

**SEGREGATION OF TEACHING AND MANAGEMENT CADRE AT  
ELEMENTARY AND SECONDARY EDUCATION DEPARTMENT IN  
KHYBER PAKHTUNKHWA (KP): PROBLEMS AND PROSPECTS**

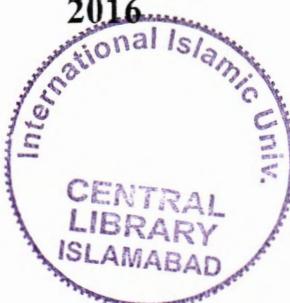


**BY**

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(85-FSS/MSEDU/F10)**

**Department of Education  
Faculty of Social Sciences  
International Islamic University, Islamabad**

**2016**



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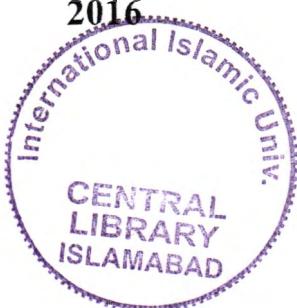


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A thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

**Master Studies in Education**

**Department of Education  
Faculty of Social Sciences  
International Islamic University, Islamabad  
2016**



In the Name Of Allah, the Most Gracious, the Most Merciful

## **DEDICATION OF WORK**

**This humble piece of research work is dedicated to**

**My Parents, My Teachers,**

**And**

**My Family**

**Whose prayers and affections are source of inspiration for me  
in my life.**

## FORWARDING SHEET

This thesis entitled "SEGREGATION OF TEACHING AND MANAGEMENT CADRE AT ELEMENTARY AND SECONDARY EDUCATION DEPARTMENT (KP): PROBLEMS AND PROSPECTS" submitted by Hafeez Ud Din in partial fulfillment of the requirement for the degree of Master Studies in Education under my guidance and supervision. I am satisfied with the quality and originality of student's research work and allow him to submit this thesis for further process, as per IIUI rules and regulations.

Supervisor

Dr. Syed Asad Abbas Rizvi

## APPROVAL SHEET

### SEGREGATION OF TEACHING AND MANAGEMENT CADRE AT ELEMENTARY & SECONDARY EDUCATION DEPARTMENT IN KHYBER PAKHTUNKHWA (KP): PROBLEMS AND PROSPECTS

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I, **Hafeez Ud Din** Registration No. **85-FSS/MSEDU/F10** as a student of Master Studies in Education at International Islamic University Islamabad do hereby declare that the thesis entitled "SEGREGATION OF TEACHING AND MANAGEMENT CADRE AT ELEMENTARY AND SECONDARY EDUCATION DEPARTMENT (KP): PROBLEMS AND PROSPECTS", submitted for the partial fulfillment of Master Studies in Education is my original work, except where otherwise acknowledge in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining degree from this or any other university or institutions.

Dated: 24-8-2016

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## **LIST OF ABBREVIATIONS**

ADB	Asian Development Bank
ADO	Assistant District Officer
AED	Academy for Educational Development
AEO	Assistant Education Officer
AGU	Aga Khan University
ANP	Awami National Party
B. Ed	Bachelor of Education
CEO	Chief Executive Officer
CIDA	Canadian International Development Agency
CPD	Continuing Processional Development
CPDF	Continuous professional Development Framework
CT	Certificate of Teaching
DDEO	Deputy District Education Officer
DED	District Education Department
DEO	District Education Officer
DFID	Department For International Development
DOE	Department of Education
DTEs	District Teacher Educators
E&SE	Elementary And Secondary Education
EDO	Executive District Officer
EFA	Education For All
ESRC	Economic and Social Research Council
GCETs	Government College for Elementary Teachers
GTZ	German International Cooperative Agency
GOP	Government of Pakistan
GPS	Government of Primary School
GGPS	Government Girls of Primary School
IRP	Institutional Reform Programme

JICA	Japan International Cooperation Agency
KP	Khyber Pakhtunkhwa
LC	Learning Coordinator
LGO	Local Government Ordinance
LIL	Learning Innovation Loan
NCHD	National Commission for Human Development
NEP	National Education Policy
NWFP	North West Frontier Province
PD	Professional Development
PESRP	Punjab Sector Reform Programme
PITB	Punjab Information Technology Board
PITE	Provincial Institute for Teachers Education
PSTs	Primary School Teaches
PTA	Parents Teachers Association
PTC	Primary Teacher Certificate
TPD	Total Permanent Disability
TTs	Trained Teachers
UK	United Kingdom
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNICEF	United Nation International Children's Emergency Fund
USAID	United States Agency for International Development
USA	United States of America
WB	World Bank

## **APPENDICES**

Appendix "A" Questionnaire for Teachers (M&F) Government Primary Schools of District Nowshera KP.)

Appendix "B" Questionnaire for Headmasters (M&F) Government Primary Schools of District Nowshera KP.

Appendix "C" Semi Structured Interview from Management

Appendix "D" Teaching Staff of Government Primary Schools in District Nowshera (M & F)

Appendix "E" Number of Government Primary Schools in District Officers (M &F)

Appendix "F" Theoretical frame work diagram

## Abstract

The present study is conducted to explore the "Segregation of teaching and management Cadre at elementary and secondary education department (KP), Problems and Prospects in District Nowshera". The objectives framed for the study were; To study the Impact of the decision on Management Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation; To study the Impact of the decision on Teaching Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation; To identify the working problems and issues before and after the Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa; To find out the prospects of the decision regarding Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa; To investigate the shortfalls regarding implementation of the decision of segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa. The study was descriptive in nature. Survey Technique was used for the collection of data. The data were collected through Custom made questionnaire from Male & Female teachers from selected Government primary school teachers of three Tehsil (Pabbi, Nowshera and Jahangira) in District Nowshera. The Target Population of the study was all the Government primary school teachers in Nowshera district as well as Headmasters/Headmistress of both boys and Girls Primary Schools. There are 1755 male primary teachers and 1271 female primary teachers which makes the total of 3026 primary teachers (Male & Female). There are 426 male & 328 female Headmasters/Headmistress at primary level which makes the total of 754 in the District of Nowshera. The EDOs, DOs, DDOs, and ADOs both Male & Female were interviewed for the purpose. The sample of the study was 341 Male & Female teachers and 426 Male & Female Headmasters/Headmistress which were selected randomly. The data was analyzed by using the percentage on the responses of the respondents. On the basis of responses each question was tabulated and the conclusion was drawn quantitatively. Interview of the EDOs, DOs, DDOs and ADOs was analyzed qualitatively. The data was converted from five point Likert scale to three point scales, respondent of agreed, undecided and disagreed. The findings and conclusions of the study showed that the segregation of teaching and management cadre in elementary and secondary education department KP District Nowshera has a great impact on teaching and learning process, resolving problems and issues in the department and minimized the political interference in the department of education. The majority of teachers and headmasters were in favor of the decision. Moreover the newly appointed EDOs up to the level of ADOs have removed shortfalls in the system of education to a larger extent. The decision has also improved decision making and professional development of the teachers and management cadre. The major recommendation of the study is that since the findings of the study revealed that the decision of segregation teaching from management cadre in elementary and secondary education department KP has considerably improved the teaching and learning process in schools, therefore the segregation of teaching and management cadre may continue.

## CHAPTER I

### INTRODUCTION

The quality of education provided by the public sector in Pakistan has been poor due to low levels of teacher competence, lack of classroom-based support for teachers, poor quality of textbooks and learning materials, lack of system to assess student-learning outcomes, uneven supervision, insufficient resources for critical teaching and learning materials, and weak sector governance and management (World Bank, 2006).

Research indicates that teacher quality, and supportive school organization and management, significantly influence school improvement, and eventually pupil learning. Literature also suggests that the quality of a teacher is generally dependent on the quality of his/her education, training, and availability of post-training support (Agha Khan Foundation, 1998).

Managerial positions in the Education Department i.e. Executive District Officer's (EDO's) and Assistant District Officer's (ADO's) were filled from the existing stock of teachers on the basis of experience. However, employees who only have teaching experience are not equipped to perform the functions mandated to the managers of education services. Therefore, a policy for separating management and teaching cadres was instituted as a part of the Institutional Reform Program (IRP) and Department for International Development United Kingdom (DFID, 2005).

Government of Khyber Pakhtunkhwa is doing different experiments to bring a broader and sustainable change in the education system. According to the recommendations made in IRP (2003), DFID (2005) and National Education Policy (2009), the Government of

Khyber Pakhtunkhwa has amended the NWFP Civil Servants Appointment, Promotion & Transfer Rules, 1989 in April, 2011 by separating the teaching cadre from management cadre. For this, the department has established vacancies of different management cadres from Executive District Officers (EDO's) up to the lower level officer like Assistant District Officers (ADO's). These officers were selected by the Khyber Pakhtunkhwa Public Service Commission (Mustafa, 2012).

According to Institutional Reform Programme (2003), DFID (2005) and National Education Policy (2009), Khyber Pakhtunkhwa Public Service Commission has announced different Managerial posts from EDO's up to the ADO's level. It was made clear in the advertisement that once the recommended persons are appointed on these posts they will only work on management side for the rest of their services and will never go back to any school to act as a principal or teacher. This experience is running on in the province of Khyber Pakhtunkhwa and it has to judge the impacts of that decision that whether it is a successful experiment or this will bear no fruits. Also to see the result of the monitoring system of the education offices and school that whether they are fulfilling their responsibilities and is there any improvement in the field of attendance regarding the teachers and the other staff (Ashfaq, 2012).

Separation of management and teaching cadres in education department is a historical step of the Awami National Party (ANP) led provincial government. Efforts were underway to make the new system, aimed at improving standard of education in the province. As part of the separation plan, the government recruited Executive District Officers, District Officers, and Assistant District Officers (Male & Female) in the Management Cadre on the recommendations of Provincial Public Service Commission.

The newly appointed officers worked hard and proved their efficiency and capabilities of bringing reforms and improvement in the existing education system" (Ashfaq, 2012).

There is a debate going on about setting apart of both the cadres that what is, and what were the practicalities, problems and issues regarding the implementation of this decision related to the separation of teaching and management cadres. Whether this decision was sustainable or will be rolled back by the government of KP (World Bank & DFID, 2005)

### **1.1 Statement of the Problem**

Teaching and management are always considered as an important and vital part of learning process in all over the world and especially in Pakistan. The government of Khyber Pakhtunkhwa has taken the decision under the Institutional Reform Programme (2003), Department for International Development (2005) and National Education Policy (2009) to separate the teaching cadre from management cadre for its better functioning. Has this decision implemented in its true spirit? How far this decision was result oriented? This study would focus on such issues in terms of the impact of the decision.

### **1.2 Objectives of the Study**

The objectives of the study were as under:

- (1) To study the Impact of the decision on Management Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation.
- (2) To study the Impact of the decision on Teaching Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation.

- (3) To identify the working problems and issues before and after the Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa.
- (4) To find out the prospects of the decision regarding Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa.
- (5) To investigate the shortfalls regarding implementation of the decision of segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa.

### **1.3 Research Questions**

This study is aimed at finding out answers to the following specific research questions:-

- 1. What is the Impact of the decision of Segregation on Teaching and Management Cadre at Elementary and Secondary Education Department in Khyber Pakhtunkhwa?
- 2. How this decision of Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in KP was productive regarding resolving the problems and issues of teaching cadre?
- 3. How this decision of Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in KP was productive regarding resolving the problems and issues of management cadre?
- 4. What are the Prospects of the decision of Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in KP

regarding resolving the problems and issues of the Teaching and Management Cadres?

5. What are the obstacles in implementation of the decision of Segregation on Teaching and Management Cadres at Elementary and Secondary Education Department in KP?

#### **1.4 Significance of the Study**

This study was significant due to the factors which are discussed under;

1. This study would highlight the problems of segregation of teaching and management cadres in KP in detail which were briefly discussed before.
2. This study may be significant in resolving those problems which have emerged due to separation of teaching and management cadre in KP.
3. This study would give guidelines to the policy makers and high authorities of education department in KP regarding the future activities of administration, teaching and learning to become more acceptable.
4. The findings of this study may help school heads and teachers to more focus on teaching and learning process.
5. The result of this study might be significant to assist the policy makers and authorities at the higher level to take more initiative in the elementary and secondary education which may help improve literacy rate of the province in particular and the country in general.

This decision has been implemented in 2011 but so far no proper research has been conducted to explore the impact of the decision therefore, the researcher felt it appropriate to study the impact of the decision of segregating teaching from

management cadre in elementary and secondary education department in Khyber Pakhtunkhwa.

## **1.5 Research Design**

### **1.5.1 Population**

The Target Population of the study was all the Government primary school teachers and headmasters male and female (Primary level). There are 1755 male primary teachers and 1271 female primary teachers which makes the total of 3026 primary teachers (Male & Female). There are 426 male & 328 female headmasters at primary level which makes the total of 754 in the District of Nowshera ([www.kpese.gov.pk](http://www.kpese.gov.pk) ).

There are 18 Management and Administrative Officers (09 male & 09 female) in District Nowshera which was interviewed personally by the researcher.

### **1.5.2 Sample**

The sample of the study consisted of 198 male Government Primary schools teachers and 143 female Government Primary School teachers (Primary level) which makes the total of 341 Government Primary School teachers. Brief description of the sample is given in table 3.3. The sample also included 142 male and 112 female Government primary school head teachers which make the total of 254 head teachers.

From the total population of the Management officers among 18 (Male & Female) Officers 12 Officers (6 Male & 6 Female) Officers were randomly selected.

## **1.6 Research Methodology**

### **1.6.1 Data Collection**

The data was collected by the researcher personally visiting the schools and administering all the instruments to the subject concern. Two closed ended questionnaires

were developed for collecting the data from the teachers (M & F) and headmasters (M & F) of the elementary schools of District Nowshera. For collecting the data Five point Likert Scale were converted into three point Likert scale from respondent to agree, undecided and disagree. The interview was conducted from the Management officers from EDO's Up to the level of ADO's (male & female) of district Nowshera personally visited by the researcher.

#### **1.6.2 Data Analysis**

The data was analyzed by using the percentage on the responses of the respondents. On the basis of responses each question was tabulated and the conclusion was drawn quantitatively. Interview from the EDO's up to the level of ADO's (M&F) was analyzed qualitatively.

#### **1.7 Delimitations**

To study the impact of the government decision regarding separation of teaching and management cadre in elementary and secondary education department Khyber Pakhtunkhwa. Therefore, keeping in view time constraints and limited resources the study was delimited to: Government primary schools teachers, head teachers (Primary level) and Management Officers (M & F) of District Nowshera.

#### **1.8 Operational Definition of Major Terms**

**School:** School means Government primary school in District Nowshera.

**Teacher:** Here the term is used to the teachers working in Government primary school in District Nowshera.

**Segregation:** Segregation means bifurcation of teaching cadre from management cadre.

**Management Officers:** Management Officers here refer to education officers working in the office of District Education Office (M&F) Nowshera.

**Head Teacher:** Head teacher is used as synonym for head master/head mistress of Government primary schools Khyber Pakhtunkhwa.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This chapter contains the review of related literature to the topic concerned.

#### 2.1 Management

Henri Fayol defined management as “to Manage is to forecast is plan, to organize, to command, to coordinate and to control” (Fayol, 1916).

Management is an art of knowing what is to be done and seeing that it is done in the best possible manner (Taylor, 1909).

Donal J. Clough (1963) explained management as “Management is the art and science of decision making and leader ship” (Donal, 1963).

According to Oxford Advanced Learner’s Dictionary Management is,

1. The process of dealing with or controlling things or people (<http://oxfordadvancedlearner'sdictionary.com>).
2. The responsibility for and control of a company or similar organization (<http://oxfordadvancedlearner'sdictionary.com>).

Management is always concerned primarily with getting the work of the organization completed in an efficient and effective manner. Its focus is typically on the day to day functioning of the organization giving primary attention to getting the job done (Lalonde, 2010).

### **2.1.1 School Management**

School Management also sometimes known as educational administration is commonly associated with elementary and secondary schools as well as all the other institutes of higher learning. The School Management deals with the overall policy framing and ensuring the smooth functioning of the school. School Management is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It is not only concerned with the children and youth but also with the growth of adults and particularly with the growth and development of the School (Dalin, 2005).

### **2.2 Separation of Teaching and Management Cadres Act (NWFP Civil Servants**

Appointment, Promotion & Transfer) Rules, 1989/revised 2011).

Notification regarding method of recruitment of School Management Cadre: "In pursuance of the provisions contained in sub-rule (2) of rule 3 of the NWFP Civil Servants (Appointment, Promotion & Transfer) Rules, 1989, the E & SE Department have laid down the rules applicable to the posts of Schools Management Cadre."

The officers at the Directorate of Elementary and Secondary Education and at District level were posted from amongst the general teaching cadre. It was observed that due to multiple reasons these officers could not perform to the best of their abilities. Therefore it was felt imperative to separate the teaching and management cadre so that managers could whole heartedly focus on administration, supervision and monitoring and the teachers on teaching activities only (Mustafa, 2012).

Segregation of Teaching and Management rule was introduced by Awami National Party led provincial government in 2009 and then revised it on April 7, 2011.

Under this rule, the first appointments of Executive District Officer (EDO's) was made in 2011. This Selection of 21 EDO's was done by the Khyber Pakhtunkhwa Public Service Commission. Its main purpose was to separate management from teaching cadre so that fulltime and well-trained education managers could focus their attention on education management. This initiative will go a long way towards effective governance in the Education Sector (Mustafa, 2012).

### **2.2.1 School Management Prior to Segregation (NWFP act 2011).**

Prior to bifurcation of the two cadres, Managerial positions in the Education Department i.e. Executive District Officer's (EDO's) and Assistant District Officer's (ADO's) were filled from the existing stock of teachers on the basis of experience. However, employees who only have teaching experience are not equipped to perform the functions mandated to the managers of education services. School principals from the teaching cadre were usually picked up as EDOs, who were often transferred from their posts back to the schools under pressure from the elected members belonging to ruling parties and high ups in the education department (Ashfaq, 2012).

### **2.2.2 School Management Post Scenario of Segregation (NWFP act 2011).**

According to the recommendation made in IRP (2003), DFID (2005) and National Education Policy (2009), the Government of Khyber Pakhtunkhwa has amended the NWFP Civil Servants Appointment, Promotion & Transfer Rules, 1989 in April, 2011 by separating the teaching cadre from management cadre. Government of Khyber Pakhtunkhwa Elementary and Secondary Education Department has established vacancies of different management cadres from Executive District Officers (EDO's) up to

the lower level officer like Assistant District Officers (ADO's). These officers were selected by the Khyber Pakhtunkhwa Public Service Commission (Mustafa, 2012).

The government introduced the Management Cadre and banned transfer of EDOs back to schools in order to remove fear of transfer among them and ensure efficiency and smooth work in offices. The formation of management cadre was aimed at streamlining the affairs in the offices of executive district officers (EDOs) and directorate of the E&SE. Its main purpose was to separate management from teaching cadre so that fulltime and well-trained education managers could focus their attention on education management (Mustafa, 2012).

The district government was relegated the entire authority for secondary level teachers by the Local Government Ordinance LGO (2001). Prior to this delegation the teacher supervision and assessments was centralized with the DEO, who was assisted at various levels, at Tehsil by the DDEOs, at Markaz level by the AEOs and at the Union Council by the LC's. Following this ordination the EDO has been assigned as the supervisory powerhouse whereas general supervision and assessment tasks have been requisitioned to the ADOs, DDEOs and AEOs (World Bank and DFID, 2005).

However the above consignment is theoretically stated on paper but explicit job descriptions are missing from practicality leading to obscuring of individual's assigned roles. Furthermore surveys were conducted on this issue in the provinces of Punjab and KPK where actors were assigned to play identical or overlapping roles discovered oppugnancy amongst them e.g. the tension seen between ADOs and LCs. The roles of the fore-mentioned actors have not been re constructed and is maligned in the light of relegated framework leading too much of the tension. Even division of the district's

education departments is structured based on levels of schooling which makes thematic segregation of responsibilities problematic, thwarting the task (World Bank and DFID, 2005).

### **2.2.3 Role & Responsibilities of Management Officers**

Elementary and secondary education has recently become the object of intense and widespread attention. Recent public debates have often been couched in terms of major reform initiatives. The recommended policy aims at includes all public schools in the nation or in one state and , in addition, the proposals are most often mandatory and complex, encompassing a “bundle of innovations from the perspective of the system that is to be changed (Vanden & Vandenberghe, 1984).

School management is not just some role that can be exercised by one person. It covers a number of functional areas, in which the individual will have natural qualifications and development potential within certain functional areas more than in others. Much of the management training that has taken place has been a source of frustration for many school executives, because they have less authority and always returned with a sense of not measuring up. In fact, they don't, if the expectations are that they should be equally successful in all functional areas (Dalin, 2005).

