

**A STUDY OF THE CHANGING PARADIGM
OF EDUCATION MANAGEMENT IN
PUNJAB IN THE PERSPECTIVE
OF DECENTRALIZATION**

To 7501



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(04-SS-PhD (Edu)/03)

**DEPARTMENT OF EDUCATION
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ISLAMABAD, PAKISTAN
2011**

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By

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A thesis submitted for partial fulfilment of the requirements of the degree of
Doctor of Philosophy in Education

**Department of Education
Faculty of Social Sciences
International Islamic University
ISLAMABAD
2011**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah,
The Beneficent, the merciful.*

DEDICATION

This humble piece of research work is dedicated

To

My Parents,

Whose prayers and affections are source of strength in my life

APPROVAL SHEET

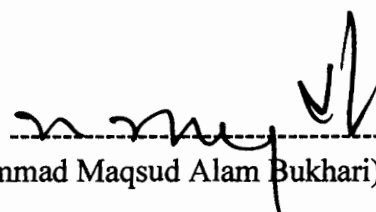
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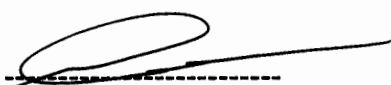
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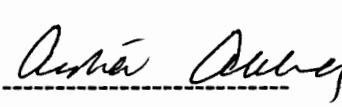
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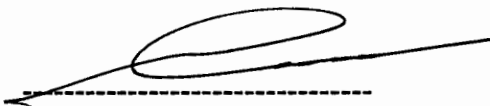
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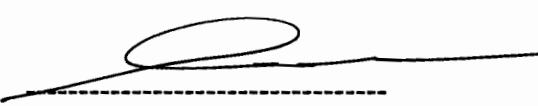
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interviews. Without their participation and interest it would have not been possible to complete this work.

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(AFTAB AHMED)

ABSTRACT

Education was decentralized to the district governments under the Devolution of Power Plan in Pakistan in 2001. This research was designed to study the changing paradigm of education management in Punjab in the perspective of decentralization. The major objectives of the study were: 1) To assess the extent to which the following objectives of the devolution plan have been achieved: a) decentralization of administrative authority b) Public participation in decision making, c) Improvement of service delivery, and d) Measures against maladministration; 2) To investigate the opinions of stakeholders about the organizational changes and their implementation at district level, 3) To identify the specific elements of reform that seem helpful to improve the school management, and 4) To recommend the measures for the solution of problems and improvement of performance of the school educational managers in future.

The study was significant for the understanding of the process of decentralization of education in Pakistan. The analysis of this study may highlight the major factors for success or failure of the decentralization process and would supply an important informational base for the planners and managers to make necessary changes to achieve the targets.

This study was descriptive in nature. Thorough review of the relevant literature was carried out followed by surveys through questionnaires and interviews. Its population included all the school cadre management, head teachers and teachers in the Punjab province.

Twelve out of the 35 districts of Punjab were included in the sample. From each district 42 schools were selected randomly. Principals / Headmasters / Headmistresses, and

one teacher from each sample school and ten educational managers from each sample district were included in the sample. Thirty (30) Educationists/policy makers and planners were interviewed. The study was delimited to the management of school education in Punjab only. Percentage, Chi Square, t-Test, and ANOVA were applied for analysis and drawing the conclusions.

On the basis of the findings of the study the researcher concluded that:

a) decentralization of administrative authority did not happen, b) public participation in decision making regarding education, provision of missing physical facilities and resource mobilization has enhanced to some extent, and public access has increased mostly against the maladministration, c) improvement of service delivery is rare due to some misconceptions in the understanding of roles and responsibilities, confusion between provincial and district governments, and lack of capacity building measures, d) political interference has been increased in the administrative affairs and there are evidences of political victimization of the teachers and officers, e) significant differences have been seen in the opinions of educational managers of different districts in Punjab regarding the decentralization of authority, public participation in decision making, improvement of service delivery, and measures against maladministration.

The researcher recommended that: 1) educational managers i.e. EDOs, DEOs, DDEOs and AEOs should be properly empowered. Their empowerment should be 'teacher - specific' not 'scale - specific', 2) planning, and financial decisions should be more decentralized, 3) SMCs/SCs and CCBs should be strengthened through proper training for this purpose, 4) roles and responsibilities of each and every level officer must be quite clear and well defined. It should be provided to them in written form, 5) a proper set up for

training of educational managers and head teachers at district level be established, 6) job specific training for persons being deputed on some managerial post be arranged, 7) performance bonuses for the efficient educational managers, head teachers along with the teachers for their better performance be introduced, 8) proper accountability system for the elimination of corruption and maladministration be launched, 9) Monitoring and Evaluation Cell should be dissolved, 10) management cadre be separated from the teaching cadre, 11) no person should be directly posted on a higher post unless he/she has experience of lower level post, 12) minimize the political influence in the education management system and teachers / officers should be protected against the political victimization, 13) proper training for plan implementation and execution be provided to officers/ head teachers, and 14) monitoring committees should be formulated by selecting persons amongst the community including well reputed retired educational managers, head teachers and teachers.

