) is competent in finalizing the provision of facilities in institutions without District Nazim	4	14	-	8	4	3.20	2.124
5	Funds are available to complete the planned schemes in education department	3	18	-	8	1	3.47	2.032
6	It is easy to monitor the utilization of funds in schools.	10	19	-	1	-	4.26	1.783

7	Director Public Instruction monitors the activities of District management of education department.	8	14	-	8	-	3.73	2.093
8	Director Public Instruction (EE) takes keen interest in solving the problem of offices at district level.	12	12	-	3	3	3.67	2.107
9	The present evaluation process helps in improving learning teaching process in institutions.	6	16	-	4	4	3.53	2.101
10	In-service training of teachers is being provided adequately in the present system	10	14	-	4	2	3.67	2.105
11	Teachers are more devoted to teach in class room in the present system.	7	7	-	10	6	2.97	4.071
12	District Monitoring Officer (DMO) is helpful in improving educational standard	4	5	-	10	11	2.43	3.312
13	The Executive District Officer recruits new teachers without any interference	3	9	-	13	5	2.67	2.942
14	The Executive District Officer transfers the teachers and officials according to policy and needs.	6	6	-	12	6	2.00	3.539
15	The problems of teachers are being solved at district level in present system.	4	24	-	1	1	3.78	1.475
16	The Executive District Officer (Education) upgrades the schools without any interference	4	7	-	14	5	2.70	2.917
17	The Executive District Officer (Education) finalizes the development schemes on merit according to rules	3	8	-	14	5	2.67	2.812
18	The school councils are playing role in improving the schools according to their objectives	12	14	-	2	2	4.06	2.117

5. Findings

On the basis of analysis of responses of Executive District Officers, Headmasters and Headmistresses of Secondary Schools the findings and conclusion were drawn.

- 1) Majority (93%) respondents agreed with the statement that the present system is more helpful than previous system in providing missing facilities to institutions and 7% disagreed with statement. Mean score was 4.00 and value of t was 1.472 which is not greater than t table value at 0.05 hence the statement is accepted.
- 2) Majority (86%) respondents admitted that District Education Officer (SE) is competent to finalize provision of facilities and 14% respondents showed incompetence of District Education Officer (SE) in provision of facilities. Mean score was 3.93 and value of t was 1.865 which is not greater than t table value at 0.05 hence the statement is accepted.
- 3) Majority (80%) of the respondents admitted that District Education Officer (EE-M) is competent to finalize provision of facilities and 20% respondents showed incompetence of District Education Officer (EE-M) in provision of facilities. Mean score was 3.50 and value of t was 1.811 which is not greater than t table value at 0.05 hence the statement is accepted.
- 4) Majority (60%) respondents admitted that District Education Officer (EE-W) is competent to finalize provision of facilities and 40% respondents showed incompetence of District Education Officer (EE-W) in provision of facilities. Mean score was 3.20 and value of t was 2.124 which is not greater than t table value at 0.05 hence the statement is accepted.
- 5) Majority (70%) Executive District Officers (Education) admitted that funds are available to complete the planned schemes whereas 30% respondents disagreed the statement. Mean score was 3.47 and value of t was 2.032 which is not greater than t table value at 0.05 hence the statement is accepted.
- 6) Majority (97%) respondents agreed with the statement that it is easy to monitor the utilization of funds in schools. 3% respondents disagreed with the statement. Mean score was 4.26 and value of t was 1.783 which is not greater than t table value at 0.05 hence the statement is accepted.
- 7) Majority (73%) respondents agreed with the statement which indicates the monitoring of Provincial Managers in districts, whereas 27% respondents disagreed with the statement. Mean score was 3.73 and value of t was 2.093 which is not greater than t table value at 0.05 hence the statement is accepted.

- 8) It shows the interest of Director Public Instruction (EE) to solve problems. 80% respondents agreed with the statement and 20% disagreed with the statement and 11% respondents were undecided. Mean score was 3.67 and value of t was 2.107 which is not greater than t table value at 0.05 hence the statement is accepted.
- 9) It shows that 74% Executive District Officers (Education) agreed with the present evaluation process to improve learning teaching activities in institutions and 26% disagreed with the statement. Mean score was 3.53 and value of t was 2.101 which is not greater than t table value at 0.05 hence the statement is accepted.
- 10) Majority (80%) of the respondents agreed with the statement that in-service training of teachers is being provided adequately in the present system, 20% respondent disagreed with the statement. Mean score was 3.67 and value of t was 2.105 which is not greater than t table value at 0.05 hence the statement is accepted.
- 11) It reflects that 47% respondents agreed with the devotion of teachers and 53% disagreed with the statement. It shows that teachers are not devoted to their profession. Mean score was 2.97 and value of t was 4.071 which is greater than t table value at 0.05 hence the statement is not accepted.
- 12) It indicates that 30% respondents agreed with the statement and 70% were disagreed. It shows that District Monitoring Officer is not helpful in improving educational standard. Mean score was 2.43 and value of t was 3.312 which is greater than t table value at 0.05 hence the statement is not accepted.
- 13) It shows that Executive District Officer (Education) is not independent. The table indicates that 40% respondents agreed with the statement that the Executive District Officer recruits new teachers without any interference. 60% were disagreed. Mean score was 2.67 and value of t was 2.942 which is greater than t table value at 0.05 hence the statement is not accepted.
- 14) It indicates that 40% agreed with the statement and 60% were disagreed. It shows that transfers of teachers and officials were not being made according to policy and needs. Mean score was 2.00 and value of t was 3.539 which is greater than t table value at 0.05 hence the statement is not accepted.
- 15) It indicates that 94% respondents agreed with the statement that the problems of teachers are being solved at district level in present system and 6% were disagreed. Mean score was 3.78 and value of t was 1.475 which is not greater than t table value at 0.05 hence the statement is accepted.
- 16) It shows that Executive District Officer (Education) was not free to upgrade the schools without any interference. 36% respondents agreed with the statement and 64% were disagreed. Mean score was 2.70 and value of t was 2.917 which is greater than t table value at 0.05 hence the statement is not accepted.
- 17) It indicates that 36% respondents agreed and 64% disagreed with the statement that the Executive District Officer (Education) finalizes the development schemes on merit according to rules, which shows influence in decision making. Mean score was 2.67 and value of t was 2.812 which is greater than t table value at 0.05 hence the statement is not accepted.
- 18) It shows that 86% respondents agreed with the statement. 14% respondents disagreed with the statement that the school councils are playing role in improving the schools according to their objectives. Mean score was 4.06 and value of t was 2.117 which is not greater than t table value at 0.05 hence the statement is accepted.

6. Conclusions

On the basis of findings it is concluded that present management system is more helpful and facilitating. Funds and their usage are evaluated by monitoring of higher authorities. Monitoring and evaluation of management is not easy for widespread geographic area and devolution helped the management to make it effective for improvement of institutions. Adequate in-service teachers' training is being provided to the teachers which is helpful to improve their performance after devolution. However, teachers' devotion is not upto the mark and recruiting authorities recruit teachers without interference where as transfers and postings are not being made as per rule and policy or on need basis. Similarly EDOs feel themselves incapacitated in finalizing the development schemes. Problems of teachers are being solved at local level but managers are not free to upgrade the institutions as per needs of institutions or as per needs of the areas. School councils are not playing vital role to improve the schools. Therefore, it is concluded that devolution of management structure is more useful and responsive to local needs.

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