District level schools are monitored by the ADOs but the authorities are faced with infrastructural or capacity constraints while performing monitoring obligations with the lack of transportation and shortage of office equipment being the major ones. The staff is immensely overloaded aided by the fact that most of their time is spent in performing everyday tasks for the bureaucrats (World Bank Management Study, 2005).

Management is a vital Position and of great importance in teaching and learning process. Chief executive who performs several roles and character that are enormously complex and multi purposes i.e.,(leader, teacher, facilitator, manager, psychologist, philosopher, security officer, mentor, diplomat, social worker, public relation director, coach, etc.). It also provides instructional leadership by coordinating and cooperating in curricular, co-curricular programs and is responsible for the overall administration of the school. The principals being instructional leaders are at the key positions to organize and supervise, monitor, assess, evaluate and disseminate current information on educational issues and problems, most modern teaching techniques to teachers for the purpose of stimulation, scholarship and best practices in curriculum delivery (Joshua, 2012).

### **2.3 Teaching**

Teaching is an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. Teacher management is a critical governance issue in weak state contexts, and especially those in which the education system has been destroyed by years of conflict and unsteadiness. Ensuring there are sufficient teachers in the classroom represents a major challenge for governments and education allies. Sustaining these teachers, ensuring their ongoing professional development and continuing to increase the teaching force to meet the growing demand for education, at the same time as being attentive to impartial issues in the deployment of teachers to different regions, rural and urban locations, are continuing governance challenges (Kirk, 2007).

A number of studies show that the Head teacher plays vital and modest role in the school improvement. Other studies, however, show that Head teachers do pass on ideas to their staffs. It would appear that the demands for stability and tranquility in the school forces the head teacher into an administrative function, away from an academic managerial function (Crowson & Porter, 2006).

Whether it is a teacher who plans to make changes in his classroom teaching, a head teacher who is working on changes in the organizational of the school, a guidance counselor who is working together with the teachers to assist student learning, a superintendent who wants city-wide renewal, or a person situated in the political or administrative centre who favors reform-all are faced with the same basic questions: how can change best be brought about in the schools (Dalin, 2005).

Teacher is a nation builder. Teacher has been assigned the most important task of nation building through his knowledge and skills development process. Teachers provide the skilled manpower to country to run the whole machinery of the government. Better teaching quality can ensure the availability of better skilled manpower for all profession (Shahid, 2006).

There is no existence of any policies allowing feedback or input from teachers on training needs or preferences, the vital role of teachers as initiators of change in quality of education is considerably ignored. An effective role in managing and motivating teachers, relevant stakeholders and communities as well as planning can be played by Head teachers. Successful outcomes have been seen in studies performed where key roles for improvement of schools was played by the Head teachers (Khan, 2004).

### **2.3.1 Headmasters & Primary School Teachers (PSTs)**

Headmasters and Primary School Teachers (PSTs) play a very important role in education. They are backbone of our education system. They are central part of our education system. They have essential knowledge of all subjects at primary level. Primary school teachers are predictable to understand a sound fundamental knowledge of all subjects in curriculum, co-curricular and extra-curricular activities for the early stage. At this stage, a master degree is required or B. Ed and Bachelor. Master degree is not the special subject that is required. They require Bachelor degree with B. Ed for the primary school teachers (PSTs) in the KP province. Primary school teachers (PSTs) teach children, from play group to fifth class (1<sup>st</sup> class to 5<sup>th</sup> class) in both private and government schools(MoE, 2010).

### **2.3.2 Role of Headmasters in Improving Quality Education.**

The importance of Headmasters in elevating the quality of teaching cannot be further aggrandized. They should be backed by enforcement agencies and conferred an essential role to make sure the improvement in learning outcomes. In order to evaluate teaching practices head teachers can be used as a valuable resource considering the arduousness of the supervisory staff to conduct M&E. Training headmasters and head of TTIs in evaluating teaching practices can ease the assessment quality while decreasing pressure on district officials. A dedicated functioning department can be formed to conduct trainings at federal level, enabling consistency in assessment practices, following this headmaster can be held responsible for learning outcomes in their school by the district officials. A mechanism of evaluating on basis of criteria should be formed for such monitoring (UNESCO, 2006).

## **2.4 Supervision and Assessment of Management Officers**

The incapability of consecutive managers to effectively fund education over the years led to the systemic mal-functioning of the Inspectorate system, added by weak administrative structure, lack of financial autonomy, shortage of efficiently trained inspectors, absence of a uniform and reliable instrument to assess schools and facilitate feedback, and acute shortage of project vehicles to carry out effective monitoring and inspection of schools (Adeniji, 2002; & Ogunu, 2001).

The district government was relegated the entire authority for secondary level teachers by the LGO (2001). Prior to this delegation the assessment of teachers and their supervision was centralized with DEO, whose assistance came from various levels, Tehsil level by the DDEOs, at Markaz level by the AEOs and at the Union Council by the LCs. Following this ordination the EDO has been assigned as the supervisory powerhouse whereas general supervision and assessment tasks have been requisitioned to the ADOs, DDEOs and AEOs. However the above consignment is theoretically stated on paper but explicit job descriptions are missing from practicality leading to obscuring of individual's assigned roles (World Bank and DFID, 2005).

Furthermore surveys were conducted on this issue in the provinces of Punjab and KP where actors were assigned to play identical or overlapping roles discovered oppugnancy amongst them e.g. the tension seen between ADOs and LCs. The actors whose roles are not mentioned previously have been reconstructed and is maligned in the light of relegated framework leading too much of the tension. Even division of the district's education departments is structured based on levels of schooling which makes

thematic segregation of responsibilities problematic, thwarting the task (World Bank and DFID, 2005).

It is scrappy to share information recorded in the visits with higher tiers of government in most cases. Monitoring responsibilities suffer both qualitatively and quantitatively. Some more the appointed district officials are necessarily not proficient enough to evaluate the quality of teaching aided by the fact that low priority is given to TPD resulting in scarce financial resource as well as less share in non-salary expenses specifically (UNESCO, 2006). This leads to assessment of teachers becoming episodic e.g. only in cases of filed complaints or political scenarios.

School leadership's role should be shifted from inspection to supervision. These supervisory practices should help and guide the members of the staff for adopting new paradigms of quality assurance. Supervisors may be so smart to help the colleagues how to use the new materials and technologies in their teaching and make learning a joyful activity for the young learners. Supervisors are to lead people not to punish. Ho, S.K.M (1999) proposed that leading should consist of serving work force for better performance to learn by objective methods (Farooq, et al 2007).

## **2.5 Delegation of Powers under the Act of LGO (2001).**

Local governance is a way of increasing the effectiveness and efficiency of school management while retaining state control. Central to this thinking is the concept that local agents are freed from state bureaucracy who is assumed to reduce efficiency and prevent managers from being responsive to the needs of local stakeholders. To achieve greater operational effectiveness the principals, teachers and parents were mainly involved as devolving authorities for classroom instructions rather it was prior with the

administrators. The hypothesis is that greater sovereignty leads to improved educational outcomes (Mintrom, 2001).

Such devolution of authority leads to more decentralized decision making, with parents having greater association and parental choice, and teachers being more empowered (Bauch and Goldring, 1998). The decision of decentralization somewhat to be made by those who are nearer to the pupils, principals, teachers, parents, community council, citizens and even to some extent by the pupils themselves (Bush and Gamage, 2001).

According to Dalin (2005) there is an innate tension between the demand for autonomy for the individual school on the one hand, and the need to document the results one obtains (accountability) on the other. The schools use public funds, and finding ways of managing and governing the efforts of the individual school is clearly a public responsibility. This tendency towards greater autonomy and increased responsibility for the individual school will necessarily lead to a different pattern for the overall decision-making process and is bound to have consequences for all the decision making level and all decision-makers, from the classroom to the Minister of Education. In this process we are faced with a number of process challenges. Increased autonomy is not achieved by fiat but through a lengthy learning process. In reality, it requires a change in school culture, often a sensitive process that can clash with a governmental need for insight and control (Dalin, 2005).

Local Government Ordinance (2001) announced by the Federal Government introduced a mechanism that relocated the authority to the newly established district authorities from both the federal and provincial governments. A detailed plan is provided

in the devolution plan which characterizes responsibilities for the range of individuals related with the Total Permanent Disability (TPD) framework. Relationship amongst various governmental levels throughout the sectors and subs including TPD as well is now guided by the LGO. The entire policy formulation role is maintained by the federal government under the plan such as setting of teacher pay scales, division of curriculum, delineation of eligibility requirements for teacher credentials and provision of vast vision for TPD. Trained teachers activities are governed by provincial bodies e.g. qualification criteria for teachers and quality of education where as service delivery and management issues have been relocated to district (UNESCO, 2006).

Pakistan have made redoubtable progression by disclosing it's policy making strategies to NGOs. A group of government designated experts formulated the national and provincial policies in bounded environments, conventionally. However recent years have seen a prosperous turn where a broad number of stake holders were involved in policy making. An extensive consultative process was performed which formulated the Education Sector Reforms (2003) bringing educationalists, managers and provinces together to instruct policy makers. Another consultative process at the federal and provincial level led to the formation of priorities in LGO (2001) education sector. The most instructive policy making process was the education sector ongoing review of the 1998-2010 policies (Government of Pakistan, 2006).

## **2.6 Existing & Emerging Problems and Issues in School Management**

The formation of management cadre was aimed at streamlining the affairs in the offices of executive district officers (EDOs) and directorate of the E&SE. Prior to bifurcation of the two cadres, school principals from the teaching cadre were usually

picked up as EDOs, who were often transferred from their posts back to the schools under pressure from the elected members belonging to ruling parties and high ups in the education department (DFID, 2005).

The government introduced the management cadre and banned transfer of EDOs back to schools in order to remove fear of transfer among them and ensure efficiency and smooth work in offices. However, the newly-recruited EDOs failed to deliver, while mismanagement and corruption increased in their offices because they had no fear of transfer from their posts. Soon after two to three months of resuming charge, complaints started pouring against the EDOs. Several lawmakers had also lodged complaints with Khyber Pakhtunkhwa chief minister against mismanagement by some of the EDOs (Mustafa, 2012).

The lawmakers would complain against the EDOs for dodging them when they approached for some official work. Fingers were also raised at the Public Service Commission soon after appointments of EDOs in grade-19 because half of the recruited officers had already worked on such posts and their incompetence had been exposed to the department. Actually, the management cadre was established to get rid of the incompetent officers, but such officers were again recruited by the PSC (Mustafa, 2012).

#### **2.6.1 Irregular “Schools Inspections” of the Management Officers**

The number of visits made to a school by monitors and the level of teacher attendance, punctuality etc measures the level of efficiency. Quantitative benchmarks are used even by the targeted monitoring initiatives like the monitoring unit of Chief Minister of Punjab (World Bank, 2005).

According to the Management reform study of World Bank and DFID (2005) “a greater concern is that quantitative aspects are more focused on rather than capacity or logistical problem”. To carry out assessments of teaching practices the inspection team just take it as a formality in overall monitoring system and no individual mechanism exist for assessment ( World Bank and DFID, 2005)

A comprehensive indicator set was developed under ESR (2003) which depends on criterion such as availability of teachers, percentage of trained teachers and strength of accredited staff etc that evaluates the initiatives of Total Permanent Disability (DFID & UNESCO, 2006). No successful implementations of systems based on indicators that can assess T.T quality have been seen in any province. Surveys conducted on an issue of assessing students learning outcomes have found that teachers are quite disagreeable to the idea of their students being evaluated by third parties and think it is more rationale to track their progress through competitive examinations (World Bank and DFID, 2005).

Poor performances of teachers are one of the cause of lack in quality and irregular and disorganized inspections. However there are efforts in place to reform services of inspections in Guinea, Senegal, Mali, and Benin. In Mali, conventional inspection have been replaced by giving advices by the offices, while in Benin on the other hand pedagogical matters are discussed in associations (Grauwe, 2004).

Conduction of irregular inspections in Africa aided by lack in quality of these inspections led to poor performances of teachers. On the other hand in Guinea, Mali, Senegal and Benin, efforts are in place for reformation of education services. In Mali, conventional inspection have been replaced by giving advices by the offices, while in

Benin on the other hand pedagogical matters are discussed in associations (Grauwe, 2004).

It has become more complex when other government officials not like to reside there due to lack of facilities and other things that will enhance living are not present. Due to this situation it is very much obvious that teachers working in such places will not be inspected and many of them will absent themselves from their duties. It is likely that their knowledge and professional skills would be limited because they have not received there in-service training and refresher courses in long run (Aluede, 2005).

## **2.6.2 Inconsistency in Education Policies**

Inherited problem of Pakistan is lack of commitment or adherence to public policies to improve education. The donor community stepped in and set benchmarks in Pakistan to improve literacy rates, teacher training programs, student enrolments and school buildings as well as addressing the poor quality of education. When solutions like these are implemented it will cure the symptoms only with root cause being intact and only short term benefits will be achieved. The wider ramification of shifting the burden in development is quite lucid. Until the root cause is addressed no difference will be seen with all the technical assistance and capital put into the issue (Chubb and Moe, 1990).

An organizational concept of burden shifting is discussed by Senge (1990). It is defined as an underlying problem in organizations that generates symptoms that demand attention. Senge argues it is difficult to address the underlying problem in these situations because it is either costly or obscure. Thus, the problem burden is shifted to solutions that are easy fixes which seem extremely efficient. In education development in Pakistan

Senge's management principle is applied. In this case attention is demanded by poor social indicators, especially those related to education by external agencies at least if not by federal government (Senge, 1990).

### **2.6.3 Schools Budget & Financial Problems**

No optimum level of dissemination is found in financial management. All countries like Guinea, Mali, Benin and Senegal are still struggling with limitations in resources despite being disseminated which are worsened by two factors relate to management. First of the factors is that central tire providing the availability of resources that comes with sturdy budget line and even this availability is based on conjectured requests placed by schools. Secondly when the aid level is planned the necessities of schools from each district are not taken into account by the government (Grauwe, 2004).

Instead of carrying out projects in desolation it is suggested by experiences of donor that interventions should be made part of TPD strategic framework of a country. More to the issue rather than providing financial resources alone improvements should be made in management of these fund stressing in the areas of transparent timely distribution. In Uganda a step towards making the reforms in education sustainable is carried out by including them in the framework of budget, it ensures support from the government, increasing and insuring the capacity of the capital for projects even if donor support stops (Engels, 2001).

Contrary to the fore mentioned example in certain cases sustainability problems were faced even by promising programs such as, Learning Innovation Loan (2005) provided by the World Bank in Guinea led to increased quantitative productivity to meet

the decline in teacher availability in the country. This led to production of a new pool of teachers however there were no defined career paths for them. This led to the realization that success of the project is meaningless unless an organized mechanism is outlined to ensure career growth through donor support (Diane et al, 2003).

Throughout the countries variation is found in the role of the private sector but in the developed countries it is more lucid, where provision of educational materials and TT by the private sector is a usual thing (Ministry of Education, 2006).

On the other hand the contribution of non governmental organizations in developing world is mostly limited the reason being is the negligence of private sector by the government in formation of policies as well as limitations in capacity (Ministry of Education, 2006). Other than Uganda, which has shown a reasonable success in TPD initiatives the major reason being the private sector, most of Africa has limited the roles of the private sector (Engels, 2001).

England can be taken as an example where quality of teachers and TT is assessed by a separate non governmental department, the office of Standards in Education, is dedicated only to the purpose (Hatfield, 2001).

In 2011-2012 fiscal year alone, KP spent approximately 21% of provincial expenditures on education pursuits with the plan to increase its budgetary allocation to education up to 30% in the subsequent years. However, the majority of those funds were spent on recurrent education costs (e.g., salaries) while only a low of 4.36% was spent on non-salary education costs e.g., textbooks, furniture, training and uniforms (Government of KP, 2012).

#### **2.6.4 Posting and Transfer of Management Officers & Teachers Issue**

Surveys conducted in KPK and Punjab show that teachers are better motivated and capable of improved teaching when placed in their own residential area (World Bank, 2005). That is why it is advisable that appointments of teachers should be made in their union council or tehsil aided by variation of policies throughout the districts at least in the start (World Bank, 2005).

Teachers are not provided with ample time to impact learning of students and outline long term goals for their students due to their frequent transfer orders, as they can not settle in one location. Transfers usually take place in the middle of academic year abruptly halting the entire learning process (World Bank and DFID, 2005).

Aluede (2005) stressed that in rural areas it was witnessed about lack of establishment of institution for learning. Where the schools are available, teachers dislike going there on transfer because of lack of social services. Teachers think of the welfare of their children and go all out to resist being transferred to the rural areas. It becomes apparent that teachers who are sent there are just to be disciplined because of their carelessness in their former schools (Aluede, 2005).

On the other hand completely banned on transfers of teachers led the situation to disastrous, which also ends up undermining the possibility of rationalizing the teaching force (UNESCO and USAID, 2005).

In large part such developments are a result of political pressure on district authorities. Even the ban on transfers is meant to insulate teacher deployment from political pressure. In order to provide teachers with an opportunity to translate TT into

improved teaching practices, political interference must be curbed and a transparent and merit based system ought to be instituted via official policy shifts (Human Rights Commission of Pakistan 2004). Again, such a move assumes complementarily across the tiers of government as teacher management issues are dealt concurrently at all three tiers (World Bank and DFID, 2005).

#### **2.6.5 An Overview of “Nepotism” in Posting/Transfer Policy:**

##### **(Pre-Segregation Scenario)**

Prior to the segregation decision there were many unqualified teachers appointed through ‘source’ (political interference) or poor selection methods/criteria (only based on the interview or written test; other aspects were ignored). The result is that a considerable number of teachers do not have sufficient content knowledge or teaching skills to work effectively as teachers though they have been in the service for many years (Vazir, 2007).

The Directorate of Elementary & Secondary Education (DE&SE) is responsible for service matters pertaining to the 115,714 school teachers such as recruiting, postings, promotions, retirement, disciplinary matters, coordination with all the school staff of the districts, monitoring and reporting etc. The Directorate is also responsible for the service matters of its 60,000 school support staff. The Directorate is responsible for the recruitment of BPS-16 Teachers and all the cases of promotion up to BPS-16. Service record of all levels of officers is also kept at the Directorate. Inter-district transfers are also one of its responsibilities. The district office had a larger degree of freedom and delegation of authority to make transfers, postings, appointments, sanction leave of school teachers and staff and approve development schemes (Shaheen, 2013).

Issues Governance and management are major issues for concern and require serious attention to improve the performance of the school sector. Governance issues

have not been addressed adequately over the years leading to a continuous deterioration. Governance has suffered because of a lack of political will, political interference, nepotism, lack of a professional approach and erosion in confidence of public in government, lack of motivation, and so on. Continued interference has paralyzed the system and created a sense of frustration in honest government officials. Governance has to be improved to ensure credibility and sustained output. The following issues affect governance and need to be addressed within a comprehensive policy initiative:

- Political interference in teacher recruitment was one of the major problems in recruiting teachers on merit which has become the major Government Issue.
- In the past most of the recruitments were politically influenced and the hands of the administration are tied because of the 'source' element when issues of low performance are reported.
- Widespread pressure on school managers to secure favorable postings.
- Nepotism and political interference in teacher management and widespread irregular transfers.
- Changes in recruiting policies by the administrators in accordance to their wishes. (Vazir, 2007).

In the same way, many heads and managers in schools who are not able to successfully handle their managerial duties are transferred to training institutions making the teachers training intuitions a place for un-successful leaders and managers. The situation needs to be corrected by making teacher education as a separate cadre in it where the teacher educators must be in a position to adopt teacher education as a

profession and serve the system on long term basis as a mission with no sad feelings of being at the lowest ebb of all professional careers (Mustafa, 2012).

Similarly, the political pressures in postings/transfers have also adversely affected the quality management and governance in the sector. The managers are usually transferred from teaching positions to the management posts. On the one side we lose a good teacher and on the other side we have a weak manager without any training and any strong will to work. The issue has been addressed by separation of management and teaching cadre but the newly selected officers of management cadre have not be properly trained for their new assignments, as is being done in case of other administrative cadre services(Shaheen, 2013).

#### **2.6.6 Steps to Combat the “Nepotism” in posting/Transfer Policy:**

##### **(Post-Segregation Decision)**

The Executive District Officer (EDO) primary/secondary was assigned the responsibilities after the 18<sup>th</sup> amendment to ensure the transparency in posting/transfers of the teachers. They were assists by the DDEO and Recruitment team in appointments, transfers, promotions and leave of teachers and staff, including identifying vacant posts, and arranging tests and interviews and ensuring transparency in recruitment process (Shaheen, 2013).