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LIST OF HYPOTHESES

- H₀ 1: There is no significant difference between the opinion of Elementary and Secondary Educational Managers regarding the decentralization of administrative authority in Education Management in Punjab
- H₀ 2: There is no significant difference among the opinion of educational managers of different districts of Punjab regarding the decentralization of administrative authority in education management in Punjab
- H₀ 3: There is no significant difference among the opinion of educational managers of Northern, Southern, and Central regions of Punjab regarding decentralization of administrative authority in Education Management in Punjab
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ABBREVIATIONS USED

A.C.R	Annual Confidential Report
A.D.B	Asian Development Bank
A.D.P	Annual Development Plan
A.E.O	Assistant Education Officer
A.E.P.A.M	Academy of Educational Planning and Management
A.I.O.U	Allama Iqbal Open University
C.C.B	Citizen Community Boards
C.T	Certificate in Teaching
D.C.O	District Co-ordination Officer
D.D.E.O	Deputy District Education Officer
D.E.O	District Education officer
D.M.O	District Monitoring Officer
D.O.P	Devolution of Power
D.P.I	Director Public Instructions
D.S.P	Decentralization Support Programme
D.T.T	District Transition Team
E&D	Efficiency and Discipline
E.D.O	Executive District Officer
E.E-M	Elementary Education- Male
E.E-W	Elementary Education- Women
E.M.I.S	Education Management Information System
G.P.F	General Provident Fund
H.M	Headmaster/ Headmistress

I.I.U.I	International Islamic University Islamabad
L.C	Learning Coordinator
L.C.M.C	Local Council Monitoring Committees
L.G.O	Local Government Ordinance
M&E.A	Monitoring and Evaluation Assistant
M&E.C	Monitoring and Evaluation Cell
M.O.E	Ministry of Education
MOS	Mostly
N.A.A	Not At All
N.G.O	Non Government Organization
N.R.B	National Reconstruction Bureau
P.T.A	Parent Teacher Association
P.T.C	Primary Teaching Certificate
S&G.A.D	Services and General Administration Department
S.C	School Council
S.E	Secondary Education
S.M.C	School Management Committee
S.S.T	Secondary School Teacher
T.S.E	To Some Extent
U.I.E.R	University Institute of Education and Research
U.N.D.P	United Nations Development Programme
V.E.C	Village Education Committee
W.B	World Bank

CHAPTER 1

INTRODUCTION

A paradigm is a model or exemplar and it was first coined by Thomas Kuhn in his influential book "The Structure of Scientific Revolutions" in 1962 to describe a change in basic assumptions within the ruling theory of science. Since then the term "paradigm shift" has found uses in various contexts, representing the notion of a key change in a certain thought-pattern — a fundamental change in individual viewpoint, complex systems or organizations, replacing the former way of thinking or organizing with a completely different way of thinking or organizing.

Education system is the foundation stone of national development. So the need for establishing an efficient system of education has been felt by almost every government in Pakistan. The national education policies/reports from 1947-1998 have suggested reforms in one way or the other and the latest attempt in this regard was made by the previous government in March 2000 in the form of "Devolution of Power" (D.O.P) plan which entailed establishing a decentralized management system of education in every district of Pakistan (Government of Pakistan, 2000). Rondinelli (1981) defined decentralization as the transfer of responsibility for planning, management, and resource-raising and allocation from the central government to (a) field units of central government ministries or agencies; (b) subordinate units or levels of government; (c) semi-autonomous public authorities or corporations; (d) area-wide regional or functional authorities; or (e) NGOs.

Decentralization is an overall process encompassing all organs of state including education. For educational improvement, decentralization is now considered by many nations as the only way to properly manage the educational activities (Roland, 2006). This movement of decentralisation of education was originated in the Britain and the United States and the major forces behind this movement are supposed to be the development banks, and governments of developing countries who are eager to reduce the size of state bureaucracies and raise the school effectiveness. In Pakistan, the efforts to stabilize the education system have been made by successive governments in different ways. In early 1970s, education was nationalized. However, this system was proved to be inefficient in providing the education to masses in the light of the principles of equity and efficiency. In the 1980s, the policy of Nationalization was reversed and private sector was encouraged to play its role in the nation building process especially in the dissemination of education.

