

A STUDY OF ADMINISTRATIVE ISSUES IN SECONDARY SCHOOLS OF QUETTA

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ABSTRACT

The study was conducted to explore the administrative issues that affect the students learning outcomes at secondary level schools. The main purposes of the study were, to identify the weaknesses and strength of administration, to examine the performance of the administration in promotion of education and uplifting the standards of educational institutions, and to suggest ways and means for ensuring excellent academic performance of the institution at secondary level. School administration is expected to impart required social and religious values among the individuals of the society, which is a fundamental objective of education. By following this path, the society would be able to produce a constructive individual. One important aspect of effective educational administration is to develop intellectual capability of the individual through development of critical thinking ability; on the other hand physical development has the same importance for a balanced personality of the students, along with the educational activities. All the principals, administrators, head teachers, vice principals, administrators, and teachers of the secondary schools of Quetta constituted the population of the study whereby 33 secondary schools out of 72 were randomly selected for data collection. Through stratified random sampling technique, from every sampled school an administrative head (either principal or the administrator), a head teacher, a vice principal or head teacher and two senior teachers were requested to fill in the provided Performa by sharing their experience. The total sample size thus analyzed was 132 wherein each Performa was comprised of 20 questionnaires with five possible options. The questionnaire was designed and administered personally after conducting pilot study in consultation with the researchers and educational experts. The survey and interview was also conducted as research instrument for data collection. The data collected was analyzed statically and tabulated in numbers and percentage. The process of data interpretation was completed by the researcher in the light of given responses of questions. To authenticate the findings and results, chi-square test was applied to the data. The data analysis helped the researcher to conclude that existing schools system in the area, the system of evaluation, a lengthy and unnecessary course of study, teacher selection process, administrators selection process, absenteeism, influence of pressure groups and political figures, accountability and monitoring system, long period of posting at one place, partiality, and community domination are the hindrance that impede productivity level of educational institutions. Although the identified challenges are very common in nature, but these require to be addressed through proper initiatives in an effective manner.

Keywords: Administrative issues, learning outcomes, secondary schools

INTRODUCTION

The study encompasses exploration of administrative issues at secondary level in Quetta. For the purpose, secondary schools of Quetta have been emphasized. To develop a completely active personality of the individuals, education is a significant and single agent. One of the

educational functions is to enable an individual for adjustment according to his society and adopt attributes of the society. Education also brings changes in habits, behavior, feeling and thoughts of the individuals, these changes enable them to be capable of all competencies for adjustment in the society (Quina, 1989). The economic and social development of a nation is determined by the only agent that is education, which is imparted to the nation. The quality of human resource depends on the quality of education. Educational expenditure is said to be the exposure on man power enrichment by progressive nations. In order to provide education to the individuals, a huge amount of money is invested by developed countries and in underdeveloped countries, a certain amount of money is spent, according to their resources, for provision of education to every citizen freely or at lowest cost (Mohammad Iqbal, 2012). The quality of education will enhance only when resources are well managed. Improvement of curricula, textbooks and teachers are undeniably important investment to the package of enhancement of quality, till now the delivery system possesses a far more important place to make these investments to bring in the desired results. In fact, unless the traditional management and delivery system participate a fundamental change to meet the needs of the fast expanding secondary education, as also to meet the issues of insufficiency of resources, there seems to be little hope of boosting the standards of secondary education. Good quality education is based on the provision and appropriate use of: (a) instructional methodologies prepared to improve independent thinking; (b) competent, motivated, well-experienced teachers; (c) suitable, well developed curriculum; (d) effective learning materials including, but not limited to, textbooks; (e) a suitable, well maintained educational atmosphere; and (f) a valid and reliable evaluation system and a well managed library as well (Govt. of Pakistan, 1959).