The new policy is implemented effectively and then properly monitored and evaluated over time. In the past an important issue has been a large gap between policy implementation and evaluation, particularly in relation to teacher recruitment and deployment. The move to local recruitment is generally welcomed because it overcomes the problem of favoritism in teacher’s recruitment (Vazir, 2007).

After the segregation of teaching and management cadre some rules has been promulgated to ensure merit and transparency and to avoid nepotism, political interference in posting/transfer and promotion of teacher's recruitment, they are briefly given as under:

1. A positive incentive to control class size and move surplus teachers to areas of teacher shortage. Policy intended to avoid political interference with transfers needs to stay transparent in implementation
2. National Testing Service (NTS) exam has made teacher recruitment more merit based and less prone to political interference during the hiring process.
3. Although interventions to encourage teacher recruitment in rural and difficult areas have been tried (e.g., reduced requirements on qualifications, bonuses, subsidized/free housing),
4. Hard Area Allowance for Lady Education Supervisor: An allowance comprising up to 50% of their basic pay was given during 2013-14 to all lady supervisors as an additional allowance in seven districts (Kohistan, Battagram, Tor Ghar, Dir Lower, Dir Upper, Shangla and Tank) considered to be "hard areas."
5. In future, recruitment of teachers would be made on school basis where they would have to perform their duty till retirement and show results (IGC, 2015).

#### **2.6.7 Teacher & Students Absenteeism Issue**

Teacher and student absenteeism remains an enormous problem in Pakistan in general as on a daily basis it surpasses the rates of 13% and 18% respectively (ASER, 2012, p. 8). In KP in particular, these numbers are much higher with a teacher absenteeism rate –as anecdotal records suggest- being above 18% on a daily basis. Thus, even if we assume that all children are present in school not all teachers are there to teach them. This reality presents one more example why proxy measures in education do not

always give us the whole and true picture of its quality and effectiveness (Government of KP, 2012).

Unsurprisingly, reduction in absenteeism of teaching and non-teaching staff and school-level infrastructure are associated with significant positive gains in attendance to enrollment rates. More importantly, ensuring that teachers show up at school regularly has as much of an impact on attendance-to-enrollment rate as investing in one new facility for the school. Primary and girls schools have lower attendance to enrollments ratios (Mustafa, 2012).

Data analysis suggests a strong impact of lowered teacher absence on student performance. This problem of high staff absenteeism could be addressed immediately. A goal could be set to reduce the absence rate of teaching and non-teaching staff to half of the current rate of 16-18% within a given time frame with continued efforts to lower teacher absence (Iqbal, 2013).

The regulation regarding removal of a civil servant in case of willful absence is applicable to teachers and administrators. It emphasizes the importance of teacher presence in schools and offices and could positively affect education outcomes via reducing teachers' absenteeism. However, in practice, very few teachers have been suspended since they might use political influence to get them exoneration from suspension or dismissal from service (Government of KP, 2012).

#### **2.6.8 Problem of Political Intrusion & Influence**

Political hindrance and interference coming from provinces is due to political motives and obsession to control centrally the education department. This interference leads to management issues of the teachers as well as interference in their discipline,

transfer and recruitment issues by political representatives. Inadequate jurisdiction structures and weak policies make transfer and recruitment more susceptible to political influence (Department of Schools and Literacy NWFP, 2006).

This political influence is more violent in KPK and can be seen in numerous cases when political pressure was used to evoke actions against teachers. It is common for unqualified, but politically connected teachers to be posted in district schools across the province (World Bank, 2005).

Similarly, the political pressures in postings/transfers have also adversely affected the quality management and governance in the sector. The managers are usually transferred from teaching positions to the management posts. On the one side we lose a good teacher and on the other side we have a weak manager without any training and any strong will to work. The issue has been addressed by separation of management and teaching cadre but the newly selected officers of management cadre have not been properly trained for their new assignments, as is being done in case of other administrative cadre services (Shaheen, 2013).

#### **2.6.9 Good Governance- Foremost priority of Management Officers**

Good governance involves high quality interpersonal relations and effective communication, including appreciating the work of staff, avoiding conflict and avoiding unpleasant surprises. This is particularly important considering the possible conflicts of interests between principals, staff, parents and lay board members. Robinson & Ward (2005) recognize that there is a trade off between high levels of interpersonal cordiality and the role of the board concerning accountability, the role of the board (especially the

lay board members) to engage in constructive challenge and the role of the board in capacity building (Robinson and Ward ,2005).

The high complementarity in practices of governance can obstruct concurrence due to the following factors the first being changing a single mechanism in the chain without the change in others leading to loss in benefits due to hindrance, secondly it is quite monotonous and problematic to carry out transformation of a number of institutions at a single time, also causing lack in co-ordination (Bebchuk & Roe, 1999; Schmidt & Spindler, 2002).

A set of good governance codes should be outlined for the directors of the boards. Codes like these are already in place for corporate systems addressing their deficiencies. This can be achieved by improving accountability between directors and managers by recommending a list of codes or rules. Fernandez et al. (2003) discovered that investor and director associations as well as governments do not play any role in development of practices for national governance and the process is majority performed by manager associations and stock markets. This provides evidence against the widely accepted dogma that good governance is primarily initiated by investor associations (Wymeersch, 2006).

In a country, governance characteristics result from two factors first due to effects of legalization due to dependence path and secondly due to forces contributing to increase in efficiency (Gordon and Roe, 2004).

## **2.6.10 Working Environment**

The term work environment or working conditions is used to describe the surrounding conditions in which an employee operates. The work environment can be composed of physical conditions, such as office temperature, or equipment, such as personal computers. It can also be related to factors such as work processes or procedures (Oxford Advanced Learner's Dictionary).

There is a visible shift in the government policy regarding allocation of resources for improvement in learning environment at primary, middle and secondary school levels. Quality education not only imparts knowledge and skills, but also results in enhancing human capital in the province (UNESCO, 2006).

The schools also provide a clean and friendly environment for children, helping to attract them towards the classroom and increase enrollment. Urban private schools attract children and their parents through a friendly environment, clean classroom, colorful learning material and appropriate physical facilities. These schools system provide children the opportunity to feel challenged, happy and secure, and to develop a positive attitude towards themselves, their environment and the learning process (Government of KP, 2012).

## **2.6.11 Quality Education & Quality Management in Schools**

Delors (1996) expressed that underpinning UNESCO (2006) quality education framework is a fourfold principle of learning which are stated as: Learning to know; Learning to do; Learning to live together; and Learning to develop skills. The concept

quality education had been tackled at the World Declaration on Education for All (EFA) at the Jomtien conference in 1990 (Delors, 1996).

This declares quality as a prerequisite for achieving the fundamental goal of equity. Emphasis on assuring an increase in children's cognitive development by improving the quality of their education is paramount since these children are the future leaders of the nation. The Dakar forum noted the need to improve all aspects of quality education to achieve recognized and measurable learning outcomes for all especially in literacy, numeracy and essential life skills (World Education Forum, 2000).

According to Joshua (2012) "Education is regarded as instrument par excellence and the means of achieving human capital and national development which underscores the value being placed on quality and standards." Education encompasses quality learning resource inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcome in secondary schools (Joshua, 2012).

Prior to the formulation of the National Policy for Education Quality Assurance in Nigeria in 2008, the process of monitoring the quality of education service delivery in schools was by external inspection commonly referred to as quality control by the Inspectorate Services Department of the Ministry of Education". On issue of the importance of inspections and visits to improve the quality of management she says that "The quality control mechanism basically involved the policing of schools by the Inspectors of Education to enforce compliance with government's policies, with regard to such aspects of school's operations as staffing, curriculum delivery, infrastructure,

management, corporate life, laboratory practical and library services being implemented” (FRN, 2004).

All these are required to ensure a complete well-rounded education and production of quality students from the secondary school system as contained in the National Policy on Education (2009) which rightly states that the broad aims of secondary education are the preparation of students for useful living within the society and preparation of students for higher education. Specifically, the secondary school system is geared. Organizational arrangements for governing schools range from highly centralized and regulated (Joshua, 2012).

In the light of the above problems and issues, prospect of the decision of segregation under the Separation of Teaching and Management Cadres Act (NWFP Civil Servants Appointment, Promotion & Transfer) Rules, 1989/revised 2011) and literature review, the researcher strongly felt a need that a study may be carried out to explore the impact of the decision of segregation teaching from Management cadre at Elementary and Secondary Education District Nowshera in Khyber Pakhtunkhwa. For this purpose the researcher selected Government primary schools (M&F) of District Nowshera KP to find out the impact of this decision.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the methodological details of constructing and distributing of questionnaire, collection and analysis of data.

The purpose of the study was to find out the impact of Government decision about the segregation of teaching and management cadre at elementary and secondary education department KP, Problems and Prospect on the improvement of teaching and learning process at Primary level in Public Schools of Khyber Pakhtunkhwa. The researcher applied mixed method design of research by using Semi structured Interview, questionnaire. The study specifically focused on exploring the impact of the decision on resolving the issues and problems in implementation of the decision at Primary level in Boys and Girls Schools in District Nowshera.

The data collected through the questionnaires administered to the teachers and the Head masters of the Government Primary Schools of District Nowshera KP, were organized, tabulated and analyzed using statistical technique of Percentage and interpreted for the understanding of general public and the quarter concerned.

This chapter describes the methodological details of constructing and distribution of questionnaire, Validity and reliability of the instrument, collection and analysis of data.

### **3.1 Design of the Study**

Creswell and Clark, 2007 suggested that the mixed method research is an approach to combines both qualitative and quantitative forms. Mixed method design is a procedure to collect, to analyze and to mix both quantitative and qualitative data to solve the research problem. The importance of this method is as follow:

1. Researchers compare the Quantitative and qualitative data to find out the precise solution of a research problem.
2. Researcher has used sequential explanatory design when one type of research method (qualitative or quantitative) is not enough to solve the problem.

Mixed method design has an approach the concurrent triangulation, in which the timing to collect the qualitative and quantitative data is same and then researcher compares both data bases to conclude the differences and similarities. (Creswel, 2009)

In mixed-methods sequential explanatory design, which implies collecting and analyzing quantitative and then qualitative data in two consecutive phases within one study. Such issues include deciding on the priority or weight given to the quantitative and qualitative data collection and analysis in the study, the sequence of the data collection and analysis, and the stage/stages in the research process at which the quantitative and qualitative data are connected and the results are integrated. Sample Survey Technique was used for the collection of data. . In sample survey approach an inference is made about the population, basing on the information given by selected sample drawn from that population. In this approach the sample is selected through random sampling or stratified random sampling technique (Gay, 1996).

The data was collected from selected Government Primary schools teachers, Headmasters/Headmistresses and the administrative officers of District Nowshera. Custom made questionnaire was used for data collection. For this purpose, two questionnaires were prepared (one for the teachers and other for the Heads (M & F) of the Government primary Schools of District Nowshera.

Semi structured interview was also conducted from the Management Officers regarding the decision of segregation of teaching and management cadres at elementary and secondary education department KP. Semi structured interview deals with asking structured questions followed by clarifying unstructured or open ended questions. The unstructured questions facilitate explanation and understanding of the responses to structured questions. This is how the combination of objectivity and depth can be obtained and results can be tabulated as well as explained (Gay, 1996).

### **3.2 Population**

The Target Population of the study was all the Government primary school Teachers and Headmasters of both boys and girls primary schools(Primary level). There are 426 Government Primary Schools for boys and 326 Government Primary Schools for girls which makes the total of 754 Schools. All were selected for the purpose of study. There are 1755 male primary teachers and 1271 female primary teachers working in these schools which make the total of 3026 primary teachers (Male & Female). There are 426 male & 328 female headmasters at primary level which makes the total of 754 in the District of Nowshera. All were selected for study (<http://www.kpese.gov.pk> ).

There are 18 Management and Administrative Officers (09 male & 09 female) in District Nowshera which were interviewed personally by the researcher. All were interviewed. (<http://www.kpese.edu.pk/emis>)

The overall population of the study is shown in the following table

*Table 3.1: Teachers, Head masters & Management Officers (M&F)*

Category	Headmasters	Teachers	Management Officers
Male	426	1755	09
Female	328	1271	09
Total	754	3026	18

Source: (<http://www.kpese.edu.pk/emis>)

The breakdown of the management officers is given in the following table

*Table 3.2: Management Officers (M&F)*

Category	Executive	District Officer	Deputy District	Assistant
	District Officer	Officer	District Officer	
Male	01	01	01	06
Female	01	01	01	06
Total	02	02	02	12

Source: (<http://www.kpese.edu.pk/emis>)

### 3.3 Sample

The sample of the study consisted of 198 male Government Primary schools teachers and 143 female of Government Primary School teachers (Primary level) which makes the total of 341. Brief description of the sample is given in table 3.3. The sample

also included 142 male and 112 female Government primary school Head teachers which make the total of 254 Head teachers.

At the first stage school teachers (male and female) and Headmasters (male & female) of

District Nowshera were randomly selected. For calculation of sampling size researcher has taken the random sampling technique table which has been given by L.R.Gay.

According to L.R.Gay

If  $P = 3000$  the representative sample will be 341

If  $P = 750$  the representative sample will be 254 (Gay, 1996).

*Table 3.3: Sample of the Study (Teachers)*

	Population			Sample		
	Total	Male	Female	Male	Female	Total
Teachers	3026	1755	1271	198 @ 58 %	143 @ 42	341
		(58 %)	(42 %)	of the 1755	% of the	1271

At the second stage from the total population of 3026 (Male & Female) teachers, 341 was selected randomly, every 10<sup>th</sup> person was randomly selected which is shown in table 3.3 (Gay, 1996). In the case of Headmasters 754(Male & Female), 254 Headmasters ( Male & Female) were selected randomly, every 5<sup>th</sup> person was taken as random sampling technique which is shown in table 3.4 (Gay, 1996).

Table 3.4: *Sample of the Study (Headmasters)*

	Population			Sample		
	Total	Male	Female	Male	Female	Total
Headmasters	754	426	328	142 @ 56 %	112 @ 44	254
	(56 %)		(44 %)	of the 426	% of the	328

At the third stage from the total population of the Management officers among 18 (Male & Female) Officers 12 Officers (6 Male & 6 Female) Officers were randomly selected which is shown in table 3.5

Table 3.5: *Sample of the Management Officers.*

	Population			Sample		
	Total	Male	Female	Male	Female	Total
Management officers	18	09	09	06	06	12

### 3.4 Instrumentation

The data was collected through two close ended questionnaires from the teachers both (Male & Female) and Headmasters (Male & Female) of the elementary schools of Nowshera District. The questionnaire developed for teachers contained 15 questions and the questionnaire developed for Head teachers contained 10 questions. The data was collected from administrative officer through semi structured interview. The semi structured interview contained ten questions. The interview schedule (Appendix C) was evaluated and authenticated by two experts namely Dr Amjad Ali and Dr Asad Abbas Rizvi from International Islamic University Islamabad. The questionnaires for teachers

and Headmasters were responded on three points Likert Scale (Agreed, Disagreed, and Undecided).

### **3.5 Pilot Testing of the Instrument**

Pilot tests was organized, for this purpose two questionnaires were administered to the teachers and Headmasters (Male & Female) of the Government Primary School at Nizampur and the other in Government Primary School Pabbi. The researcher came across some constructed items of the questionnaire which were creating confusion. Some of the items were developing a sense, while some were repeated and some items were found in producing a poor response rate. Some of the items were removed from the questionnaires and as a result 15 items remained in the questionnaire for teachers and 10 items remained in the questionnaire of Headmasters (Male and Female) (Appendix “A” & “B”).

### **3.6 The Validity of Instrument**

Test validity is the extent to which inference is made on the basis of scores from an instrument is appropriate, meaningful and successful. Validity is a judgment of the appropriateness of a measure for specific inferences or decisions that result from the scores that are generated. The quality of the instruments used in research is very important. Validity is the most important idea to consider when preparing or selecting an instrument for use (Fraenkel & Wallen.2006). There are three main types of validity content, criterion and construct validity. Two questionnaires were prepared for school teachers (Male & Female) and the other for Headmasters (Male & Female). A committee of experts with the guidance of supervisor was consulted for validation of questionnaires.

In the light of the guidance provided by the validation committee some items were rephrased and some new items were added.

A semi structured interview was scheduled from the management cadre and on the pilot study the instrument was improved to become more reliable. Language of the interview schedule was amended as per the requirement and understanding of the Management officers.

### **3.7 The Reliability of Instrument**

Nunnally (1967) defined reliability as “the extent to which (measurements) are repeatable and that any random influence which tends to make measurement different from occasion to occasion is a source of measurement error” (p. 206).

Pilot test was conducted to assess the reliability of the instruments. In the light of these suggestions reliability of the instruments were judged. Overall reliability of the questionnaire was Co-efficient Cronbach's Alpha 0.85.

### **3.8 Cronbach's Alpha**

Cronbach's Alpha is a statistical formula generally used as a measure of internal-consistency or reliability. Cronbach's Alpha is one of the most important and pervasive statistics in research involving test construction and use. Internal consistency reliability is defined as the consistency of the results delivered in a test, ensuring that the various items measuring the different construct deliver consistent score.

The data collected from above said groups for pilot testing was entered in SPSS. For determining the reliability of questionnaires, Cronbach's Alpha was applied to calculate internal consistency of items which represented that all items are significantly correlated with each other.

Table 3.6: Cronbach's Alpha

No. of Items	Alpha
Reliability of questionnaire items regarding Impact of segregation decision in elementary and secondary education Khyber Pakhtunkhwa.	
15	0.850

### 3.9 Data Collection

The data was collected by the researcher personally visiting to the schools and administering all the instruments to the subject concerned. Two close ended questionnaires were developed for collecting the data from the teachers (M & F)(Appendix "A") and Headmasters (M & F) (Appendix "B") of the elementary schools of Nowshera District. For collecting the data Five points Likert Scale was converted into three point Likert scale from respondent to agree, disagree and undecided, because for researcher, agree and strongly agree have similar approach whereas disagree and strongly disagree shows the similar concept (Sajjad, 2005).

The researcher thoroughly highlighted the process of filling the questionnaires before the respondents. The filled questionnaires were received by the researcher personally. As the researcher personally visited the sample schools selected for the purpose of data collection, the response rate of all types of sample was 100 percent. The detail is shown in the tables.

Semi structured interview was conducted from the Management officers from EDO's Up to the level of ADO's (male & female) of district Nowshera personally visiting by the researcher (Appendix "C").

### **3.10. Data Analysis**

Questionnaire with close ended items was used to gather quantitative data from the intended population. Likert scale was incorporated into the questionnaire to assess the degree of agreement with the provided options based on the five point (strongly agree=5, agree=4, undecided=3, disagree=2 and strongly disagree=1). Five point Likert Scale were converted into three point Likert scale from respondent to agree, disagree and undecided, because for researcher, agree and strongly agree have similar approach whereas disagree and strongly disagree shows the similar concept (Sajjad, 2005).

The data was analyzed according to mixed method design. Quantitative and qualitative Data was analyzed separately. Questionnaire was interpreted by the application of percentage. The Data collected from the interview was analyzed qualitatively through thematic approach by making segments and assigning codes after studying deeply. So the codes were explained in to themes. Themes were then tabulated to show the acceptance and rejections of the questions. According to the convergent parallel analysis both the qualitative and quantitative analysis results were compared and merged for interpretation.

The data was analyzed by using the percentage on the responses of the respondents. On the basis of responses each question was tabulated and the conclusion was drawn quantitatively. Interview from the Management officers i.e. EDO's Up to the level of ADO's (M&F) was analyzed through mixed method. The data was explained, elaborated and tabulated quantitatively as well as qualitatively.

The formula has been set for the calculation of percentage as:

$$\text{Percentage} = \frac{\text{Total responses for option}}{\text{Total responses}} \times 100$$

$$\text{Percentage} = \frac{f}{N} \times 100$$

Here

*f* Stands for number of responses

N stands for total number of respondents

## **CHAPTER 4**

### **PRESENTATION AND ANALYSIS OF DATA**

This chapter contains presentation and analysis of data. The data collected through questionnaires administered to the teachers and head masters of Government Primary Schools of District Nowshera KP, were organized, tabulated and analyzed using statistical technique of Percentage and interpreted for the understanding of general public and quarter concerned.

#### **1. Analysis of Questionnaire for Teachers (Male & Female)**

#### **2. Analysis of Questionnaire for Headmasters (Male & Female)**

#### **3. Analysis of Interview from Management Officers (Male & Female)**

Mixed method approach was used to analyze the collected data. This chapter has been divided in to three parts as follow:

**Part 1) Quantitative Analysis:** Questionnaire was analyzed quantitatively through Percentage. Tabulated data of questionnaire was analyzed and interpreted by using Likert scale with the help of the IBM SPSS Software (v.20).