The international trend of decentralization of state agencies / functionaries has been aimed at undertaking devolution to facilitate people-centred participation, greater accountability and transparency. In Pakistan, as a part of overall reforms as stated in the provincial Local Government Ordinance(L.G.O) 2001 and reflected in the Education Sector Reforms (E.S.R) Action Plan 2001-2005, the district rather than the province has become the operational tier of the governance and the focus of all developmental activities. The educational setup has been devolved for its restructuring and its functions at different levels of education, types of city/district governments, literacy, and community participation and monitoring (Government of Pakistan, 2003). Roles and responsibilities of provincial, district and lower level educational

managers have been changed. During 2001, a series of consultation and technical group meetings were held at provincial and federal levels in order to reorganize education structure under the provisions of local government ordinance 2001. A number of old structures and posts were abolished to create new structure under D.O.P for effective and efficient system of education both at provincial and district levels. Changes were made in the rules and job descriptions of educational planners and managers. There are some evidences/ studies (e.g. Devolution in Pakistan, A.D.B/W.B, 2004) about the decentralization of education which show that the emerging picture in Pakistan is still not clear and there is some confusion in respect of policy making and implementation. Provinces are intended to interfere in this matter and a jurisdictional overlap also seems to be existing there due to which the public is unable to assign credit or blame for some particular service to a particular politician or level of government.

1.1 STATEMENT OF THE PROBLEM

Keeping in view the importance of the changing scenario of the educational management, the researcher was motivated to study the Changing Paradigm of Education Management in Punjab in the perspective of decentralization. This is particularly an important issue in education sector. The situation needed to be examined thoroughly in the perspective of devolution process to bring about the actual situation and suggest some appropriate measures for the achievement of the desired goals of the phenomenon of education decentralization. The study also aimed at suggesting some suitable measures for the effective execution of managerial practices in the country in the wake of decentralization.

1.2 OBJECTIVES OF THE STUDY

Major objectives of this study were the following:

1. To assess the extent to which the following objectives of the devolution plan have been achieved in education sector:
 - a. Decentralization of administrative authority
 - b. Public participation in decision making
 - c. Improvement of service delivery
 - d. Measures against maladministration
2. To investigate the opinion of stakeholders about the organizational changes and their implementation at district level.
3. To identify the specific elements of reform that seem helpful to improve the school management.
4. To recommend the measures for the solution of problems and improvement of performance of the school educational managers in future.

1.3 SIGNIFICANCE OF THE STUDY

This study is likely to make a significant contribution to the understanding of the process of decentralization of education in Pakistan. The analysis of study may also highlight the major factors for success or failure of the decentralization process and would supply an important informational base for the planners to amend the plans and for managers to make necessary changes in the ongoing processes to avoid the failure or to at least reduce their rate and help achieving the targets. Furthermore, it may also lead the researchers and educationists in the country to the new horizons of educational management changes and reforms and in this way it may help them in

devising some more efficient and appropriate system of education keeping in view the needs of the country.

1.4 METHODOLOGY

This study was descriptive in nature. A thorough review of the relevant literature, documents, plans/ reports was carried out to assess the extent to which different objectives of the devolution plan in education sector have been achieved. It included surveys to investigate the opinions of administrators, managers, head teachers and teachers through specially constructed questionnaires as well as interviews with the representative samples of the educationists, policy makers and planners.

1.4.1 Population

Its population included all the school cadre management, head teachers and teachers in the Punjab province.

1.4.2 Sample

The sample of this study consisted of 1158 respondents which were selected from the different strata of school education in Punjab through multi stage sampling technique. Twelve out of the total 35 districts were included in the sample to give equal representation to the different geographic regions of the province. Forty two (42) schools from each district were selected on the basis of total number of schools in the respective strata as given in the Pakistan Education Statistics 2004-05. D.E.Os (Education), D.E.Os (S.E), D.E.Os (E.E-M), D.E.Os (E.E-W), D.D.E.Os (E.E-M), D.D.E.Os (E.E-W), D.D.E.Os (S.E), A.E.Os, Principals / Headmasters /

Headmistresses and teachers from the sample district/ schools were contacted to collect the data as per following distribution:

- a. E.D. Os = 12
- b. D.E.Os (S.E) = 12
- c. D.E.Os (E.E, M+ W) = 24
- d. D.D.E.Os (M+ W) = 24
- e. D.D.E.Os (S.E) = 12
- f. A.E.Os (E.E, M+ W) = 24
- g. A.E.Os (S.E) = 12
- h. H. Ms /Principles = 504
- i. Teachers = 504 (Selecting one teacher from each sample school randomly).
- j. Educationists/policy makers = 30

1.4.3 Research Instruments

The following instruments were used for the data collection.