In the educational parameter, Pakistan is combating a lot of difficulties, such as flagrant inequality of general and professional education, continuously deterioration in the educational standards, inappropriate use of material and human resources on large scale, the low quality of education as compare to international standards, ill-managed and ineffective system of education, are the most important issues. The question is” what is the basic reason of such big problem?” The answer of this question may be that “there is no appropriate and authentic system for evaluation of the abilities, competencies, and capacities of the students. Students in a large number are entered into different disciplines without any prior guidance or having aptitude or capability and get failed to do justice with their choices. Resultantly we suffer from wastage of best minds, precious time and financial resources (Hashmi, 2000). Education ranks on the top among fundamental rights of the inhabitants under the constitution of Pakistan whereby the constitutional commitment of the government accepts to provide access to education to every citizen (Govt. of Pakistan, 2000). The prevalent educational system of the country comprises of various levels such as primary, middle secondary, higher secondary, college and university (Farooq, 1993).

Education is said to be a strong catalyzing channel, with provision of moral, physical, ideological and mental development to individuals, in order to enable them to have complete awareness of their tasks, of their ambition in life and to prepare them to achieve that aims. It is a mean for the moral development and the meeting the basic needs of human beings. According to Islamic point of view education is an agent for bringing positive change in of individual’s attitudes in accordance with the value of honorableness helping them to build a sound Islamic society (Govt. of Pakistan, 1998). In human resource development education plays a significant role. It enhances the creativity and competencies of individuals and develops an expert human power that is capable of leading the economic development. Significant role of Education in human resource development does not need any clarification

or justification. Education ranks highest priority in developed countries same is the case with the developing countries (Govt. of Pakistan, 2000).

Since its inception in 1947, Pakistan has not been able to accomplish prime objective of enhancing literacy rate of the inhabitants. A number of certain reasons are there, that are hindering in achieving the anticipated objective.

The significance of literacy and elimination of illiteracy is acknowledged by the constitution of Pakistan 1973, within the possible short period of time. The important provision in the constitution is, to eliminate illiteracy by making education compulsory and free up to secondary level. The said article of the constitution is replicated literally, as:” State shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time” (Article 37-B, Constitution of Pakistan). During the last few years, basic aims of the government policy have been to boost the level and quality of education in the country, though literacy and primary school enrolment rates have shown improvement during last five years, but are still falling behind other countries of the region. The basic hurdles in imparting and expanding education are deficiency of resources and insufficient provision of facilities and trainings (Pakistan Economic Survey 2012, 137pp).

The educational system of homeland was subjected to a number of constraints since the day it was declared as an independent country. With the assistance of British conspiracy India received major share of the assets more than its right in the form of military resources, factories, financial and commercial institutions, sugar mills and educational institutions. This unfair division of assets strengthened India and weakened the Pakistan. As foundation of the country was laid on the principles of Islamic ideology, therefore, its educational system must reflect Islamic attributes rather than British inherited educational outcomes.

Another blunder in our education system is, two separate standards of education for bureaucrats and the common man, where not only the course of study is totally different but teaching and learning environment as well, and is confronted with educational goals. Pakistan has been practicing a long period of martial law, which has destabilized the political system thereby resulting in freezing the progressive activities, so is education. In different era, various political and religious parties influenced the educational system according to their religious thoughts and political agendas, respectively. It must be considered that in all educational institutions, students belonging to political parties pressurize the system for completion of their unjustified demands, designed by political leaders, are strongly hazardous for educational system.

Faulty planning and implementation of educational policy of the government is a big hurricane to achieve the educational goals. Causes of ailing educational system lies in the practices and use of unfair means in the appointment of teaching staff, is also among the drawbacks of our educational system.

Including all above mentioned reasons probably, lack of proper funding, lack of co-ordination in educational activities, tiresome and boring teaching methodology, school strength and communal influence are responsible for educational failure. Above all escalating law and order situation in the country especially in Balochistan, is also leading to deterioration of our educational system. In order to understand findings of the study, it is important to have a short review of educational history of Balochistan.