**Part 2) Qualitative Analysis:** Data collected through interviews was analyzed qualitatively by developing themes to achieve the objectives of the study. Ary (2006) suggests the use of a structure for analysis, referring to the set of ideas recognized from the literature that are used as codes. Once the deep study was done, then to identify the

emerging categories where items with similar coding will be placed together. From there explore the relationship between the different categories and identify the major themes that have emerged. The next stage of data analysis is summarizing and interpreting. Summarizing is about making connection between the themes to make a story. (Ary., 2006)

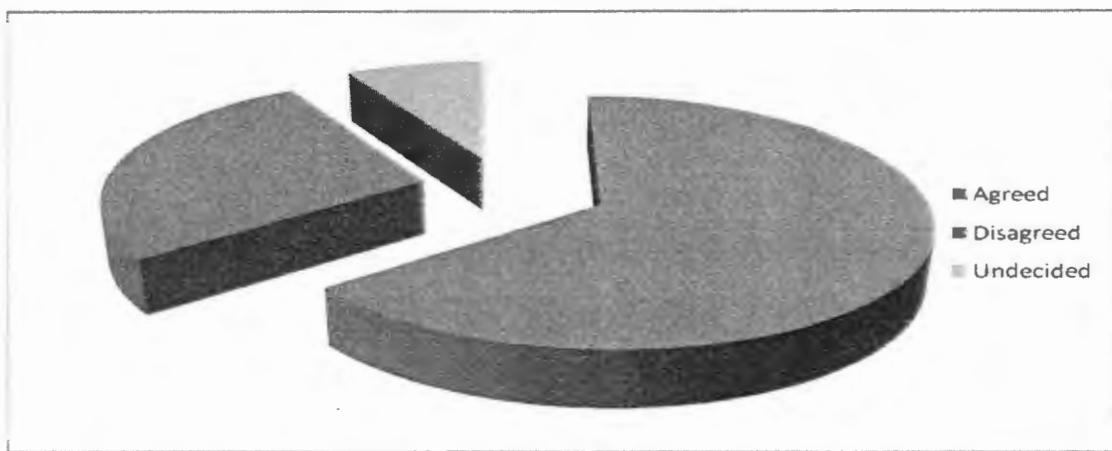
**Part 3) Mixing:** This part is consisted of the integrating the two data bases by merging the quantitative data with qualitative data. The data results were mixed and elaborated by comparing the findings of quantitative and qualitative data.

**Objective # 1:** The main thrust of objective # 1 was “to study the Impact of the decision on teaching Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation”.

*Table 4.1: Teachers views about Impact of the decision on teaching and learning process, after segregation of teaching and management cadre*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	220	64.51	93	27.27	28	8.21

Table 4.1 shows that 64.51 % teachers were agreed that after the decision of segregation of teaching and management cadre there is positive effect on teaching and learning process. Whereas 27.27 % of the teachers had shown dissatisfaction on the issue and 8.21 % of the teachers remained undecided.

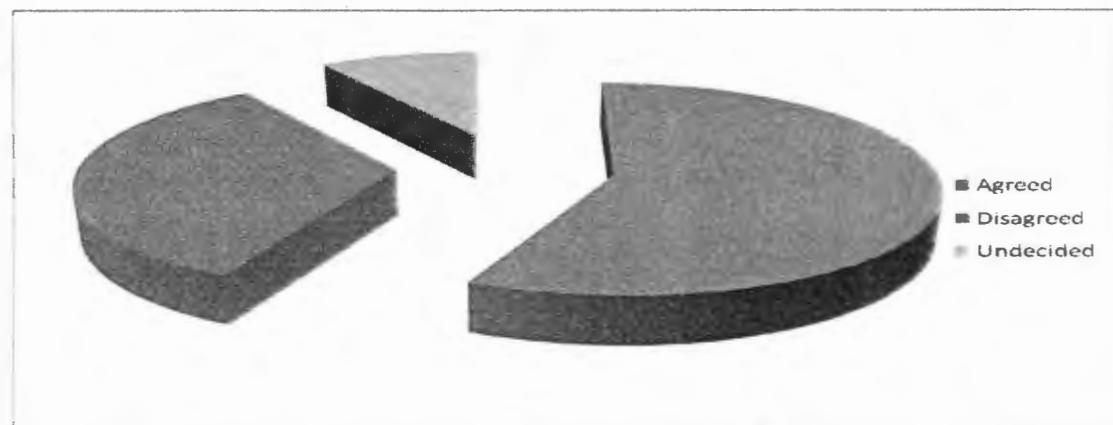


*Figure 4.1: Improvement in teaching & learning process after the decision.*

*Table 4.2: Teachers views about the progress and utilization of new methodologies, after the segregation of teaching and learning process*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	195	57.18	114	33.43	32	9.38

Table 4.2 shows that 57.18 % teachers agreed in utilizing new methodologies in teaching and learning, jobs training, refresher courses after the segregation of both cadres. However, 33.43% were disagreed and 9.38 % remained undecided.

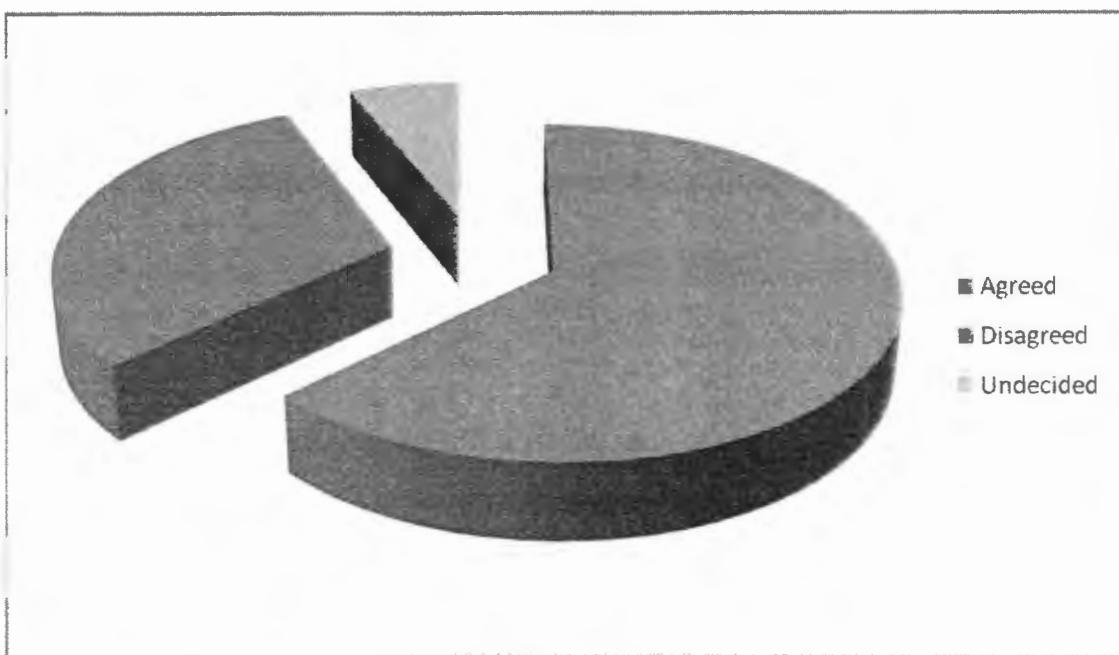


*Figure 4.2: Utilization of new methodologies in teaching & learning process*

*Table 4.3: Utilization of professional skills by the teachers after the segregation of teaching and learning decision*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	215	63.04	105	30.79	21	6.15

Table 4.3 shows that 63.04 % teachers are agreed and satisfied in utilizing professional skills in teaching than before the decision of segregation of teaching and management at elementary and secondary level, while 30.79 % remained disagreed with the above statement and only 6.15% remained undecided. The agreement of the majority highlighted satisfaction in utilizing their professional capabilities.

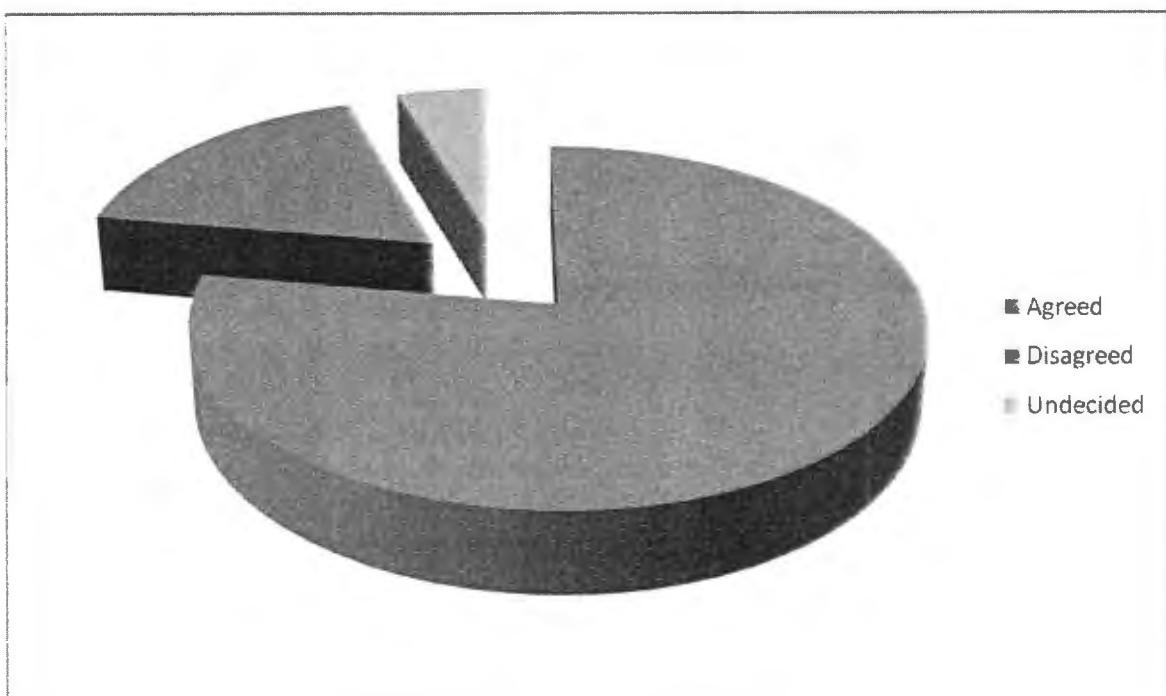


*Figure 4.3: Utilization of professional skills in teaching & learning process*

*Table 4.4: Impact of working conditions and environment, after the segregation of teaching and learning decision*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	265	77.71	60	17.59	16	4.69

Table 4.4 shows that 77.71% teachers considered that the working conditions are more acceptable now and environment is more favorable for teaching and learning than before. However, 17.59% teachers were disagreed on the issue and 4.69 % did not answer. The agreement of the majority of teachers are in favor of the working conditions.

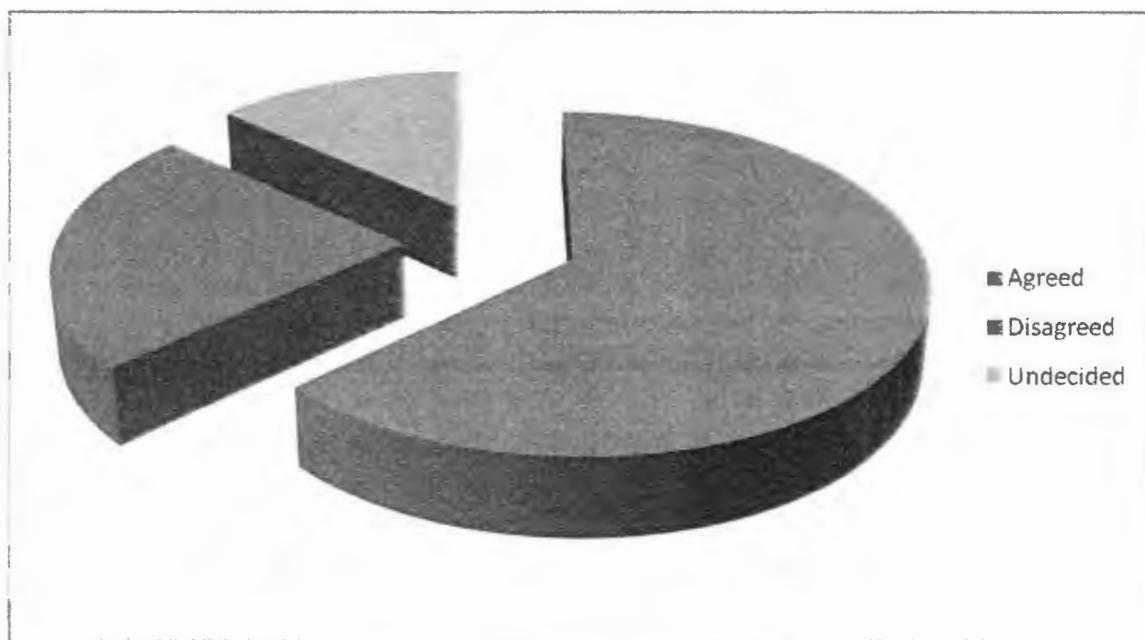


*Figure 4.4: Improvement of working conditions and learning environment*

*Table 4.5: Prospect of the decision for upcoming generation, after the decision of segregation teaching from management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	215	63.04	80	23.46	46	13.48

Table 4.5 shows that 63.04% teachers are unanimously agreed on the decision. They are of the view that segregation of teaching and management is a good decision which will bring progress and prospect for the upcoming generations. However 23.46% teacher remained disagreed and 13.48 responded as undecided.



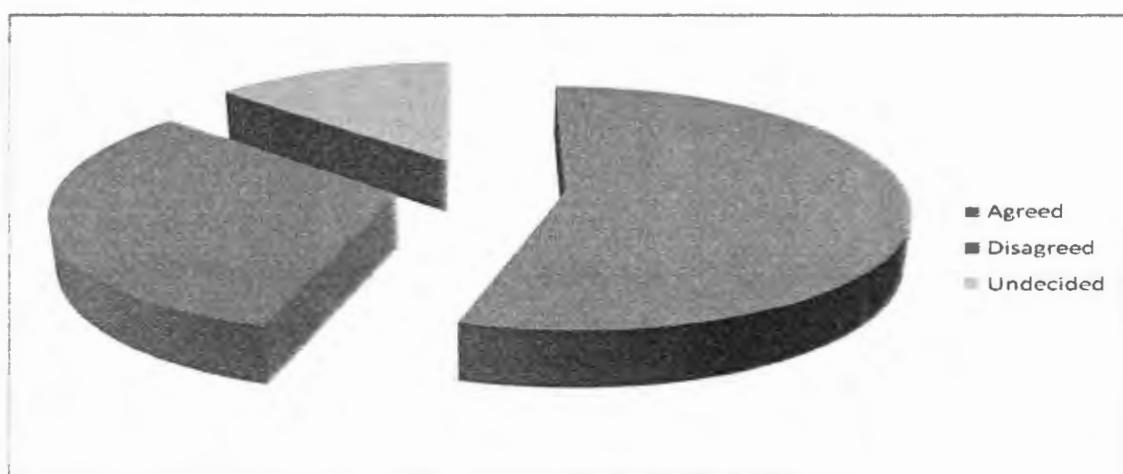
*Figure 4.5: Prospect of the decision for upcoming generation*

**Objective # 2:** The main thrust of objective # 2 was “to study the Impact of the decision Management Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation”.

*Table 4.6: Teachers views about the impact of the decision on Management Officers, after segregation of teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	190	55.71	110	32.25	41	12.02

Table 4.6 shows that 55.71% teachers stated after the decision has a positive impact on the Management Officers. After segregation of teaching and management cadre the Management Officers visits schools more frequently than before. While 32.25% are disagreed and only 12.02 % remained undecided. The statistics guided to analyze that majority of the teachers were agreed with the decision.

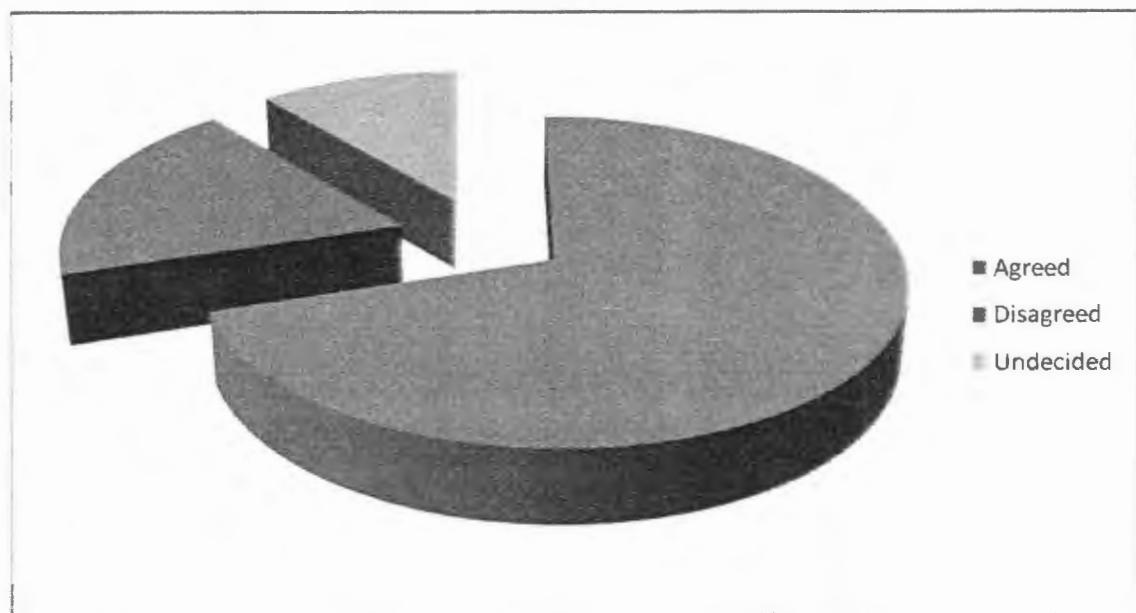


*Figure 4.6: Inspections of educational officers after the decision*

*Table 4.7: Overall result of the school improved, after the segregation of teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	260	76.24	70	20.52	11	3.22

Table 4.7 shows that 76.24% teachers are of the view that overall result of the school is improved after the decision taken by the govt of KP elementary and secondary education deptt to separate the teaching from management cadre. However 20.52 % of the teachers disagreed with the performance of school result after the separation decision while 3.22 % teachers remained undecided. This issue has also much support on the agreement percentage shown in the above table.

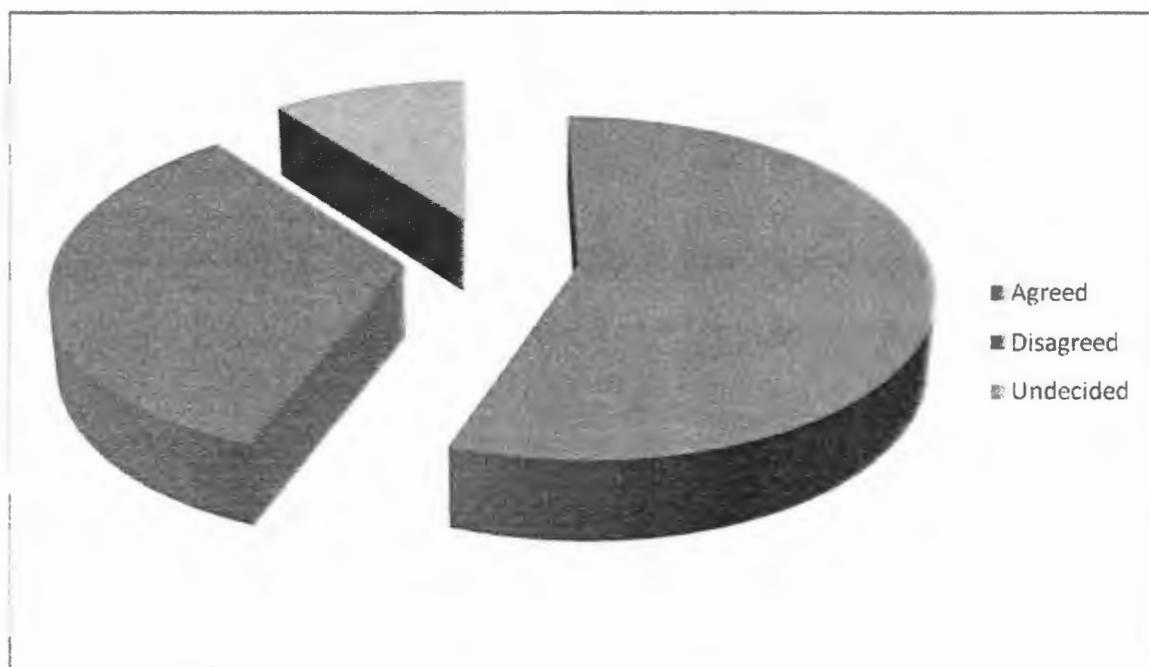


*Figure 4.7: Overall result of the school improvement after the decision.*

*Table 4.8: Impact of the decision on resolving professional problems of teachers, after the segregation of teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	190	55.71	115	33.72	36	10.55

Table 4.8 shows that 55.71% teachers revealed that professional problem has now solved than before the implementation of the above decision while, 33.72 % of the respondent disagreed with the statement. Only 10.55 % of the teachers remained undecided. This issue found majority of the teachers are agreed.