- Questionnaire A: was administered to the E.D.Os, D.E.Os, D.D.E.Os and A.E.Os
- Questionnaire B: was administered to the Heads of the institutions.
- Questionnaire C: was administered to the teachers of the sample schools.
- Interview schedule: Thirty (30) Educationists/policy makers and planners D.C.Os, Nazims were contacted and requested to spare time for interviews to obtain their valuable viewpoints in this regard. Schedule was formulated as per their availability and the researcher's convenience as well.

1.4.4 Data Collection

Data were collected personally as well as through mail.

1.4.5 Data Analysis

After the collection of data, the researcher applied the percentage, one way chi square, t-test and ANOVA for data analysis. The interview material was analyzed by using the thematic analysis approach.

1.5 DELIMITATIONS

The study was delimited to the management of public school education in Punjab only.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature and in order to develop a framework for understanding the changing pattern of educational management in the context of devolution plan implemented in Pakistan in 2001, the discussion has been divided into the following four sections

- i. Management
- ii. Decentralization
- iii. Devolution and its implementation at District Level
- iv. Research Studies about the decentralization of Education in Pakistan

2.1 MANAGEMENT

2.1.1 Management

Generally speaking, the word management is taken for a number of meanings. For example, "The act of managing; the conducting or supervising of something (as a business); judicious use of means to accomplish an end; the collective body of those who manage or direct an enterprise" (Merriam – Webster Online Dictionary)

The online Encyclopaedia 'Wikipedia' defines management as, "management comprises directing a group of one or more people or entities for the purpose of coordinating and harmonising that group towards accomplishing a goal. Management often encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Management can also refer to the person or people who perform the act(s) of management."

According to Donnelly (1981) "Management is the process undertaken by one or more individuals to coordinate the activities of others to achieve results not available by an individual acting alone". Discussing the same concept Terry & Franklin (1996) said, "Management is a distinct process consisting of activities of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives with the help of human beings and other resources".

Management is the process of reaching organizational goals by working with and through people and other organizational resources. The term management can also be referred to the individuals who guide and direct organizations or to a career devoted to the task of guiding and directing organization. (Certo, 2003)

Management refers to the process of coordinating and integrating work activities so that they are completed efficiently and effectively with and through other people. (Robbins and Coulter, 1990)

Fayol (1971) describes management as the combination of following five elements:

- a. Prevoyance (Forecast and Plan), examining the future and drawing up a plan of action.
- b. To Organise, Build up the structure, both material and human, of the organisation.
- c. To command, Maintain the activity among the personal
- d. To Coordinate, Binding together, unifying and harmonising all activity and effort.
- e. To Control, Seeing that everything occurs in conformity with established rule and expressed command.

Oldroyd, Elsner and Poster (1996) defined management as, The structure and process of planning, co-coordinating and directing the activities of people, departments and organisations; getting things done with and through other people.

2.1.2 Educational Management

According to Bush (2006) educational management is a field of study and practice concerned with the operation of educational organizations. He claims to consistently argue that educational management has to be centrally concerned with the purpose or aims of education. According to him, these purposes or goals provide the central sense of direction to underpin the management of educational institutions. (p.1) He further writes that Educational management as a field of study and practice was derived from management principles first applied in the early 1920s to industry and commerce, mainly in United States. Theory development largely involved the application of industrial models to educational settings. Educational management has progressed from being a new field dependent upon ideas developed in other settings to become an established field with its own theories and research (p. 2).

The goal of educational management at the institutional level is to achieve the social and system goals of education plus any additional objectives peculiar to the specific institution to do this. The managers will need to understand more completely the existing motivation of their fellow administrators, teachers and pupils (Kemmerer and Windham, 1997).

It may be concluded that educational management is a process designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of determined educational objectives. Hence it may be termed as an indispensable tool for the implementation of policies in education.

In Pakistan, the paradigm shift in educational management system, as a part of an overall reform process, was witnessed in 2001. The main goal of the reform was to restructure the system for its improvement through decentralization.

2.2 DECENTRALIZATION

2.2.1 What is Decentralization?

Decentralization may be defined as the transfer, in varying degrees, of decision-making powers from central government to intermediate authorities, local authorities, and educational institutions. The significance of the transfer varies from, ranging from simple administrative decentralization (de-concentration) to a transfer of regulatory and financial powers of greater scope, to the regional and/or local level (UNESCO, 2005).

