

**EXISTING EDUCATIONAL
MANAGEMENT/ADMINISTRATIVE SYSTEM AND
ALTERNATIVE APPROACHES TO EDUCATIONAL
LEADERSHIP**

By

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EXECUTIVE SUMMARY

This study was intended to find out the status of existing educational management system at elementary level and identify alternative approaches for educational leadership. Two questionnaires were designed one for head teacher/teacher and another for Director/DEO/DDEO and AEOS. 1

The study was delimited to Rawalpindi and Islamabad Districts. Sample of the study was selected by applying simple random sample techniques considering rural-urban and boys and girls ratio.

Data was collected by the research team. The team personally visited sample schools. Collected data was coded fed into computer. Data analysis was made to interface the objectives of the study which are as follows:

OBJECTIVES

1. To analyze the efficiency and effectiveness of existing educational management system at primary and middle school level.
2. To identify the challenges and problems which hampers the internal efficiency of the education system.
3. To design alternative approaches for monitoring the educational management at the school level.
4. To suggest certain options for the policy and plan preparation in the country.

FINDINGS

The major findings of study are as under:

1 Mr.Aslam Bhatti, Deputy Director and Mr.Sabir Hussain Research Assistant, AEPAM collected the data for this study jointly.

- Less than 50% of the working teachers hold Bachelor's degree, but the percentage in Islamabad of degree holder is almost twice as that of Rawalpindi.
- More professional qualified teachers are available in Islamabad as compared to Rawalpindi. (5.2% hold M.Ed. and 15% teachers hold PTC) . This shows that small number of professionally qualified teachers are available.
- In Islamabad district more experienced teachers are available whereas in Rawalpindi district teachers have less experience as compared to Islamabad.
- School management committees are functioning in 24% institutions whereas 16% institutions have parents teachers association. About 30% schools can obtain donation from the community in form of land or cash, whereas 43%, schools obtain voluntary service by the community.
- Female teachers (72.8%) are working in elementary level institutions on the contrary only 27.2%, male teaches work at this level.
- Every District Education Officer has to do a lot of office work and attend numerous meetings. He/She has a little time for supervision and management of schools.
- Most of the DEOs/Dy. DEOs and AEOs have no office accommodation of their own.
- The AEOs are 17-graders but are non-gazetted for which they feel small.
- No clerk is attached with the AEOs.
- Raw hand S.S.Ts. are appointed as A.E.Os who invite audit objections and administrative problems.
- A large number of Primary Schools and Middle Schools are to be supervised by an AEO which is not possible.
- Lack of funds under the T.A. head.

RECOMMENDATIONS

- School management committees and teacher parent associations are playing vital role in the development of the educational facilities. It is recommended that community participation should be enhanced and encouraged in order to share the govt. responsibilities.

- It is recommended that community representatives may be involved in monitoring the school activities as well as of the absenteeism of the teachers.

- Female teachers (72.8%) are working in elementary level institution, it is recommended that it should be enhanced upto 100% so that employment opportunities for female teachers could be enhanced. Moreover female teachers can impart knowledge at this level in effective manners.
- Policy implementation should be ensured so that proper effectiveness of the policy could be evaluated.
- It is recommended that Federal Govt. should implement the Education Policy through District Management. They should be directly responsible to provide educational facilities in respective districts.
- Tehsil be considered as a unit for primary level in the province as the admission of primary school teachers and their appointments are made Tehsil-wise. Certain powers regarding sanction of leave upto 3 months and transfers within the sub-division/Markaz be delegated to the A.E.O. and also to impose minor penalty, then the 60% burden of the DEO will be shared by the Tehsil, Markaz officers. The establishment check register and budget/accounts check registers may also be maintained by the Tehsil Officers. The inter Tehsil transfers will remain the responsibility of the DEO.
- The separate office accommodation is basic requirement of the DEOs/Dy. DEOs/AEOs at their headquarters with necessary equipment. Residential accommodation should also be provided to them like other departments.
- The AEOs' post be declared gazetted in like other departments keeping in view their qualifications, the present assignment as D.D.O. in respect of pay of the staff working under him supervision.
- He may be provided with a senior clerk well conversant with the financial and service rules as he has to keep the service record of the teachers working in his Sub-Division.
- The A.E.Os. and Tehsil Officers be given pre-job training in respect of accounts, service matters, rules and regarding the techniques of inspection evaluation and human relation-skills (Public dealing), so that they may be in a position to perform their duties efficiently, with