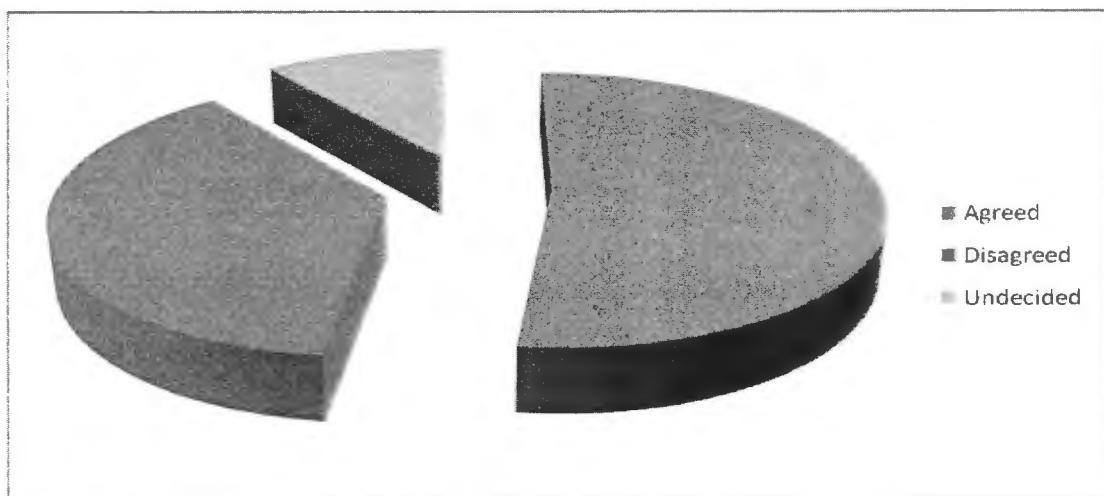


*Figure 4.8: Impact of the decision on resolving professional problems of teachers*

*Table 4.9: Teacher's aspect of the decision of segregation teaching and management cadre in reducing political interference in schools.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	180	52.78	130	38.12	31	9.09

Table 4.9 shows that 52.78% teachers provided that the decision of segregation of teaching cadre from management cadre in elementary and secondary education department has minimized the political interference to a great level. This decision has given full use of authority to all the stack holders (mainly teachers, parents, children, education officials, community leaders and CSOs) whatever they consider to be right and according to the merit policy. Whereas 38.12% teachers are against the statement and only 9.09% remained undecided. With the statement majority of the teachers marked it as a good decision.

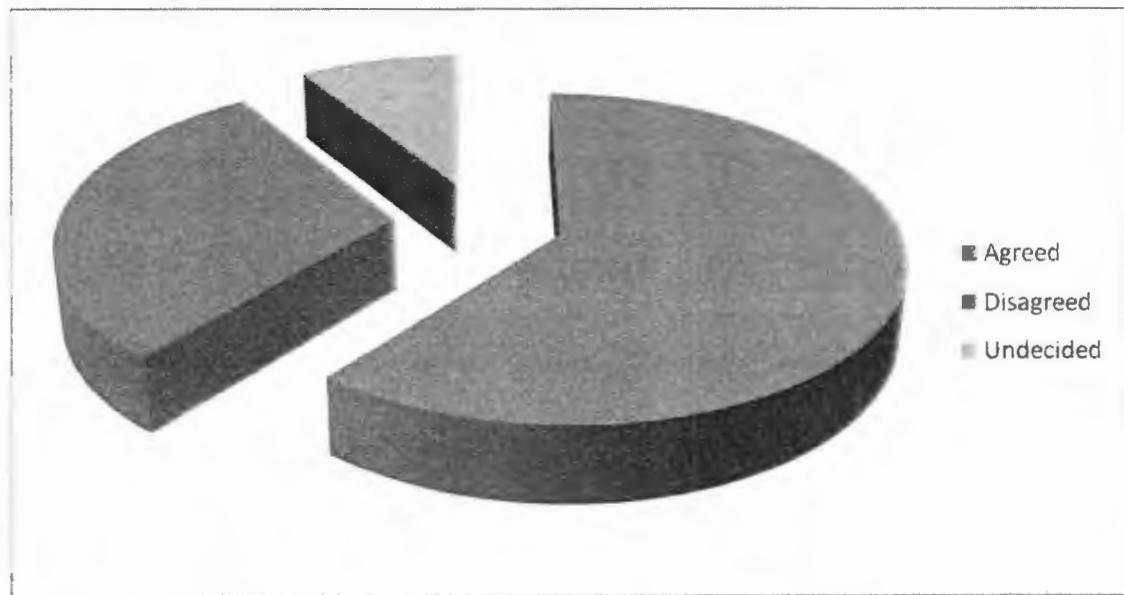


*Figure 4.9: Impact of the decision in reducing political pressure*

*Table 4.10: Teacher's prospects in recognition the teachers work after the segregation of teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	210	61.58	104	30.49	27	7.91

Table 4.10 shows that 61.58% teachers agreed that the separation of teaching cadre from the management cadre is given the recognition to the work of teachers. However 30.49% teachers were against the decision and 7.91 % teachers remained undecided. So maximum teachers were in favor of the decision.



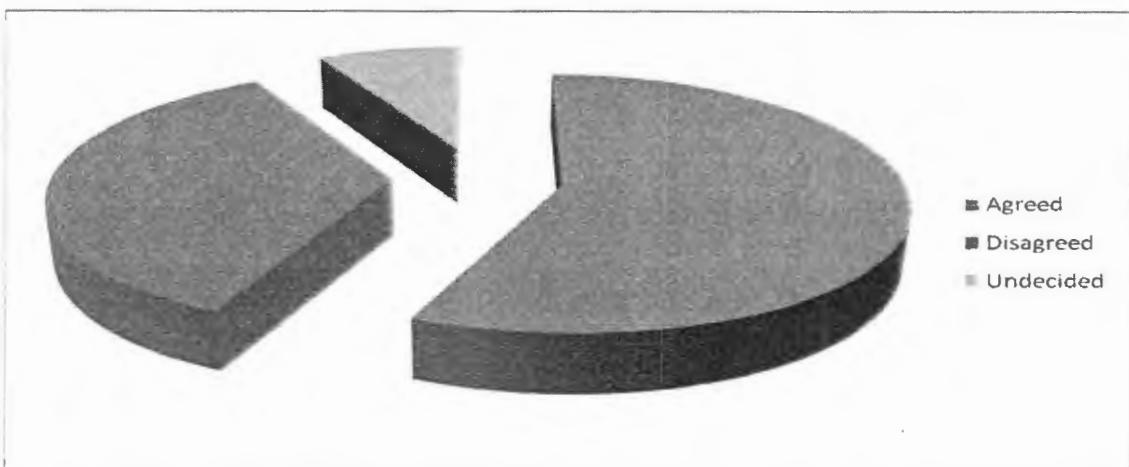
*Figure 4.10: Recognition of teacher work after the decision*

**Objective # 3:** The main thrust of the objective # 3 was “to identify the working problems and issues before and after the Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa”.

*Table 4.11: Teacher's perception about organized and systematic work planning after the decision of segregation teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	193	56.59	120	35.19	28	8.21

Table 4.11 shows that 56.59% teachers agreed with the decision of segregation of teaching cadre from management cadre has brought the working plan organized and systematic. The teachers are now doing their task more regularly, organized and in systematically than before the decision. However 35.19% teachers were against of the decision and 8.21 % remained undecided. This indicated that the majority of the teachers agreed the statement above.



*Figure 4.11: Perception of the decision about organized & systematic work planning*

Table 4.12: Teachers view about the autocracy of management in the department, after separation of teaching and management cadre.

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	193	56.59	120	35.19	28	8.21

Table 4.12 shows that 50.43% teachers agreed that issue regarding autocracy of the management cadre is resolved through this decision of separation. 36.65% were undecided whereas 12.90% disagreed with the issue. The opinion of the majority led to support the idea of separation of teaching cadre from management to use their full authority accordingly.

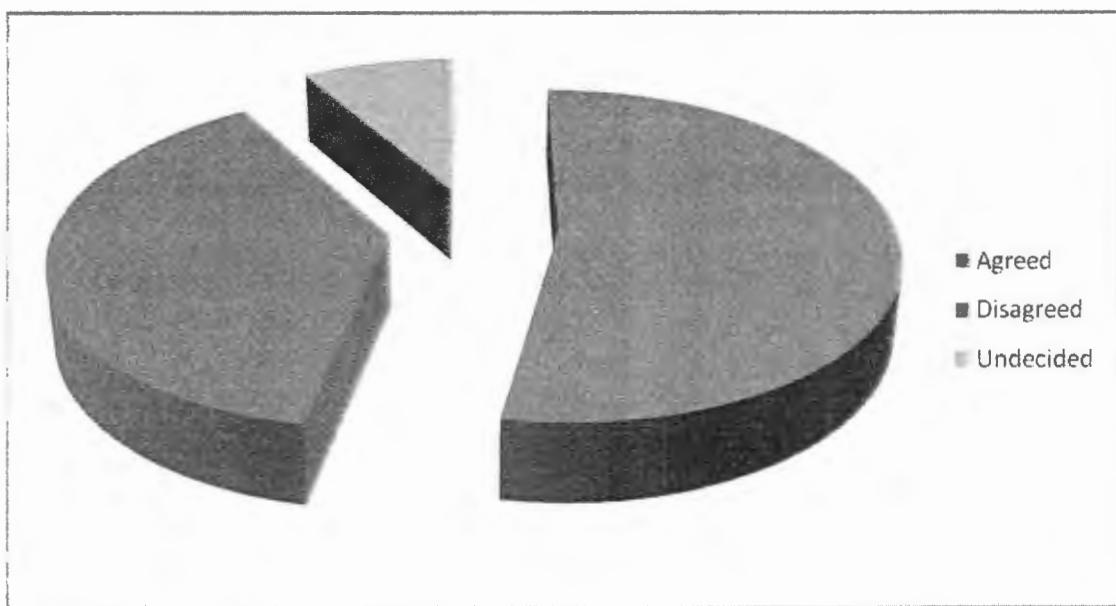
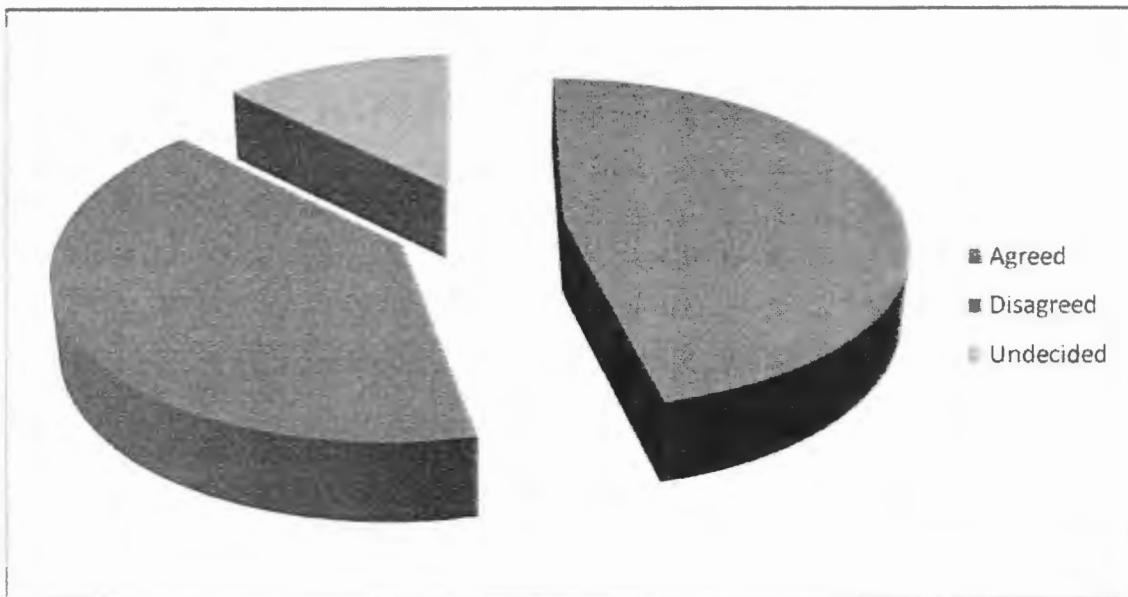


Figure 4.12: Teachers views about role of autocracy in the department

*Table 4.13: Perceptions of teachers about transparent accountability of teachers and management, after the decision of segregation teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	160	46.92	140	41.05	41	12.02

Table 4.13 shows that 46.92% teachers agreed that after the decision taken by the govt of KP elementary and secondary education deptt of the separation of teaching and management cadre made it easy to make accountability of both management and teaching cadre is possible. While 41.05 % teachers disagreed with the idea and 12.02% were indifferent to the matter. The agreement of the majority of the teachers favored the decision.

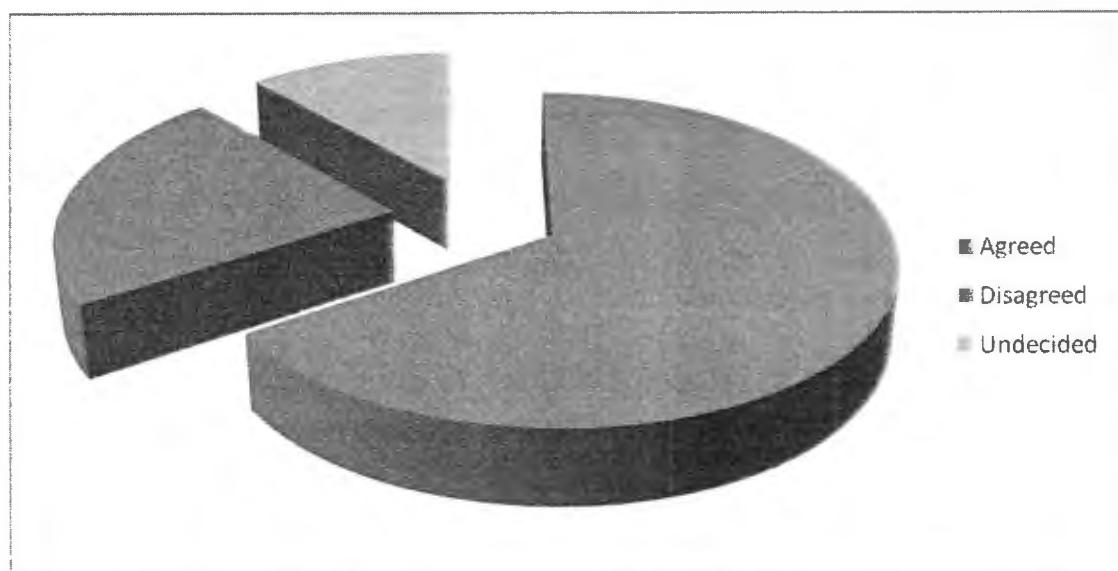


*Figure 4.13: Perception of teachers in transparent accountability of teachers*

*Table 4.14: Teachers impact on decreasing working load, after the segregation of teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	233	68.32	80	23.46	28	8.21

Table 4.14 shows that 68.32% teachers considered that separation of teaching and management cadre in elementary and secondary education deptt has minimized the working load of teachers. Teachers are more relaxed and focused on their job responsibilities than before. However 23.46 % teachers were against the issue and 8.21% remained neutral. This highlighted that the effect of the decision on the teachers is positive.

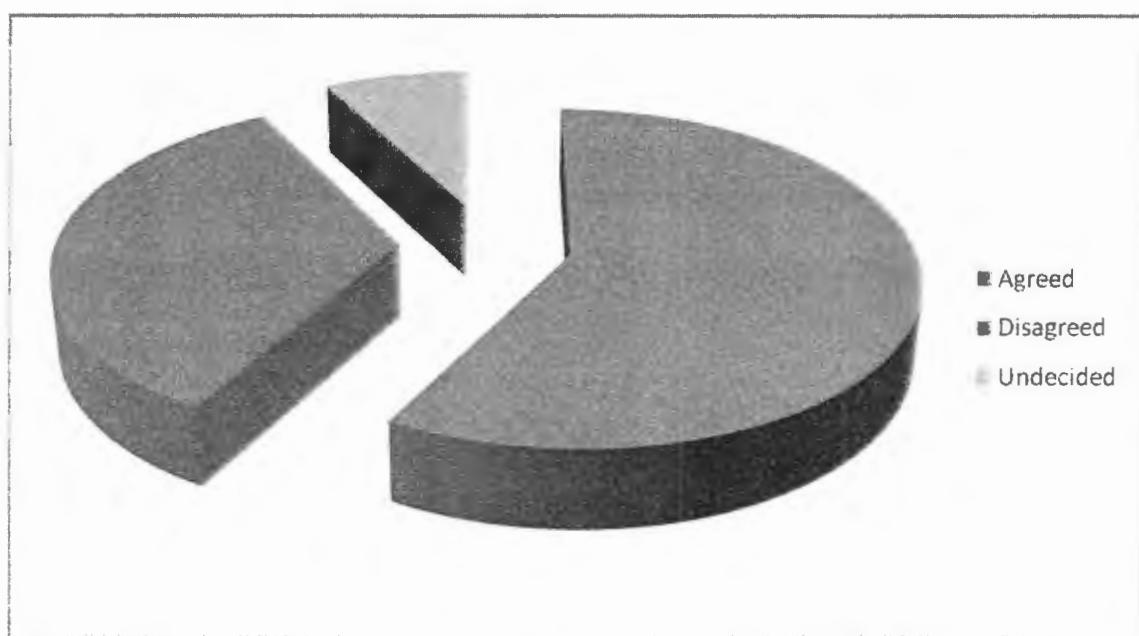


*Figure 4.14: Impact of the decision in response to justification of working load on teachers*

*Table 4.15: Continuity in promotion cases of teachers, after the decision of segregation teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
341 (M&F)	205	60.11	120	35.19	16	4.69

Table 4.15 shows that 60.11% respondents are in favor of the opinion that promotion cases are moving rapidly than before the implementation of the decision. Whereas 35.19% disagreed with the statement, while only 4.69% respondent remained undecided on the matter. This indicated that the majority of them are in favor of the statement above.



*Figure 4.15: Views of teachers regarding their promotions after the decision*

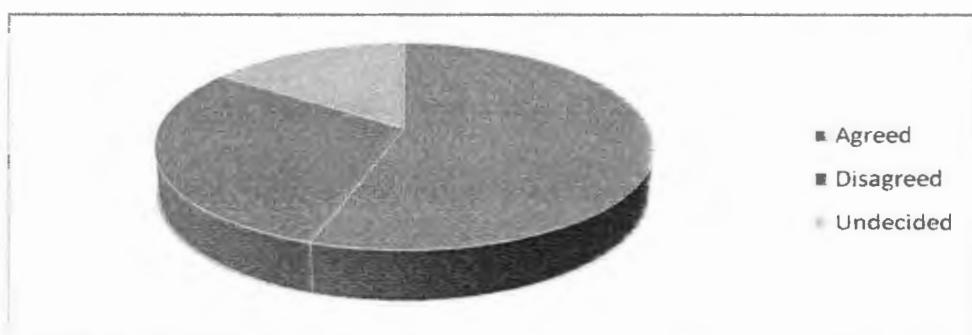
## Analysis of Questionnaire for Headmasters

**Objective # 4:** The main thrust of the objective # 4 was “to find out the prospects of the decision regarding Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa”.