In the same way, Hanson (1998) is of the view that we should not consider decentralization as to achieve ends. Decentralization is often considered as a simple matter of making shift in responsibilities and powers from higher to lower level of organizations or institutions. In reality, decentralization is a complex phenomenon. However, we see decentralization as a framework that facilitates shift in policy and practice to empower community members who are actual players of decision-making process to improve the existing scenario of social sector. Hanson defines decentralization as, "The transfer of decision-making authority, responsibility and tasks from higher to lower organizational levels or between organizations."

To him, there are three forms of decentralization which are listed below:

1. De-concentration typically involves the transfer of tasks and work, but not authority.

2. Delegation involves the transfer of decision- making authority from higher level to lower hierarchical units, but that authority can be withdrawn at any time.
3. Devolution refers to the transfer of authority to an autonomous unit that can work independently without seeking permission (p. 112).

Contrary to this, Rondinelli (1990) identified two types of decentralization. Political decentralization, he writes, is frequently associated with democratization because it transfers political power for decision making to citizens or their elected representatives. Administrative decentralization is the transfer of responsibility for planning, management and the raising and allocation of resources from the central government and its agencies to field units of government. In Pakistan, these processes are proceeding simultaneously.

According to Naison (2000), as cited by Oyugi in his paper, decentralization is suitable for the societies with strong traditions of democracy; accountability and professionalism are in vogue. He sees no short cut to governmental capacity in situations where these preconditions are absent.

2.2.2 Decentralization as an Education Management Paradigm

Right from the beginning of the decentralization process, Pakistan has tried to devolve the responsibility to school councils or community. This process has to share educational control with provincial and district levels, yet the differences are reported to be there. The Pakistan governments, like the other governments desirous of employing a decentralized strategy, tried to bring change in the society through school.

Roland (2006) agrees that schools are playing a diversified role in the contemporary world. The role of school has ever been seen important but with the passage of time people demand to get these institutions more effective. Schools cannot perform their functions in isolation. It is pertinent to note that a close interaction between different social, political, legal, and economic institutions is required to support the role of school.

The role of central ministry of education is not abandoned as a consequence of decentralization, but instead it is expected to play the role of general policy formation, describing learning standards, and evaluation. As for as, Pakistan is concerned, I think, the federal ministry of education with the assistance of provincial ministries is acting exactly in the similar fashion.

Roland (2006) concluded that there should be a proper balance between centralization and decentralization for the sake of educational management. He stresses to understand the role of school within a larger social and political environment and the emphasis on the school level does not signal that the other vital elements of the society are ignored.

2.2.3 Decentralization of Education

Decentralization is seen as one of the most debated policies of education management around the world. It is often known as by number of names, such as devolved school management, local management, site-based management, school-based management etc. According to Fiske (1996), "it is a complex process that can result in major changes in the way school systems are organized, make policy, generate revenues and spend funds, manage schools, develop and deliver the curriculum among other functions".

Like decentralization in general terms, education decentralization may also be defined in terms of shifting of authority from one location or level of educational organization, to another (McGinn and Welsh 1999). It may move more nearer to the schools for empowerment of communities and parents. The professional control is supposed to be weakened.

International experience with decentralization has motivated a by now well-known typology, first presented by Rondinelli (1981) and adapted to education by Winkler (1989).

Gershberg (2005) writes that, "Most decentralization typologies begin with the requisite references to de-concentration, devolution, delegation, and privatization. This is particularly true when education decentralization is part of general government decentralization often also a part of a public sector reform effort to improve democracy and the legitimacy of the state". He elaborates the above mentioned typologies as follows:

Education de-concentration: It is the transfer of decision-making from central government ministry of education (M.O.E) to either the regional/local offices of the M.O.E or the regional offices of the central government. This typically entails giving those offices increased autonomy both in terms of recruiting, evaluating, and promoting personnel and in terms of allocating and reallocating budgets. It also often includes decentralization of payroll and other administrative matters for teachers and other school staff. It may include some degree of political decentralization, too. Sometimes the election of local and/ or regional political officials is introduced at the same time that decision- making is de- concentrated to the M.O.Es regional or local

offices. In this way, local politicians may gain some influence over local administrative decisions even though they have no direct authority in education.

Education devolution: it is the transfer of decision- making authority from the central government to popularly elected regional or local governments. Key management decisions, including naming school principals and allocating regional/ local education budgets lie with the governor and legislature or the mayor or the city council. In some cases, these decisions may in turn be delegated to schools or school councils. In most cases, the revenues of the newly empowered regional or local governments are almost totally derived from central government transfers, thus limiting their fiscal autonomy. Fiscal autonomy and, arguably, fiscal accountability is higher when regional or local governments must raise a significant share of their own revenues. As with de-concentration, administrative and personnel functions are often transferred. Devolution can be part of political decentralization or a way for central governments to offload service responsibility.