There are enumerated reasons along with the poorly designed educational system in the province of Quetta, are further destroying the life of the thousands of the students. In early education students of public schools, are compelled to get education in Urdu, which is not

recognized at provincial and federal public service structure. With the 43 percent of the total area of the country and huge natural resources, Balochistan is the largest province but having lowest literacy rate. Balochistan has the smallest share of national educational institutions. With accordance to NES “Out of total number of institutions, 48 percent are to be found in Punjab, 22 percent in Sindh, 17 percent in Khyber Pakhtoonkhaw and only 5 percent in Balochistan (Mir Balaach Baloch, 2012).

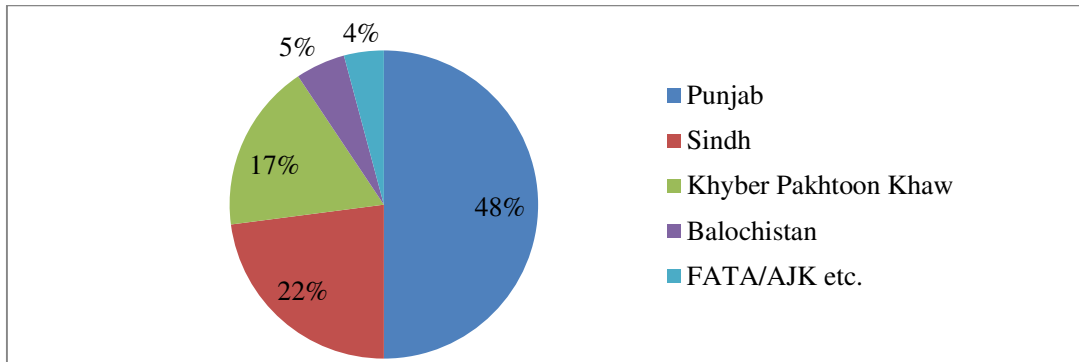


Figure 1.1 Distributional percentage of educational institution of Pakistan (Mir Balaach Baloch, 2012)

The above narrated statistical figures show that there is educational inequality in Balochistan. It is open and undeniable fact that children are being deprived of education since decades, which is their basic human right of being the state’s citizen. Concrete measures on the part of educational authorities to device friendly educational development policy is, therefore, vital at this stage in order to put this deprivation to its end. Without taking concrete measures, the dream of enhancing literacy rate in Balochistan would likely become a dream.

COMPARISON OF LITERACY RATES

The overall literacy rate of Pakistan is 58 percent while comparison of literacy rate for the four provinces is given in Table 1.5.