*Table 4.16: Headmaster's views in empowerment of their administration authority, after the decision of segregation teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	140	55.11	75	29.52	39	15.35

Table 4.16 shows that 55.11% Headmasters stated that after the decision of segregation of teaching and management there is much improvement in teaching and learning process. It has innovated ways and means of empowering actors in the education sector to plan, budget, track and monitor expenditure patterns in education, particularly schools. They are utilizing their administration authority in a better way. However 29.52 % headmasters remained disagreed and 15.35% remained undecided. (Objective 1)

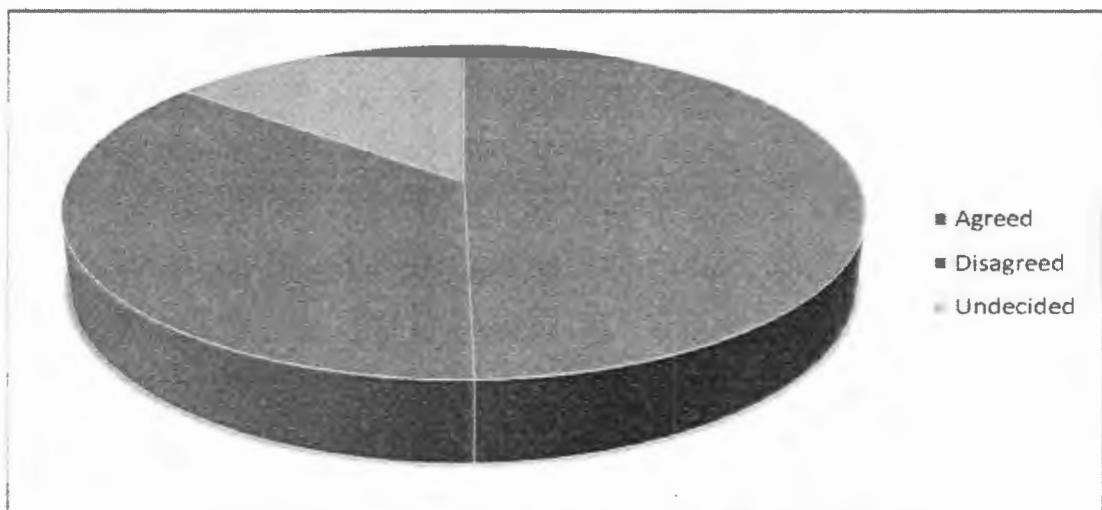


*Figure 4.16: Headmasters views about empowerment of their administration authority after the decision*

*Table 4.17: Settlement of the professional problem of Headmasters, after the decisions of segregation of teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	135	53.14	98	38.58	21	8.26

Table 4.17 shows that 53.14% head teachers agreed that after the separation of teaching from management cadre their professional problems has solved now in time than before the decision. They are now utilizing new methodologies in teaching and learning, jobs training, refresher courses after the segregation of both cadres. However, 38.58% were disagreed and 8.26 % remained undecided.

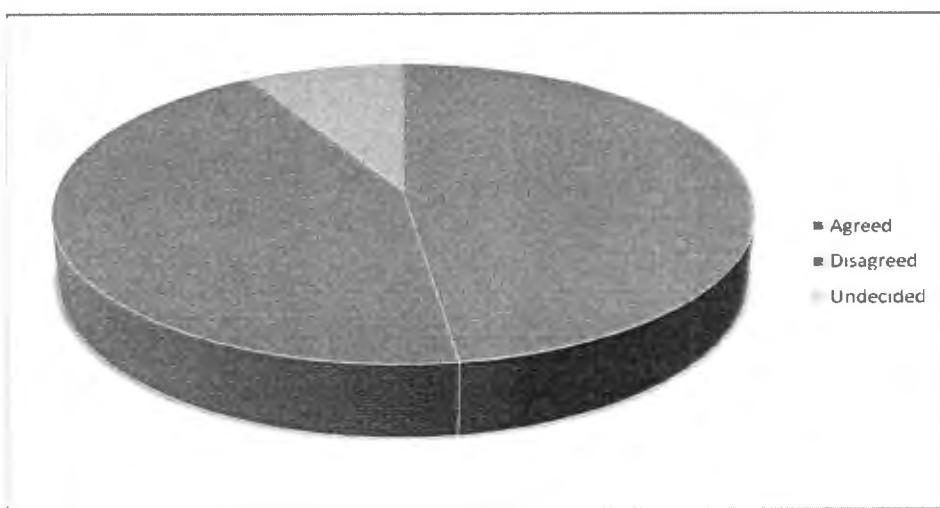


*Figure 4.17: Impacts of the decision on settlement of the issues of Headmasters after the decision*

*Table 4.18: Improvement in working conditions and reduction of political pressure for Headmasters, after the decision of segregation teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	120	47.24	110	43.30	24	9.44

Table 4.18 shows that 47.24% Headmasters are agreed and satisfied in utilizing professional skills in teaching than before the decision of segregation of teaching and management at elementary and secondary level. They are agreed and of the view that the political interference in education is minimized. Whereas 43.30 % were disagreed with the above statement and 9.44% remained undecided. The agreement of the majority highlighted satisfaction in utilizing their professional capabilities.

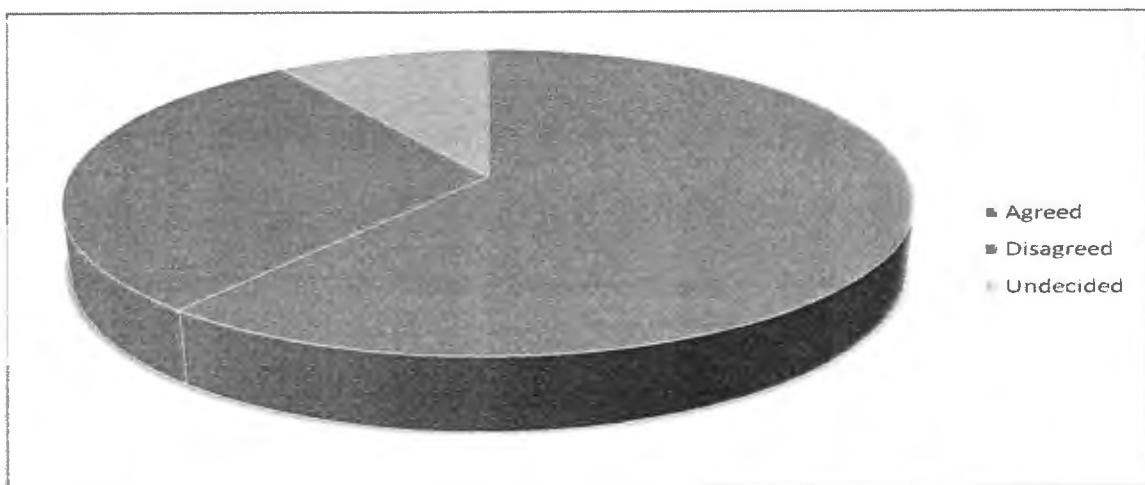


*Figure 4.18: Improvement in working condition after the decision*

*Table 4.19: Perspectives of Headmasters on inspections of education officers, after the separation of teaching and management cadres.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	155	61.02	75	29.52	24	9.44

Table 4.19 shows that 61.02% head teachers agreed that the education officer's visits schools more frequently and inspections are done more regularly after the separation of teaching and management cadres working conditions are more acceptable now and environment is more favorable for teaching and learning than before. However, 29.52% head teachers were disagreed on the issue and 9.44% felt not to answer. The agreement of the majority of head teachers are in favor of the issue.



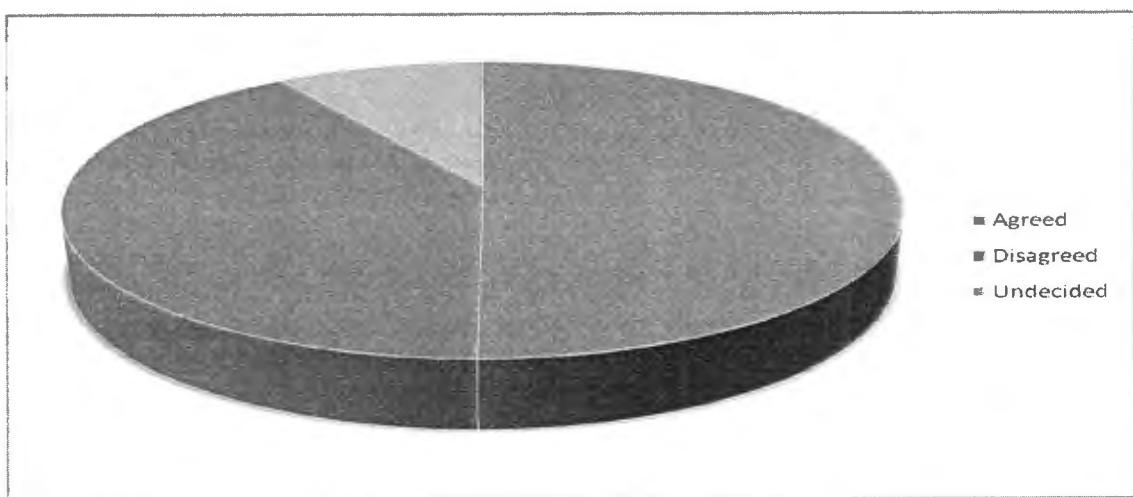
*Figure 4.19: Inspections of Officers after the decision*

**Objective # 5:** The main thrust of the objective # 5 “to investigate the shortfalls regarding implementation of the decision of segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa.”

*Table 4.20: Overall Impact of the decision regarding shortfalls of segregation teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	130	51.18	105	41.33	19	7.48

Table 4.20 shows that 51.18% head teachers are agreed on the decision. They are of the view that segregation of teaching and management is a good decision which has improved the overall result of the schools. This decision will bring progress and prospect for the upcoming generations also. However 41.33% of the head teacher remained disagreed and 7.48% undecided on the above issue.



*Figure 4.20: Impact of the decision on overall school result*

Table 4.21: Achievement of objectives of teaching and learning process, after the segregation of teaching and management cadre.

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	144	56.69	77	30.31	33	12.99

Table 4.21 shows that 56.69% head teachers stated after the decision of segregation of teaching and management cadre the objectives of teaching and learning process has achieved. While 30.31% have disagreed and 12.99% remained undecided. The statistics guided to analyze that majority of the teachers were agreed with the decision.

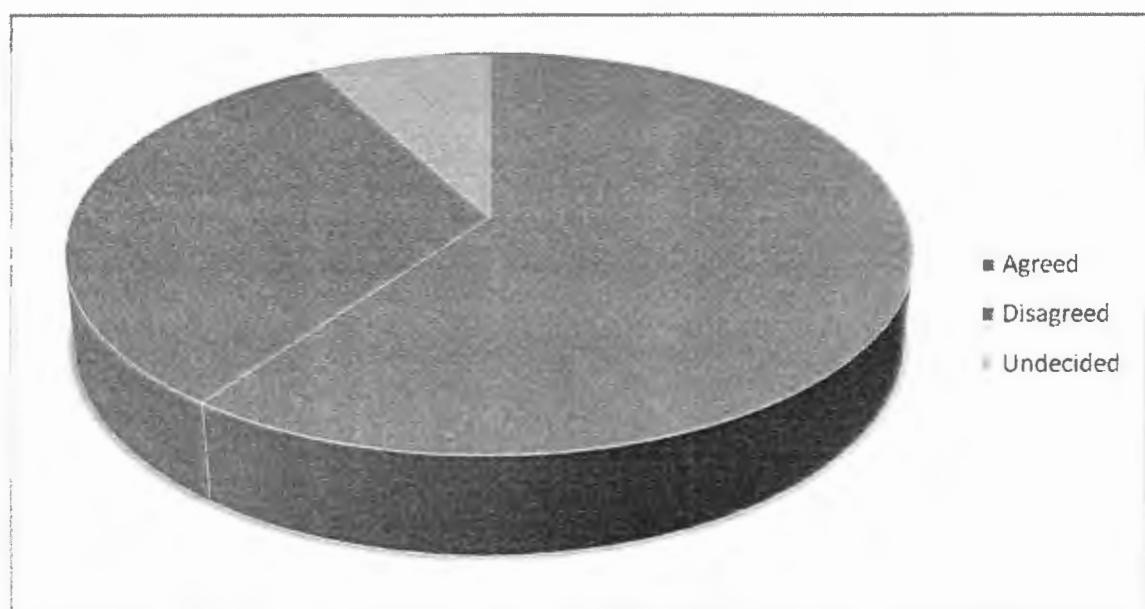


Figure 4.21: Achievement of learning objectives after the decision

*Table 4.22: Perceptions of Headmasters in reduction and equally distribution of working load, after the decision of segregation teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	115	45.27	104	40.94	35	13.77

Table 4.22 shows that 45.27% of the head teachers are of the view that our work load has equally been distributed to all the staff members and work load has minimized to a great extent. After the decision taken by the govt of KP elementary and secondary education deptt to separate the teaching from management cadre. However 40.94% of the head teachers were disagreed after the separation decision while 13.77 % head teachers remained undecided. This issue has also much support on the agreement percentage shown in the above table.

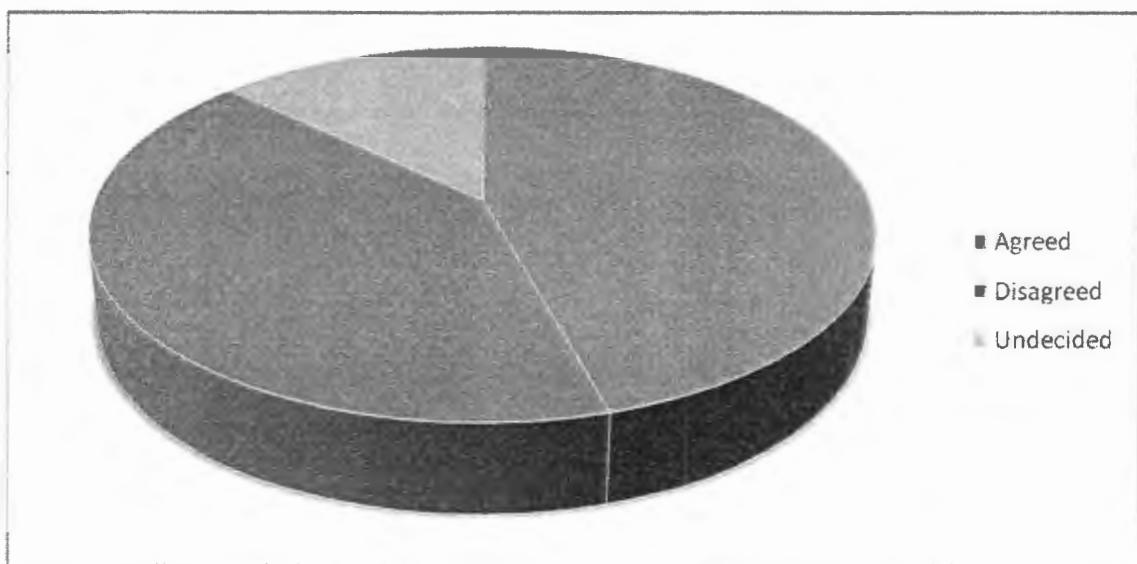
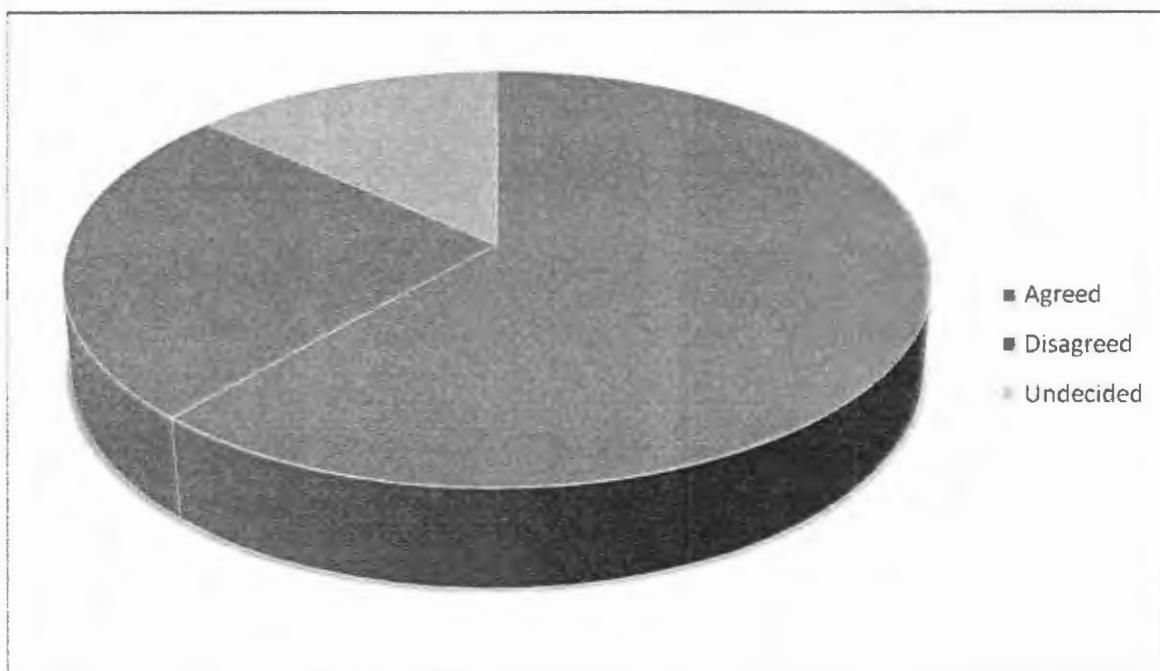


Figure 4.22: Prospect of the decision in reduction of administrative load on Headmasters

*Table 4.23: Headmasters analysis about Positive effect on the decision of segregation teaching and management cadre on the overall education programmers.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	160	62.99	65	25.59	29	11.41

Table 4.23 shows that 62.99% of the head teachers revealed that professional problems are now solving than before the implementation of the above decision. Working conditions are improved and all the issues are taken into consideration. Only 25.59 % of the respondent disagreed with the statement and just 11.41 % of the head teachers remained undecided. This issue found majority of the teachers are agreed.

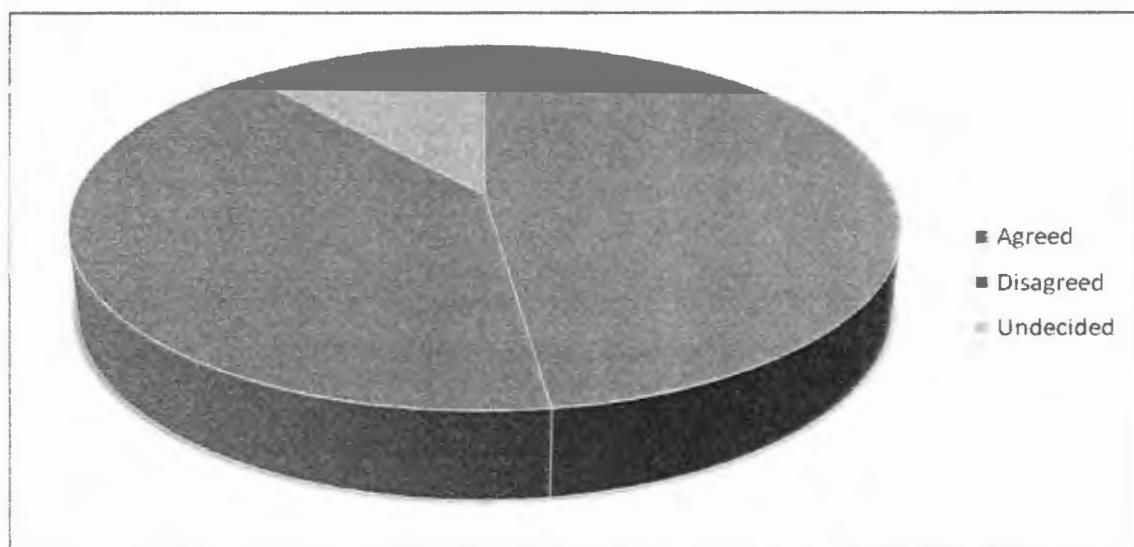


*Figure 4.23: Impact of the decision on improvement of overall education programmes*

*Table 4.24: Headmasters views in reduction of the political interference and nepotism, after the decision of segregation teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	123	48.42	105	41.33	26	10.23

Table 4.24 shows that 48.42% head teachers provided that the decision of segregation of teaching cadre from management cadre in elementary and secondary education deptt has minimized the political interference and political pressure to a great level. This decision has given full use of authority to all the stack holders (mainly teachers, parents, children, education officials, community leaders and CSOs) whatever they consider to be right and according to the merit. However 41.33% teachers are against the statement and 10.23% remained undecided. With the statement majority of the teachers marked it as a good decision.