Education Delegation: It is the reversible assignment by the central or regional government M.O.E, or in rare cases the municipal department of education, to public school principals and / or (usually elected) school councils. The powers of these school council officials vary greatly by country. In some cases, they do no more than maintain the physical plant, while at the other extreme school councils may name school principals, help prepare and approve school development plans, and approve school pending plans. It could also involve the transfer of resources and key decision-making control to a semi- autonomous non- governmental or religious organization.

Privatization: It is another key aspect of most education decentralization typologies. This usually refers to vouchers or sometimes to private management of public schools. (P. 2-4)

2.2.4 Why Decentralize Education?

Change is an indispensable ingredient for education system of any country. Changing trends in politico-socio-economic patterns of societies necessitate the importance to re-orientate or re-structure the patterns and styles of education consonant with the emerging needs and aspirations of ever changing societies. Education system requires to be reformed to meet adequately the larger needs of today, and the direction in which changes should be made in the development of self helpfulness and the spirit of free inquiry based on individual observation and reasoning as opposed to the traditional style of the past. It is the time that administrators of the institutions strive to cut themselves free from their leading strings (Stead, 1983).

Decentralization is initiated due to several reasons as McGinn and Welish (1999) classified them into three categories- political, funding and efficiency motives. They further mention that guided by three positions--political legitimacy, professional expertise, and market efficiency. Proposal for the decentralization stimulated by the concerned for political legitimacy is generally linked with say of community and governance and legitimized by political right. Whereas position of professional expertise is linked with expert knowledge which allows professional educators to enjoy considerable autonomy, the professional expertise positions on governance assign authority primarily to those who have expert technical knowledge about how best to operate the education system.

Gershberg (2005) categorized the rationales for education decentralization as follows:

- i Efficiency and Effectiveness
- ii Democracy
- iii Equity

Naidoo (2003) while reviewing the decentralization process in different countries writes that it has been shaped by particular historical, socio-economic and political realities, and some multiple reasons. He suggested the four commonly accepted motives for decentralization of education: education finance, increased efficiency, re-distribution of political power, and educational improvement. (p.5)

2.2.5 Global Trends in Educational Decentralization

Educational decentralization is a widely accepted reform theme of governments across the world. They differ in their aims, strategies and outcomes in accordance with their own circumstances. Educational decentralization is actually a part of the political process. This is an important method of enabling citizen's participation in government affairs. Community control of the local school is an idea, which started in the mid-17th Century in North America

Historically decentralization is not a novel idea or process, a number of trends can be seen in the past half century. There have been policy reversals in many cases. For example, in 1973, in Bangladesh local management of schools was eliminated, which was again restored in the early 1980s, again reverted to central control in 1990 and, most recently, it is again moving towards local management. (McGinn, 2001)

In Britain, the 1988 Education Reform Act and subsequent legislative reforms empowered school communities with choice and autonomy to manage their schools.

Gamage (1996) states that In America, The most radical set of educational reforms occurred in the USA in 1988, due to the efforts of a coalition of parents and citizens in Illinois. On the basis of their campaigns to empower school councils, in 1988 state legislation amended the School Reform Act, to institute school councils as mandatory corporate bodies with legal transfer of authority to school councils in Chicago.

Prawda (1993) while comparing the educational decentralization in four Latin American countries in the 1980s Argentina, Chile, Colombia, and Mexico concluded that decentralization of education did not improve quality. According to him, the gap between better off and worse off schools was widened. He pointed out that decrease in teachers' salaries over there impacted adversely on teaching quality.

The evidence from Africa, as viewed by Francis and James (2003), is very inadequate and he also sees no positive impact of decentralization on service delivery. He is of the view that there is no significant improvement in development performance at local level.

In case of Asia, Isaac and Fanke (2000) states that, the evidence of improvement is very limited, largely because decentralization experiments in this region are more recent, especially in South Asian countries where services have only been devolved to a limited extent.

In Pakistan, devolution of power plan was implemented in 2001. The educational management setup was devolved to district level for its restructuring and improved service delivery through enhanced public participation and measures against maladministration.

2.3 DEVOLUTION AND ITS IMPLEMENTATION STRATEGIES

2.3.1 Local Government and Decentralization Reform in Pakistan

Decentralization is not a new idea in Pakistan. It has been viewed and experimented in different ways in different periods of time as listed below:

- Basic Democracies Order 1959
- Municipal Administration Ordinance 1960
- Local Government Ordinance 1972
- Local Government Acts passed in each Province in 1979
- Local Government Plan 2000

2.3.2 Policy Provisions Regarding the Structure of Educational Management

Since independence in 1947, almost all the governments in their own period tried to revamp the education system. Key efforts towards giving direction to the education system are Pakistan Education Conference 1947, Commission on National Education 1959, New Education Policy 1970, Education Policy, 1972-80, National Education Policy 1979, National Education Policy 1992-2002 and National Education Policy 1998-2010.