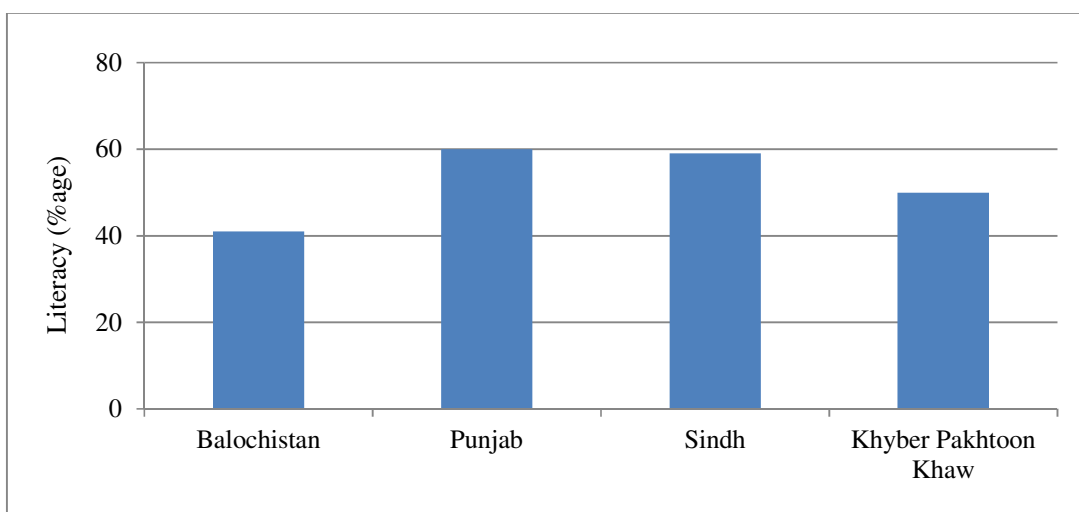


Figure 1.2 Comparison of literacy rate for the four provinces (Pakistan Economic Survey 2011-2012)

According to the Pakistan Economic Survey, Balochistan has the least number of educational institutions in the country with just over ten thousand in number. Comparison of Balochistan's educational institutions with other provinces is presented in Figure 1.1, while distributional percentage of educational institutions of Pakistan is given in

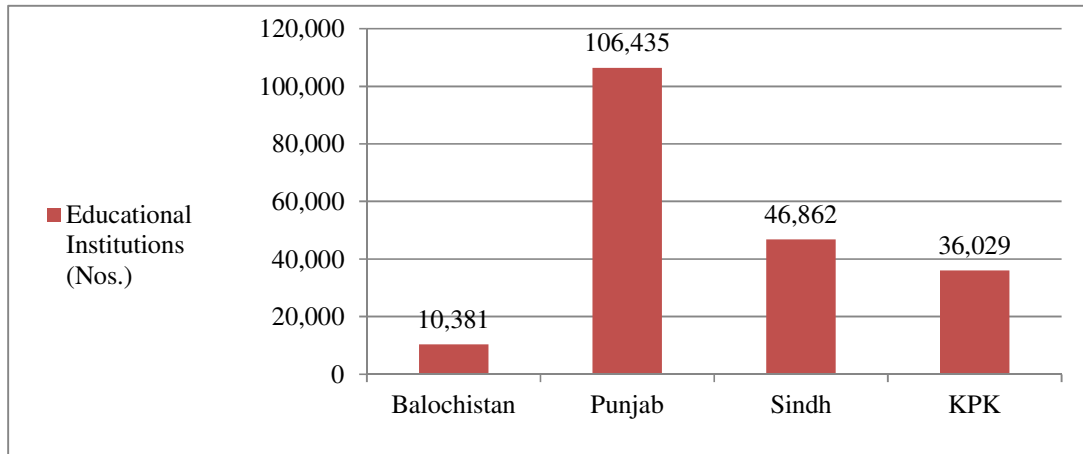


Figure 1.3 Distributional percentage of educational institutions of Pakistan (Doda Rasheed, 2011)

PURPOSE

The primary purpose of the study is:

- a. To identify and study the administrative issues that affects the learning outcomes of students and instructional skills of teachers, in secondary schools of Quetta.
- b. After finding the issues of administration, recommendation made for the resolution of these issues.
- c. To improves and evaluate the process of administration.
- d. To motivate the administrators to adopt effective administrative skills.
- e. To get the opinions of the secondary school teachers of Quetta that how administration make effective.
- f. To suggest and improve the quality of administration specially among secondary schools of Quetta.
- g. To developed the criteria for standard and quality of education by keeping administration effective.
- h. To make recommendations for the improvement of effective administration.
- b. To suggest ways and means for ensuring the excellent academic performance of the institution.
- c. To identify weaknesses and Strength of administration.
- d. In more specific terms, the study will examine the following issues:
 - e. To study the role of administration in enhancing capabilities of students.
 - f. To improves administrative issues that effect on students achievements.
 - g. To develop friendly environment between teachers and students by making good administration because administration is the bridge between them.
 - h. To achieve educational objectives set by the government by utilizing internal and external resources.