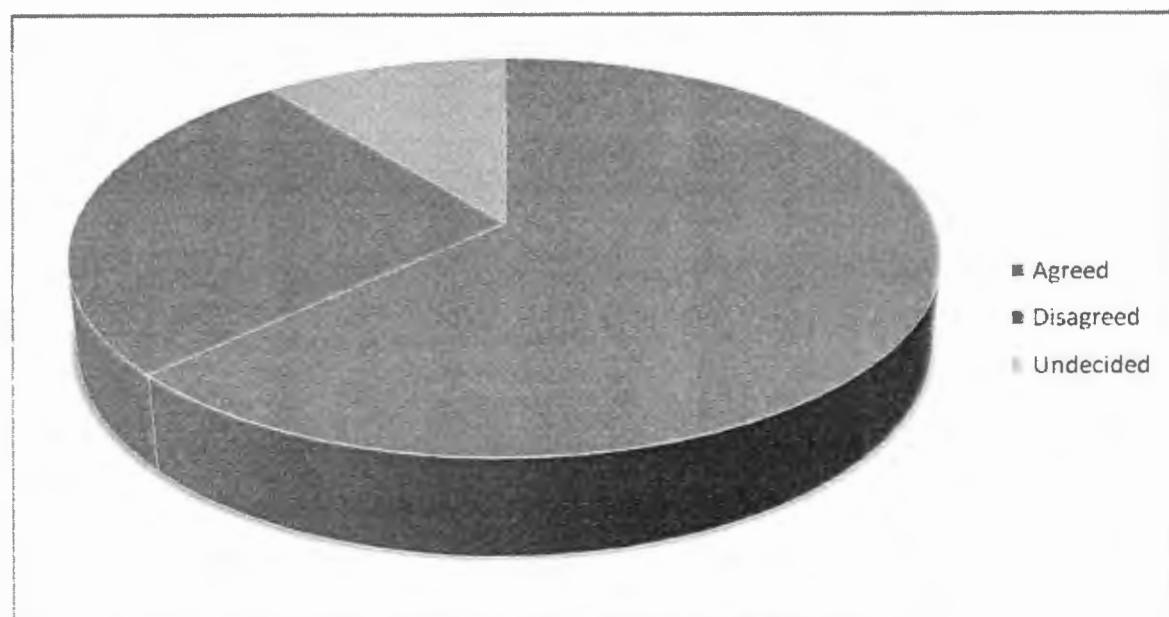


*Figure 4.24: Headmasters views on reduction of political interference and nepotism*

*Table 4.25: Recognition of all education stake holders, after the decision of segregation of teaching and management cadre.*

No	Agree		Disagree		Undecided	
	N	%	N	%	N	%
254 (M&F)	155	61.03	65	25.59	34	13.38

Table 4.25 shows that 61.03% head teachers agreed that the separation of teaching cadre from the management cadre is given the recognition to the work of teachers, head teachers, education department and other stack holders (mainly teachers, parents, children, education officials, community leaders and CSOs) relating with the education. While only 25.59 % head teachers were against the decision and 13.38 % teachers remained undecided. So maximum teachers were in favor of the decision.



*Figure 4.25: Recognition of the role of all education stack holders*

### **4.3) Part.2-Qualitative Analysis**

The data collected by the semi structured interview was analyzed qualitatively as follow:

#### **4.3.1-Semi Structured Interview.**

There were 12 participants in this group who were administering different Managerial positions in Elementary and Secondary Education Department District Nowshera Khyber Pakhtunkhwa. All were selected randomly for interview, 10 semi structured questions were asked from each management officer (M & F) and all the answers of the same question were collected and analyzed by making the themes. First of all the verbal interviews were converted in to written form then all the answers of the same question were combined. These answers were converted in to segments or paragraphs .All the segments were coded by the process of coding the qualitative Data. Then all the codes were explained in to themes and ideas.

To explore the impact of the segregation decision on teaching and learning process the themes and ideas of the interview are given below.

#### **4.3.2- Themes of Interviews.**

**a) – Improvement of Teaching and Learning Process:** All of the respondents showed satisfaction on the improvement of teaching and learning process in schools after the segregation teaching from management cadre Most of the teacher educators were utilizing new methodologies , teaching techniques and pedagogical skills in order to make teaching more effective. The management staff showed their satisfaction regarding the interest of students in studies. They said that jobs trainings, refresher

courses and use of new methodologies in teaching and learning process have improved after the decision.

**b) - Empowered Managerial Authorities to Resolve Issues:** Majority of the respondents were satisfied and viewed that the decision of separation teaching from management cadre has not only empowered us but also things become organized and restructured.

**c) – School Visits and Control Over Teacher Absenteeism:** There was no mechanism and schedule of visit for the follow up before the segregating decision but the respondents of the view that the system of schools visits and inspections are now very well structured. It has made compulsory to each officer from EDO's up to the level of ADO's to visit schools on monthly basis in a specific numbers notified from the directorate of elementary and secondary education department KP.

**d) - Work Environment Both in School and Office is Adequate :** Majority of the management officers were satisfied with the working conditions which have improved to a great level after the decision. The teaching strategies and the methods applied in the professional development were active learning and student centered. Different skills were applied in the professional development of the teachers which has improved working environment.

**e) – Prospect and Prestige of the Segregation Decision:** Most of the responded were agreed that it was the need of the day. It has not only gained success but will gain prospect for upcoming generation. With the decision of segregation teaching and management cadre both teacher and management officer fully concentrating on their

professional duties which in return making rapid growth and progress in development of education at provincial level.

**f) - Any Change in Posting/Transfer and Promotion Policy:** Majority of the management officers responded that the problem we are facing right now is that we have no structure for promotion. The entire teaching cadre is promoted and upgraded. So we should also be given promotion structure and this issue should be resolved on priority basis.

**g) – Political Victimization has Minimized After the Decision:** After the decision of segregation teaching from management cadre the political pressure, interference and victimization has minimized to a maximum level Things are happening on justice and merit policy is followed on strictly basis.

**h)–Segregation Decision has Resolved Problems to Maximum Level:** Management officers were of the view that this decision has minimized the problems of issues to a maximum level than before. . The initiative has enhanced the level of general awareness of common man towards the importance of education.

**i) - Segregation Decision Should Continue in Future:** Majority of the officers were in favor of the decision that it should be continued with some reservations on the decision to be addressed on priority basis.

#### 4.3.3-Theme Analysis of Interview

Table: 4.26-Theme analysis of interview

S. No	Themes	Results
a)	Improvement of teaching and learning process	Accepted (100%)
b)	Empowered Managerial authorities to resolve issues:	Accepted (70%)
c)	School Visits and control over teacher-absenteeism	Accepted (90%)
d)	Work environment both in school and office is adequate	Accepted (80%)
e)	Prospect and prestige of the segregation decision	Accepted (83.33%)
f)	Any change in posting/transfer and promotion policy	Accepted (70%)
g)	Political victimization has minimized after the decision	Accepted (80%)
h)	Segregation decision has resolve problems to maximum level	Accepted (80%)
i)	Segregation decision should continue in future	Accepted (90%)

#### **4.4) Part 3 - Mixing.**

The mixing is consisted of integrating the two data bases by merging the quantitative data with qualitative data. The data results were compared by mixing the quantitative and qualitative data interpretations. The results of questionnaire and semi structured interview were mixed and compared to show the similarities and differences for achieving the objectives of the study. Quantitative and qualitative results were mixed to derive the similarities and differences with respect to the objectives of the study from the analysis of the collected data.

#### **4.3.1- Objective# 1 & 2: To study the impact of the decision on Teaching & Management Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation.**

##### **A- Similarities.**

*Table.No.4.27. Similarities of quantitative and qualitative results for objective#1 & 2.*

S#	Quantitative Results	Qualitative Results
1	Table 4.1 shows that 64.51 % teachers were agreed that after the decision of segregation of teaching and management cadre there is much improvement in teaching and learning process.	Hundred (100 %) respondents showed satisfaction on the improvement of teaching and learning process in schools after the segregation teaching from management cadre.
	Both qualitative and quantitative data revealed that situation with reference to	

	professional development has been improved.	
2	Table 4.2 shows that 57.18 % teachers agreed in utilizing new methodologies in teaching and learning, jobs training, refresher courses after the segregation of both cadres.	Seventy (70%) of the management staff was showed their satisfaction regarding the interest of students in studies. They said that jobs trainings, refresher courses and use of new methodologies in teaching and learning process have improved after the decision.
	Both qualitative and quantitative data revealed that situation with reference to the utilization of new methodologies, refresher courses has been improved.	
3	According to table 4.4, it shows 77.71 % teachers considered that the working conditions are more acceptable now and environment is more favorable for teaching and learning than before.	Ninety (90%) of the management officers were satisfied with the working conditions which have improved to a great level after the decision.
	Both qualitative and quantitative data revealed that situation with reference to working environment has been improved.	
4	Table 4.5 shows that 63.04% teachers are unanimously agreed on the decision. They are of the view that segregation of teaching and	Eighty (80 %) of the management officers appreciated this decision. Management officers were of the view that this decision has minimized the problems and issues to

	management is a good decision which will bring progress and prospect for the upcoming generations	a maximum level than before.
	Both qualitative and quantitative data revealed that situation with reference to problems and challenges has been minimized to a greater extent.	

**4.3.2-Objective # 3: To identify the working problems and issues before and after the Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa.**

**A-Similarities**

*Table.No.4.28. Similarities of quantitative and qualitative results for objective# 3.*

S#	Quantitative(questionnaire )	Qualitative
1	Table 4.8 shows that 55.71% teachers revealed that professional problem has now minimized than before the implementation of the above decision.	Eighty (80 %) of the management officers appreciated this decision. Management officers were of the view that this decision has minimized the problems and issues to a maximum level than before.
	Both qualitative and quantitative data revealed that situation with reference to managerial issues has been minimized to a larger amount.	
2	Table 4.9 shows that 52.78%	Eighty (80 %) of the management officers

	teachers provided that the decision of segregation of teaching cadre from management cadre in elementary and secondary education department has minimized the political interference to a great level.	viewed that after the decision of segregation teaching from management cadre the political pressure, interference and victimization has minimized to a maximum level. Things are happening on justice and merit policy is followed on strictly basis.
	Both qualitative and quantitative data revealed that situation with reference to political interference and victimization of merit policies has been minimized.	
3	Table 4.17 shows that 53.14% head teachers agreed that after the separation of teaching from management cadre their professional problems has solved now in time than before the decision. They are now utilizing ICT's, new methodologies in teaching and learning.	Seventy (70%) of the management staff was showed their satisfaction regarding the interest of students in studies. They said that jobs trainings, refresher courses and use of new technologies i.e communication technologies in teaching and learning process after the decision has been improved.
	Both qualitative and quantitative data revealed that situation with reference to jobs training, deployment of ICT's in teaching and learning process has been improved.	

4	Table 4.18 shows that 47.24% Headmasters are agreed and satisfied in utilizing professional skills in teaching than before the decision of segregation of teaching and management at elementary level.	Hundred (100 %) respondents showed satisfaction on the improvement of teaching and learning process in schools after the segregation teaching from management cadre.
	Both qualitative and quantitative data revealed that situation with reference to the school environment has been improved after the bifurcation decision.	

## B- Differences.

Table.No.4.29. Differences of quantitative and qualitative results for objective# 3.

S#	Quantitative(check list)	Qualitative
1	According to the Table 4.10 shows that 61.58% teachers agreed that the separation of teaching cadre from the management cadre is given the recognition to the work of teachers.	Majority of the management officers were of the view that the new system has provided the prospects to the teachers but still it needs improvement regarding management cadre for providing promotion structure to them.
	Quantitative data revealed that teachers got the recognition of their work after performance showed in the overall schools results but in qualitative data the situation with reference to promotion on performance basis of management staff has been facing with some problems.	

**4.3.3- Objective #4 - To find out the prospects of the decision regarding Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa.**

**A-Similarities**

*Table.No.4.30. Similarities of quantitative and qualitative results for objective# 4.*

S#	Quantitative	Qualitative
1	Table 4.5 shows that 63.04% teachers are unanimously agreed on the decision. They are of the view that segregation of teaching and management is a good decision which will bring progress and prospect for the upcoming generations.	. Eighty (80%) respondents were satisfied and viewed that the decision of separation teaching from management cadre not only empowered us but also things become organized and restructured.
	Both qualitative and quantitative data revealed that situation with reference to empowerment of administrative staff has been improved.	
2	According to Table 4.10 it shows that 61.58% teachers agreed that the separation of teaching cadre from the management cadre is given the recognition to the work of teachers before starting the	Eighty (80 %) of the responded were agreed that it was the need of the day. It has not only gained success but will gain prospect for upcoming generation.

	professional development program	
	Both qualitative and quantitative data revealed that situation with reference to the decision of segregation has got the prospect and improved the situation.	

**4.3.4- Objective #5 - To investigate the shortfalls regarding implementation of the decision of segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa.**

**A-Similarities**

*Table.No.4.31. Similarities of quantitative and qualitative results for objective# 5.*

S#	Quantitative	Qualitative
1	Table 4.24 shows that 48.42% head teachers provided that the decision of segregation of teaching cadre from management cadre in elementary and secondary education deptt has minimized the political interference and political pressure to a great level.	Majority of the respondent were in view that the decision has minimized the political interference in education department i.e posting, transfer policies. It also reduced the absenteeism of the teachers and other staff of the offices.
	Both qualitative and quantitative data revealed that situation with reference the issue of teachers and student's absenteeism has been minimized to a larger amount.	
2	Table 4.8 shows that 55.71% Seventy (70%) of the management staff	

	teachers revealed that professional problem has now solved the issue of transparency in posting and transfer of teachers and administrators than before the implementation of the above decision	was showed their satisfaction regarding the interest of students in studies. They said that the situation has been improved in transfers and appointment of teaching and managerial staff after the decision.
	Both qualitative and quantitative data revealed that situation with reference to merit policies in posting and transfers have been made transparent.	

## B- Differences.

Table.No.4.32. Differences of quantitative and qualitative results for objective# 5.

S#	Quantitative(check list)	Qualitative
1	Table 4.15 shows that 60.11% respondents are in favor of the opinion that promotion cases are moving rapidly than before the implementation of the decision	Seventy (70 %) of the management officers responded that the problem we are facing right now is that we have no structure for promotion. The entire teaching cadre is promoted and upgraded. So we should also be given promotion structure and this issue should be resolved on priority basis.
	Quantitative data revealed that teachers promotion cases are inline than before the segregation decision but in qualitative data the situation is worst with reference to promotion on of management staff because they have got no service structure for their promotions.	

## CHAPTER 5

### SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION & RECOMMENDATIONS

This chapter presents summary, findings, conclusions, discussion, and recommendations of the study.

#### 5.1 Summary

The aim of the study was to find out the impact of the Government of KP decision regarding “segregation of teaching and management cadre at elementary and secondary education department Khyber Pakhtunkhwa, problems and prospects”. The study specifically focused on exploring the impact of the decision regarding “segregation of teaching and management cadre at elementary and secondary education department” at primary level in Boys and Girls Schools in District Nowshera.

The objectives framed for the study were: To study the Impact of the decision on Management Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation.; To study the Impact of the decision on Teaching Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation.; To identify the working problems and issues before and after the Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa; To find out the prospects of the decision regarding Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa; To investigate the shortfalls regarding implementation of the decision of segregation of

Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa.

Population of the study was consisted of all the primary school teachers at Nowshera district as well as Headmasters of both boys and girls primary schools. There are 1755 male primary teachers and 1271 female primary teachers which makes the total of 3026 primary teachers (Male & Female).

There are 426 male & 328 female Headmasters at primary level which makes the total of 754 in the District of Nowshera. ([www.kpese.gov.pk](http://www.kpese.gov.pk) ). The population is given in table # 3.1 & 3.2. For the purpose of sampling Multistage sampling technique was used. At the first stage school teachers (male and female) and Headmasters (male & female) of district Nowshera were randomly selected. At the second stage Management officers were selected randomly for the purpose of interview (Table #3.3, 3.4 & 3.5).

For calculation of sampling size researcher has used the random sampling technique (Gay, 1996). The data was collected through two close ended questionnaires from the teachers both (Male & Female) and Headmasters (Male & Female) of the Government Primary Schools (Male & Female) of District Nowshera. The questionnaire developed for teachers contain 15 items and the questionnaire developed for Headmasters (Male & Female) contained ten items. The data was collected from administrative officer through interview which contained ten questions. The questionnaires for teachers (Male & Female) and Headmasters (Male & Female) were responded on three points Likert Scale. The data obtained from the Teachers and Headmasters (Male & Female) were analyzed and tabulated on the basis of percentages. Whereas the data obtained through the

interview from Management Officers were qualitatively analyzed on the basis of their responses.

## **5.2 Findings**

On the basis of analysis of data, following are the findings of study:-

**5.2.1** To study the Impact of the decision on Management Cadre of Elementary and Secondary Education Department in Khyber Pakhtunkhwa before and after the segregation. (Objective # 1 & 2)

- 1 Most of the respondents (64.51%) stated that after the segregation of teaching and management decision, it has improved the teaching and learning process. No teacher remained against the decision. So the data indicated that the decision of segregation teaching from management cadre at elementary and secondary education department KP is a good decision. (Research Question – 1), (Table 4.1)
- 2 Most of the teachers i.e. (57.18%) agreed in utilizing new methodologies in teaching and learning, jobs training, refresher courses after the segregation of both cadres. (Research Question – 2), (Table 4.2)
- 3 Most of the teachers i.e. (63.04%) are agreed and satisfied in utilizing professional skills in teaching than before the decision of segregation of teaching and management at elementary and secondary level, while 30.79 % are disagreed with the above statement and 6.15% remained undecided. The agreement of the majority highlighted satisfaction in utilizing their professional capabilities. (Research Question – 3), (Table 4.3)

4 Most of the teachers (77.71%) considered that the working conditions are more acceptable now and environment is more favorable for teaching and learning than before. however, 17.59% teachers were disagreed on the issue and 4.96 % did not respond. The agreement of the majority of teachers is in favor of the working conditions. (Research Question – 4), (Table 4.4)

5 Majority of the teachers (63.04%) were agreed on the decision. They are of the view that segregation of teaching and management is a good decision which will bring progress and prospect for the upcoming generations. However 23.46% were disagreed and 13.48% teachers remained undecided. (Research Question – 5), (Table 4.5)

**5.2.2** To identify the working problems & issues before and after the Segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa (Objective # 3)

6 Most of the teachers i.e. (55.71%) stated after the decision of segregation of teaching and management cadre that the education officers visits schools more frequently than before. While 32.55 % were disagreed and only 12.02% remained undecided. The statistics guided to analyze that majority of the teachers were agreed with the decision. (Research Question – 6), (Table 4.6)

7 Majority of the teachers i.e. (76.24%) are of the view that overall result of the school has improved after the decision taken by the government of KP elementary and secondary education department to separate the teaching from management cadre. However 20.52% of the teachers were disagreed with the performance of

school result after the separation decision while 3.22 % teachers remained undecided. This issue has also much support on the agreement percentage shown in the above table.(Research Question – 7), (Table 4.7)

8 Most of the teachers i.e. (55.71%) revealed that professional problem has now been solved than before the implementation of the above decision. Only 33.72 % of the respondent disagreed with the statement and 10.55% of the teachers remained undecided. This issue found majority of the teachers are agreed. (Research Question – 8), (Table 4.8)

9 Majority of the teachers i.e.(52.78%) provided that the decision of segregation of teaching cadre from management cadre in elementary and secondary education department has minimized the political interference to a great level. This decision has given full use of authority to all the stack holders whatever they consider to be right and according to the merit. While only 38.12% teachers are against the statement and 9.09 % remained undecided.(Research Question – 9), (Table 4.9)

10 Most of the teachers i.e. (61.58%) agreed that the separation of teaching cadre from the management cadre is given the recognition to the work of teachers. Whereas only 30.49 % teachers were against the decision and 7.91% teachers remained undecided. So maximum teachers were in favor of the decision.(Research Question – 10), (Table 4.10)

11 Majority of the teachers i.e.(56.59%) agreed with the decision of segregation of teaching cadre from management cadre has brought the working plan organized and systematic. The teachers are now doing their task more regularly, organized

and systematically than before the decision. However 35.19% teachers were against of the decision and 8.21 % remained undecided.(Research Question – 11), (Table 4.11)

**5.2.3** To find out the prospects of the decision regarding segregation of teaching and management cadre in elementary and secondary education department Khyber Pakhtunkhwa. (Objective # 4)

12 Most of the teachers i.e. (50.43%) agreed that issue regarding autocracy of the management cadre is resolved through this decision of separation. 36.65% remained undecided whereas 12.90% disagreed with the issue (Research Question – 12), (Table 4.12).