The Report of the Commission on National Education (1959) stated that if education administration is to operate effectively it must be organized and staffed in such a way as to respond to problems not only with efficiency but also with professional competence. The commission assigned leadership role to the Ministry of Education stating that "it must provide leadership and the expert advice that are needed to initiate and sustain educational efforts at all levels and in many specialties. This report proposed the establishment of separate sections with considerable

autonomy and responsibility which was a concept of devolution of authority but unfortunately it remained unnoticed (Government of Pakistan, 1959).

New Education policy 1970 suggested decentralization of the administration of educational institutions so as to allow community participation and ensure academic freedom and administrative/ financial autonomy needed by educational institutions for their proper development. More specially, the policy suggested autonomous zonal college authorities, Education Service Boards; governing/advisory bodies of all institutions from secondary school upward; staff councils in secondary schools and colleges to manage day-to-day affairs; powers of spending funds placed at the disposal of the head of institutions and making ad-hoc appointments; teachers and students councils for student's welfare; National Council of Education as Standing Advisory Body (Government of Pakistan, 1970).

The New Education Policy 1972-80 went a step forward and suggested "to assist in the formulation, implementation and evaluation of education policies and practices. Consultation and policymaking Education Councils will be set up at national, provincial, district and institution levels (Government of Pakistan, 1972).

The National Education Policy 1979 stated "the existing institutions, structures and modes of operation cannot accommodate effective implementation of policies. The Federal Ministry of Education and Provincial Departments of Education, the Directorates of Education and other agencies under them will, therefore, be recognized to eliminate wastage and to ensure operational efficiency in term of policy objectives. As a matter of principle, all key posts in education administration will be manned by qualified and experienced educators. Educational administration will be further

decentralized for effective supervision and management of education (Government of Pakistan, 1979).

In order to realize these objectives the national education policy suggested setting up of District School Education Authorities with sufficient power and funds to oversee and administer school education up to the secondary stage. In order to motivate primary school teachers, the policy suggested their vertical mobility in the education system.

Policy statement of National Education Policy 1992-2002 says that the managerial and administrative skills of educational personals will be improved through professional training in techniques and methods of educational administration. The process of decision-making will be decentralized. Educational development plans shall be effectively coordinated and monitored. Management of district level education will be improved by associating the local community. The Academy of Educational Planning and Management will be further strengthened to enable it to expand its training programs and extend it to the provinces (Government of Pakistan, 1992).

Educational management has been directed by the four key policy documents. The National Commission on Education 1959, the New Education Policy 1972-80, the National Education Policy 1979 and the National Education Policy 1992-2002. It is notable to see that the spirit of the aims more or less, makes a general denominator in all the policies. Focal areas of aims and objective of national education include:

- a. Ideological base
- b. National unity
- c. Individual development
- d. Societal growth

- e. Economic Process
- f. Social Demand and Equalization of Education Opportunity
- g. Social Equality; and
- h. Quality of education.

An intention to be the characteristic of the National Education Policy 1992-2002 is its foundation on the Government's policy implementation to the private sector. The new education policy envisages hundred percent enrolments in primary education in year 2002. Major thrust has been laid on raising literacy level up to 70% of the population. The ten-year program proposed in the new plan estimates that the total cost for its implementation should be the order of Rupees 143 billion (Rs. 107 billions in public sector and Rs. 36 billion in private) (Government of Pakistan, 1992).

The national education policy 1998-2010 envisages employing a large number of competent and committed learning coordinators (L.Cs) and staff for supervision. It also aims at expansion and strengthening of centre/cluster school scheme for making management and supervision of schools more effective. District Education Officers (D.E.Os), Deputy District education officers (D.D.E.Os), Assistant District Education Officers (A.D.E.Os), Learning Coordinators (L.Cs), and Village Education Committees (V.E.C) shall be imparted training in management and V.E.C organization so as to improve the quality of administration and teaching in the school.

Technical support to the teacher shall be strengthened to ensure that his performance is appropriately and accurately monitored.