- i. To enlist how community would help in improving school for all concerned.
- j. To overcome impediments initiatives and administrative issues.
- k. To examine the performance of administration in promotion of education and school.
- l. To study the effect of staff salaries and fee of students towards institutional uplift.
- m. To find out any impact if there is training of trainers (local or foreign).

RESEARCH STRATEGY

The strategy of the study is evaluative study/survey research/action research. Its main purpose is to gather detailed information to be used as a basis for judging the effectiveness and accuracy of the study.

The population is the entire set under consideration. Samples are drawn from it. (Colorado State University). It is any group of individuals that have one or more characteristics in common that are of interests of the researcher. The population may be all the individuals of particular type, or a more restricted part of that group. (Best & Khan, 1998)

In this study, all head teachers, principals, administrators of secondary schools and senior teachers of education department were chosen as population.

Stratified random sampling is used for the study. The total size of the sample is 132.

The samples of 33 of the secondary schools out of 72 (46% of the total schools) enclosures of boys and girls were chosen randomly. From every school 4 persons were selected for filling the questionnaire, head teacher/ principal/administrator, vice principal, and 2 senior teachers so total number of questionnaire have been filled and total number of respondents were 132.

33 of the secondary schools out of 72 (46%) enclosures boys and girls were visited along with the questionnaire during the months of August and September, 2012. Efforts were made to keep surveyed sample as maximum as possible to enhance accuracy of results and to reduce error chances. Questionnaire were got filled from Principals, Head teachers and Administrators, Vice Principals and Senior Teachers of randomly selected 33 secondary schools. To some respondents questionnaires were dispatched and then collected on other day.

RESEARCH DESIGN

A set of survey presents perceptions and opinions for the administrative issues and explanations. The surveyed Performa contained 25 close-ended questions to solicit answers pertaining to administrative issues from the principals, head teachers, administrators and senior teachers. The research encompasses a period of two months. It has to be assumed that such circumstances did not excessively bias, the basic results during this research period.

The close-ended questions contain a set of answers or multiple choices to be chosen by the respondent. Qualitative information contained in the questionnaire is described in results.

To arrive at a conclusion and to accomplish the research study, 25 questions were developed for the survey.

RESEARCH INSTRUMENT

Two self reporting instruments were specially designed and used:

- i. Questionnaire,
- ii. Interview

The reliability of the instruments was estimated through chi-square test. The instrument was first tested for content or face validity to determine if it measures what it was intended to test. To carry out this procedure it was initially reviewed by the supervisor and senior head teachers and administrators.

DATA COLLECTION PROCEDURE

Questionnaire

A questionnaire was developed and administered to the samples and calculated personally. So the responses of the questionnaire were 100%. The whole process was monitored by the supervisor.

Interviews

Head teachers, principals, administrators and senior teachers of the education department.

Observations

Personal experience and discussion with the administrative authorities.

Secondary data: Documents from the directorate of education, government of Balochistan, libraries and newspapers.

Analysis

The data collected from the respondents was then analyzed statically that includes:

- a. Frequency of the number of the respondents.
- b. Percentage of the respondent's number.
- c. Chi-square test.

Hypothesis 1

Effective administration enhances teachers' instructional competencies.

Result

We find that tabulated $\chi^2 = 9.49$ with $df = 4$ at $\alpha = 0.05$ is lesser than the computed $\chi^2 = 39.434$. Hence, the H_0 is accepted and it is concluded that effective administration enhances teacher's instructional skills.

Hypothesis 2

Administration cannot play any role in enhancing students learning out-put.

Result

We find that tabulated $\chi^2 = 9.49$ with $DF = 4$ at $\alpha = 0.05$ is lesser than the computed $\chi^2 = 49.915$. Hence, the H_0 is accepted and it is concluded that administration cannot play any role in enhancing students learning output.

Hypothesis 3

Mutual understanding between administrator and staff enhances institutional productivity.