13 Most of the teachers i.e. .(46.92%) agreed that after the decision taken by the government of KP elementary and secondary education department of the separation of teaching and management cadre made it easy to make accountability of both management and teaching cadre as possible while 41.05 % teachers disagreed with the idea and 12.02% were indifferent to the matter.(Research Question – 13), (Table 4.13)

14 Majority of the teachers i.e. (68.32%) considered that separation of teaching and management cadre in elementary and secondary education department has minimized the working load of teachers. Teachers are more relaxed and focused on their job responsibilities than before. However only 23.46 % teachers were against the issue and 8.21% remained neutral.(Research Question – 14), (Table 4.14)

15 Majority of the teachers i.e.(60.11%) respondents are in favor of the opinion that promotion cases are moving rapidly than before the implementation of the decision. Only 35.19% disagreed with the statement, while 4.69% respondent remained undecided on the matter. This indicated that the majority of them are in favor of the above statement above.(Research Question – 15), (Table 4.15)

**5.2.4** To investigates the shortfalls regarding implementation of the decision of segregation of Teaching and Management Cadres at Elementary and Secondary Education Department in Khyber Pakhtunkhwa. (Objective # 5)

16 Most of the Headmasters i.e. (55.11%) stated that after the decision of segregation of teaching and management there is much improvement in teaching and learning process. It has empowered the administrator to a maximum level. They are utilizing their administration authority in a better way. However 29.52% Head masters remained disagreed and 15.35% remained undecided.(Research Question – 16), (Table 4.16)

17 Most of the Headmasters i.e. (53.14%) agreed that after the separation of teaching from management cadre their professional problems has solved now in time than before the decision. They are now utilizing new methodologies in teaching and learning, jobs training, refresher courses after the segregation of both cadres. However, 38.58% was disagreed and 8.26% remained undecided(Research Question – 17), (Table 4.17)

18 Most of the Head masters i.e. (47.24%) are agreed and satisfied in utilizing professional skills in teaching than before the decision of segregation of teaching

and management at elementary and secondary level. They are agreed and of the view that the political interference in education is minimized, while 43.30 % is disagreed with the above statement and 9.44 % remained undecided.(Research Question – 18), (Table 4.18)

19 Most of the Head masters i.e.(61.02%) agreed that the education officer's visits schools more frequently and inspections are done more regularly after the separation of teaching and management cadres working conditions are more acceptable now and environment is more favorable for teaching and learning than before.(Research Question – 19), (Table 4.19)

20 Most of the Head masters i.e. (51.18%) are agreed on the decision. They are of the view that segregation of teaching and management is a good decision which has improved the overall result of the schools. This decision will bring progress and prospect for the upcoming generations also.(Research Question – 20), (Table 4.20)

21 Most of the Head masters i.e. (56.69%) stated after the decision of segregation of teaching and management cadre the objectives of teaching and learning process has achieved. While 30.31% has disagreed and 12.99% remained undecided.(Research Question – 21), (Table 4.21)

22 Most of the Head masters i.e. (45.27%) are of the view that our work load has equally been distributed to all the staff members and work load has minimized to a great extent. After the decision taken by the government of KP elementary and secondary education department to separate the teaching from management cadre.

However 40.94 % of the Head masters were disagreed after the separation decision while 13.77% Headmasters remained undecided.(Research Question – 22), (Table 4.22)

23 Most of the Head masters i.e. (62.99%) revealed that professional problems are now solving than before the implementation of the above decision. Working conditions are improved and all the issues are taken into consideration. Only 25.59 % of the respondent disagreed with the statement and 11.41% of the Head masters remained undecided.(Research Question – 23), (Table 4.23)

24 Majority of the Head masters i.e. (48.42%) provided that the decision of segregation of teaching cadre from management cadre in elementary and secondary education deptt has minimized the political interference and political pressure to a great level.(Research Question – 24), (Table 4.24)

25 Most of the Head masters i.e. (61.03%) agreed that the separation of teaching cadre from the management cadre is given the recognition to the work of teachers, Head masters, education department and other stake holders relating with the education. While only 25.59 % Head masters were against the decision and 13.38% teachers remained undecided.(Research Question – 25), (Table 4.25)

26 All the management officers were of the view that the government decision of segregation teaching from management cadre has improved the working conditions for both cadres. It has minimized the political interference in education department in posting, transfer policies. It also reduced the absenteeism of the teachers and other staff of the offices. The decision of separating teaching from management

cadre has also empowered our managerial authorities and the things are very well planned and organized now. The initiative has been welcomed by parents, teachers, and the civil society.(4.26)

27 The responses / views of the management authorities, as given above, indicate that the initiative of the government regarding the separation teaching cadre from management has been widely welcomed by the masses. The initiative has enhanced the level of general awareness of common man towards the importance of education. The real fruit of the initiative would be realized in the years to come, when the decision will be followed in its true spirit. The ultimate result in achieving the progress and prospect for the upcoming generation.(4.26)

28 Some of the Management Officers shows their reservation on the issue of separating teaching from management cadre they said that "This regulation will positively impact induction of competent workforce from the open market but separation of School Management Cadre from Teaching Cadre but may cause few issues. For example: 1.The notification doesn't mention clearly whether Management or Teaching Cadre is transferable. 2. Service structure/promotion of Management Cadre needs policy reforms. For instance, DEO is in Grade-19 and a School Principal is in Grade-20. Similarly, ASDEO is in Grade-16 and a Superintendent is in Grade-17. As was mentioned in the preceding paragraphs, DDEO is in Grade-18 but he is a reporting officer on Principal of Grade-20 for his performance evaluation.

29 Management Officers replied to a question asked by the researcher about the prospect of the decision of segregation of teaching from management cadre they answered "Its main purpose was to separate management from teaching cadre to facilitate the department with fulltime and well-trained education managers who could focus their attention on education management". we think that this objective has been achieved to a maximum level.

30 Management Officers also pointed out another flaw in Notification regarding method of recruitment of School Management Cadre Under the sub article 3 clause (2) of the NWFP Civil Servants (Appointment, Promotion & Transfer) Rules, 1989/revised 2011 that "Separation of Management Cadre from Teaching Cadre Not clearly tied to the performance". Managers may be of lower grades than principals, and this could cause inconsistency in service and promotion structures.

In a nutshell the responses / views of the management authorities, as given above, indicate that the initiative of the government regarding the separation teaching cadre from management has been widely welcomed by the masses despite some reservations as pointed out by the management officers. The initiative has enhanced the level of general awareness of common man towards the importance of education. The real fruit of the initiative would be realized in the years to come, when the decision will be followed in its true letter and spirit. It will truly be understood when we come across with the ultimate result in achieving the progress and prospect for the upcoming generation.

### **5.3 Conclusions**

On the basis of analysis and findings of the study, following conclusions have been drawn:-

- 1 It is evident from the data that the segregation decision has got positive impact and success according to the analysis drawn in chapter # 4( quantitatively and qualitatively) .Also it has strengthen the teaching and learning process to greater extent.(Objective1 & 2) It has shown in the findings at (5.2.1)
- 2 The data revealed that working problems and issues of elementary and secondary education department in Khyber Pakhtunkhwa has improved after the segregation of teaching form management cadre.(Objective 3) The data has revealed in this chapter at (5.2.2)
- 3 The data indicated that the decision regarding segregation of teaching and management cadres at elementary and secondary education department in Khyber Pakhtunkhwa has got prospect and success. (Objective 4) The findings are given in this chapter at (5.2.3)
- 4 The data investigated that the shortfalls regarding implementation of the decision of segregation of teaching and management cadres at elementary and secondary education department in Khyber Pakhtunkhwa has been successfully removed to larger extent. (Objective 5) It has clear from the data given in this chapter at (5.2.4)

- 5 Most of the teachers viewed that after the decision of segregation of teaching and management cadres the teaching and learning process has improved and new methodologies of teaching and learning, training, refresher courses are used.
- 6 Most of the teachers opined that the working conditions are more acceptable now and environment is more favorable for teaching and learning than before and the education officers visit schools more frequently than before, therefore the overall result of the schools has improved.
- 7 Most of the teachers opined that the results of the schools have improved and academic environment is more conducive.
- 8 Most of the head teachers viewed that after the separation of teaching from management cadre their professional problems are solved rapidly and brought the working plan organized and systematic and made possible the accountability of both management and teaching cadre.
- 9 Most of the head teachers viewed that the decision of segregation of teaching cadre from management cadre in elementary and secondary education department has minimized the political interference and political pressure to a great level and resulted in minimizing the workload of the staff.
- 10 All the management officers were of the view that the government decision of segregation teaching from management cadre has improved the working conditions for both cadres. It has minimized the political interference in education department in posting, transfer policies. It also reduced the absenteeism of the teachers and other staff of the offices. The decision of separating teaching from management

cadre has also empowered our managerial authorities and the things are very well planned and organized now. The initiative has been welcomed by parents, teachers, and the civil society.

Despite from the points raised by the Management Officers we can conclude that the initiative of the government regarding the separation teaching cadre from management has been widely welcomed by the masses despite some reservations as pointed out by the management officers. The initiative has enhanced the level of understanding and general awareness of common man towards the importance of education. The real fruit of the initiative would be realized in the years to come, when the decision will be followed in its true letter and spirit. It will truly be understood when we come across with the ultimate result in achieving the progress and prospect for the upcoming generation.

#### **5.4 Discussion**

The study aimed at finding out the impact of the Government decision of Segregation teaching and management cadre at Elementary and Secondary Education Department Khyber Pakhtunkhwa, Problems and Prospect. The specific focus of the study was to explore the impact of the decision on the efficacy and efficiency of teaching and management, problems and prospect of the decision on teaching and management, improvement in learning conditions, obstacles and hurdles before and after the implementation of the decision at primary level in Boys and Girls Government Primary Schools in District Nowshera.

The first research question which was asked from the teachers of Government Primary Schools was about the change of working condition and improvement in the learning environment so the answer was similar with the findings of Dalin (2005), Shahid (2007), and Vanden Berg & Vandenberg (1984) argues that teacher plays an important role in the entire teaching and learning process. According to Dalin (2005) "it is a teacher who plans to make changes in her classroom who is working on changes in the organization of the school, a guidance counselor who is working together with the teachers to assist student learning, a superintendent who wants city-wide renewal, or a person situated in the political or administrative centre who favors reform-all are faced with the same basic questions: how can change best be brought about in the schools. (Dalin, 2005). So in the analysis above the study also shows the result about the teacher Performance that after the separation of teaching from management the overall performance of the school and learning environment was also improved.

Another research question was asked from the teachers of Government Primary Schools for Boys & Girls of District Nowshera that would they consider that their problems and issues were resolved after the decision of segregation of teaching from management cadre? Majority of the teachers (M &F) were of the view that it has began to resolve their problem and issues whether it's about load management, teaching and learning issues, working conditions and promotion issues and other problems and issues of teachers. This was same and according to the study made before the segregation and other issues of teachers presented by (Kirk, J. 2007). (Farooq, S. et al 2007). (Bebchuk and Roe, 1999; Schmidt and

Spindler, 2002).(World Bank Management Study, 2005; World Bank Reform Study, 2005).& (v. Werder, Talaulicar and Kolat, 2005) in their respective findings.

It was asked in a semi-structured interview from the management authorities that whether the problems and issues were resolved after the segregation teaching from management cadre the response was as similar as arguments presented by Adeniji, 2002 &Ogunu 2001, and Furlong &Oancea, 2006. They discussed in their study that “The inability of successive administrations to adequately fund education over the years led to the systemic mal-functioning of the Inspectorate system, characterized by weak administrative structure, lack of financial autonomy, shortage of professionally trained inspectors, absence of a uniform and reliable instrument to assess schools and facilitate feedback, and acute shortage of project vehicles to carry out effective monitoring and inspection of schools.” Moreover they said that “the resultant effect is the poor teaching and learning that culminated into a large scale examination malpractice and abysmal performance of students in external examinations, which depicts non-achievement of quality assurance in teaching and students’ learning outcomes in secondary schools” (Adeniji, 2002; Ogunu, 2001). So in the light of above findings it was rationale endeavor of the Government of KP that they separated the teaching from management cadre to resolve their problems and issues.

Discussions were based on the data analysis, findings and conclusions of the research study similarity were found in the arguments made by Crowson & Porter-Gehrie in which they concluded that “It would appear that the demands for

stability and tranquility in the school force the head teacher into an administrative function, away from an academic managerial function" (Crowson& Porter-Gehrie 2006). So it was found that the decision of segregation teaching from management cadre has provided better administrative and teaching and learning environment for both teachers and administrators.

On the issue of teaching and management cadre problems question were asked from both teachers and administrators about their problems and issues before and after the decision. This result supported the conclusions made by Adeniji, 2002, Ogunu, 2001, they said "The inability of successive administrations to adequately fund education over the years led to the systemic mal-functioning of the Inspectorate system, characterized by weak administrative structure, lack of financial autonomy, shortage of professionally trained inspectors, absence of a uniform and reliable instrument to assess schools and facilitate feedback, and acute shortage of project vehicles to carry out effective monitoring and inspection of schools." Furthermore they argued that "This in results effect poor teaching and learning that culminated into a large scale examination malpractice and abysmal performance of students in external examinations, which depicts non-achievement of quality assurance in teaching and students' learning outcomes in secondary schools (Adeniji, 2002; Ogunu, 2001). It was found in analysis of data that after the segregation of teaching and management cadre both teachers/Head teachers and Management officers were agreed on the issue of prospect of the decision and argues that it has resolved our problem and issues to a maximum level.

## **5.4 Recommendations**

In the light of findings and conclusions, the following recommendations are suggested:

1. Since the findings of the study revealed that the decision of segregation teaching from management cadre in elementary and secondary education department KP has considerably improved the teaching and learning process in schools, it is therefore recommended that the segregation teaching from management cadre should continue.
2. All the school Heads viewed that the policy regarding segregation teaching from management cadre has improved the working conditions in the schools. The decision has also been widely appreciated by parents and students.. It is therefore recommended that the decision of segregation teaching from management should continue.
3. The findings of this study can be generalized at the level of district Nowshera only. It is recommended that such studies may be carried out at provincial level to find out the impact of the decision at the level of province as a whole.
4. Since the decision of segregation teaching from management cadre has positive role in minimizing political pressure and interference in the department at primary level, so it is therefore recommended that the policy should be continued.

5. Since the decision of segregation teaching from management cadre has positive impact on the teachers and management officers. They have got back their prestige in the society. The decision has widely been appreciated by the parents and civil society. The decision has got the prospect for the upcoming generations. It is recommended that studies may be carried out at secondary level to find out the impact of the decision on overall achievements.
6. After the decision of segregation teaching from management cadre the Management should now take the responsibility to promote the system of education under their jurisdiction and take steps to ensure quality management in the department.
7. Since the decision of segregation teaching from management cadre has brought positive changes, productive results and prestige in the education department of KP, also it has been widely appreciated by teachers, parents and civil society So, it is highly recommended that reservations of management officers regarding “Service Structure for management cadre” may be provided for their speedy promotions and as a reward of their extraordinary performance.
8. Findings of the study also revealed that there are some problems and issues connected with the decision of segregation teaching from management cadre as pointed out by the management officers that the notification doesn't mention clearly whether Management or Teaching Cadre is transferable and the Service structure/promotion of Management Cadre needs policy reforms.

So it is recommended to the high authorities of the education department to resolve the above problems and issues on priority basis.

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## Appendix "A"

### QUESTIONNAIRE FOR TEACHERS

(Government Primary Schools- Boys / Girls Distt: Nowshera)

**Note:** All information concerning these questions will be reserved severely confidential. It will be assessable to the researcher and only used for research purpose.

#### Demographic Information

Name: \_\_\_\_\_

Qualification: \_\_\_\_\_

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Please read the following declarations carefully and tick ( ✓ ) the option you consider the best possible answer.

S.No	Questions	A	D.A	U.D
1.	After the segregation of teaching and management cadres, there is much improvement in teaching and learning process.			
2.	There is progress in utilizing new methodologies in teaching and learning, jobs training, refresher courses after the segregations of both cadres.			
3.	You feel more satisfaction now in utilizing your professional skills in teaching then before.			
4.	Working environment is more favorable for teaching and learning then before.			
5.	Segregation of Teaching and Management Cadres has minimized the teachers and students absenteeism issue.			
6.	Education officer's visits schools more frequently than before.			
7.	Overall result of the school has been improved then before.			
8.	Professional problems have now been solved in time then before.			
9.	This decision has minimized the political interference in schools.			

10.	This decision has recognized the teachers work.			
11.	Organized and systematic work planning now than before.			
12.	Issue regarding Autocracy of management is resolved.			
13.	Accountability of management and teachers is very transparent.			
14.	Working load on teachers is minimized.			
15.	Promotion cases of teachers are more frequent than before.			

## Appendix "B"

### QUESTIONNAIRE FOR HEADMASTERS (Government Primary Schools- Boys / Girls Distt: Nowshera.)

**Note:** All information concerning these questions will be reserved severely confidential.

It will be assessable to the researcher and only used for research purpose.

#### Demographic Information

**Name:** \_\_\_\_\_

**Qualification:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

Please read the following declarations carefully and tick (✓) the option you consider the best possible answer.

S.No	Questions	A	D.A	U.D
1	The decision of Separation of Teaching and Management Cadres has empowered your administrating authority.			
2	Your professional problems have been resolved now in time than before the decision.			
3	There is much improvement in working environment after the decision of Segregation of Teaching and Management Cadres.			
4	Education officer's visits schools more frequently and inspections are done more regularly after the separation of teaching and management cadres			
5	The overall result of the school has been improved than before the decision.			
6	The objectives of teaching and learning process have been achieved than before the decision.			

7	The decision has minimized your work load and equally distributed among the staff members.			
8	This decision has Positive effect on the entire education programme.			
9	This decision has minimized the political interference and nepotism in schools.			
10	This decision has recognized the position of all the stack holder of education.			

## **Appendix "C"**

### **SEMI STRUCTURED INTERVIEW FROM THE MANAGEMENT OFFICERS OF ELEMENTARY AND SECONDARY EDUCATION DEPARTMENT NOWSHERA.**

#### **Demographic Information**

Name: \_\_\_\_\_

Qualification: \_\_\_\_\_

Designation/BPS: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Note:** The researcher is carrying out research titled "Segregation of teaching and management cadre in elementary and secondary education department Khyber Pakhtunkhwa, Problems and prospect". Being the Management Officer in your department you are requested to respond the following questions regarding the decision discussed above. All information concerning these questions will be reserved strictly confidential. Your responses will be used for research purpose only.

1. What is the impact of the decision of segregation teaching from management cadre at elementary and secondary level in KP on improvement of teaching and learning process whenever you visit schools?

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2. Are you satisfied that the separation of teaching and management cadre decision has empowered your managerial authority? \_\_\_\_\_

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3. What is the procedure of your school visits and inspections now after the decision of segregation teaching from management cadre? \_\_\_\_\_

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4. What is the effect of the decision of segregation teaching from management on absenteeism, and punctuality of the teachers and other staff at your office?

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5. Whether the decision of segregation teaching from management cadre has brought any positive change in jobs training, refresher courses and teaching and learning process?

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6. Do you feel that working environment in your office is more favorable and acceptable than before the decision?

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7. What is in your opinion about the prospect and prestige of the decision of segregation teaching and management cadre?

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8. Whether your promotions are in time and you are not facing any problem regarding your promotion structure after the decision of segregation teaching from management cadre?

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9. After the government initiative of segregation teaching from management cadre, do you feel that political pressure and victimization has minimized?

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10. Do you agree that the separation of teaching and management cadre has resolved all the problems and issues regarding management cadre?

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## Appendix "E"

### Number of Govt. Primary Schools by District in Khyber Pakhtunkhwa

S.No	DISTRICT	Boys Schools			Girls Schools			(Boys+Girls) Schools					
		Functional	Temporary	Closed	Total	Functional	Temporary	Closed	Total	Functional	Temporary	Closed	Total
01	ABBOTTABAD	1050			1050	541			541	1591			1591
02	DANN	681	37		725	474	21		495	1166	37		1224
03	CHITRAL	476			476	160			100	636			636
04	CHARSADDA	581	11		593	382	36		424	969	46		1015
05	DJ KHAN	816	11		827	395	34		432	1214	46		1259
06	DIR PAYAN	831			831	418			416	1249			1249
07	KARAK	436			436	325			325	761			761
08	KOHAT	378	1		379	263			263	641	1		642
09	KOHISTAN	787			787	249	2		251	1030	2		1032
10	MANSEHRA	1515	11		1526	660	20		694	2183	37		2220
11	MARDAN	770	1		777	552	6		558	1328	7		1335
12	MALAKAND	335			335	210			210	552	1		553
✓ 13	NOWSHERA	426			426	328			328	754			754
14	PESHAWAR	646	3		649	413	33		446	1059	36		1095
15	SWAT	837	6		843	416	75		491	1259	81		1334
16	SWABI	595			595	429			429	1024			1024
17	BUNNER	437	1		438	156	1		157	593	2		595
18	HARIPUR	662	12		674	333	4		337	995	16		1011
19	LAKK	611			611	310			310	921			921
20	TANK	214	1		215	134			134	346	1		349
21	BATTAGRAM	486			486	207	14		221	693	14		707
22	DIR BALA	580	2		582	203	1		204	782	2		786
23	HANGU	205			205	104			104	309			309
24	SHANGLA	398	19		417	149	18		167	540	37		584
<b>Grand Total</b>		<b>14773</b>	<b>113</b>		<b>14883</b>	<b>7835</b>	<b>274</b>		<b>8112</b>	<b>22606</b>	<b>337</b>		<b>22995</b>

## Appendix "F"

Annexure "A"

### Elementary & Secondary Education Khyber Pakhtunkhwa