Result

We find that tabulated $\chi^2 = 9.49$ with $df = 4$ at $\alpha = 0.05$ is lesser than the computed $\chi^2 = 59.589$. Hence, the H_0 is accepted and it is concluded that mutual understanding between administrator and staff enhances institutional productivity.

Hypothesis 4

Political figures and external influences affect the administration and teaching-learning process.

Conclusion

Referring to Table of χ^2 we find that tabulated $\chi^2 = 9.49$ with $df = 4$ at $\alpha = 0.05$ is lesser than the computed $\chi^2 = 141.225$. Hence, the H_0 is accepted and it is concluded that political figures and external influences affect the administration and teaching-learning process.

Hypothesis 5

Administrators should be appointed on seniority basis.

Result

We find that tabulated $\chi^2 = 9.49$ with $df = 4$ at $\alpha = 0.05$ is lesser than the computed $\chi^2 = 126.862$. Hence, the H_0 is accepted and it is concluded that administrators should be appointed on seniority basis.

Hypothesis 6

Bold and diplomatic disciplinary actions avoid mal-practices.

Result

We find that tabulated $\chi^2 = 9.49$ with $df = 4$ at $\alpha = 0.05$ is lesser than the computed $\chi^2 = 57.011$. Hence, the H_0 is accepted and it is concluded that bold and diplomatic disciplinary actions avoid mal-practices.

Hypothesis 7

Rules and regulations must be in black and white for administrator and staff members.

Result

We find that tabulated $\chi^2 = 9.49$ with $df = 4$ at $\alpha = 0.05$ is lesser than the computed $\chi^2 = 108.68$. Hence, the H_0 is accepted and it is concluded that rules and regulations must be in black and white for administrator and staff members.

Hypothesis 8

An administrator's authority known by staff members has good effect on staff's performance.

Result

We find that tabulated $\chi^2 = 9.49$ with $df = 4$ at $\alpha = 0.05$ is greater than the computed $\chi^2 = 7.92$. Hence, the H_0 is rejected and it is concluded that an administrator's authority known by staff members has not good effect on staff's performance.

FINDINGS

The findings of the study listed below are drawn based on the responses of the respondents, reviewed literature, discussions with administrative authorities and critical analysis of the all the prevailing circumstances;

1. Effective administration enhances teacher's instructional skills.
2. Mutual understanding between administrator and staff enhances institution's productivity.

3. Improper planning for utilization of funds delays in achieving the anticipated outcomes.
4. Recommendations and unnecessary interference by department weakens the administration of an institution.
5. Check and balance by department improves administrative capabilities.
6. Leaves of the staff would be approved by administrator.
7. Administration is not effective without drawing and disbursing power.
8. Establishment of pressure groups by staff members creates hurdles in achieving productive goals.
9. Exerting political influence creates problems in administration.
10. Smooth and easy flow of funds from department is imperative for executing institutional activities as and when required.
11. Administrator's awareness about innovative methods of administration through trainings and workshops is strongly recommended.
12. Administrator's appointment would be practiced through seniority bases.
13. Coordination and cooperation between administrators is lacking.
14. Involvement of administrator in all process brings betterment.
15. Bold and un-biased disciplinary actions are helpful to avoid mal-practices.
16. Rules and regulations for administrator and staff members in black and white make administration easy.
17. Neutral form of administration for satisfaction of staff is strongly recommended.
18. An administrator must have salary package more than staff members.
19. Administrator's authority known by staff members have positive effects on staff's performance.
20. Corporal punishment demand causes high rate of drop out.
21. Involvement of teachers in planning and development process of institution plays vital role.
22. Multiple instructional workshops cause motivation towards work.
23. Absenteeism from teacher or students side shows minor progress in student's education.
24. Community involvement in institutional activities is strongly recommended.
25. Administrator would be responsible to take measures for achievement of educational objectives set by the government.
26. A fixed time period must be set for government employees to serve at one place of posting. Staff members and administrators must be transferred on completion of their tenure.

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