The policy asserts on the capacity development of federal and provincial departments regarding planning, management, monitoring and evaluation for achieving policy targets. It also focuses on the decentralization of selected

management functions in elementary education towards the district, the school, and the community, and on effective organization of efforts of local bodies and communities. (Government of Pakistan, 1998)

2.3.3 The Devolution of Power Plan (2000)

The Devolution of Power Plan (2000) elaborates various changes in the management system and describes the new roles and responsibilities of the different stakeholders. Major objectives of the Devolution Plan include:

- a. Re-structuring of the bureaucratic set up and to de-centralize the administrative authority to the district level
- b. Re-orientate administrative system to allow public participation in decision making
- c. Facilitate monitoring of government functionaries by the monitoring committees of the local councils
- d. Rationalize administrative structure for improving efficiency.
- e. Introduce performance incentives system to award efficient officials
- f. Ensure functioning of the related offices in an integrated manner to achieve synergistic effect and improve service delivery
- g. Eliminate delays in decision making and disposal of business through enhanced administrative and financial authority of District and Tehsil/ Town officers.
- h. Improve administrative and financial management practices in the district and management control over operational units.
- i. Re-address grievances of people against mal-administration through the office of Zila Mohtasib.

- j. Enable the proactive elements of society to participate in the community work and development related activities

2.3.4 Education Decentralization Efforts in Pakistan

The Constitution of Pakistan (1973) entrusted the responsibility of policy, planning, and promotion of educational facilities in the federating units to the federal Government. This responsibility is in addition to the overall policymaking, coordinating and advisory authority; otherwise, education is the provincial subject. The Federal Ministry of Education administers the educational institutions located in the federal capital territory. Universities located in various provinces are administered by the provincial governments, but are exclusively funded by the federal government through the Higher Education Commission.

The Minister of Education leads the Federal Ministry of Education. The most senior civil servant in the Ministry is the Education Secretary assisted by Joint Secretary and Joint Educational Advisors. There are six wings in the Federal Ministry of Education and a Joint Educational Advisor leads the each wing.

The provincial Education Ministers head their respective Provincial Education Departments. The Provincial Education Secretary is the in charge of the department at provincial level. The provinces are further divided into districts where the head of the Education Department is Executive District Officer (E.D.O) Education. There is separate Literacy Department at district level in case of Punjab and Sind and it is headed by Executive District Officer (E.D.O) Literacy. In the Provinces of N.W.F.P and Baluchistan, literacy is the part of Education Department. Next in the hierarchy comes the District Education Officer (D.E.O), Sub-district Education Officer (S.D.E.O), Supervisors or Assistant Sub-district Education (A.S.D.E.O)

Memon (2000), while discussing the role of district educational managers referred the remarks and analysis of various educationists which provides some historical background of the management changes in the education sector in Pakistan. Literature on educational management suggests that the success of any educational reform depends on its effective management. Therefore, the role of educational managers becomes very crucial in making school improvement initiatives successful and sustainable. The analysis and review of different education policies and plans indicates that successive governments addressed the decentralization phenomenon in their own ways.

2.3.5 Devolution of Education

Before the Devolution of Power Plan implemented, the education system in Pakistan was considered not being adequately responsive to the demands of the quality education. Hussain (2001) writes that there is a wide range of issues and concerns being expressed by various quarters related to the educational system. To improve the existing situation, in the field of education, development of any strategy should give due consideration to these issues and concerns; and if this is not heeded, we will have ourselves to blame. No education system can be imposed from the top, be it indigenous or alien and exotic despite all local or imported academia. It must rise from the hearts of the people and be nurtured by their souls and spirits. No education system can succeed without the will of people, it is intended to serve. Some educational policies of Pakistan also placed great emphasis on quality of education.

The administration of education had been reviewed from time to time to achieve this vital objective of quality education as well as for creating relationship

between education and environment. The major objective of the devolution plan is to empower the community at the grassroots level in planning, management, resource mobilization and utilization, implementation, monitoring and evaluation of the education system to improve the service delivery at that level. The main inherent issues of education systems are: teacher absenteeism, high dropout rates particularly at primary level, high repetition rates, low completion rates, inequalities by gender, location and social groups, low literacy rate and unsatisfactory performance of schools. These issues have been addressed under D.O.P through empowerment of local communities (Shah, 2003).

The devolution plan related Ordinance of August 14, 2001 has envisaged and provided for major restructuring of education. Evidently, the focus was on better service delivery through community involvement and greater delegation of functions and authority. All the provincial governments took specific actions to implement the devolution plan. The period under review is a transitional one. Actions are still being taken or are in the process in establishing a functional local government structure. This needs to be kept in view. The functions and responsibilities at different levels have been articulated with provincial variation. New organizational structures have been designed. Assets and facilities are being reassigned and are in place under stipulations made in respective district transition reports. Similarly, staff assignments are in process. New functions and responsibilities for different levels have been developed. (Rehman, 2002)

2.3.6 Roles of Different Levels of Government under D.O.P

a. Central Government Role under D.O.P

In decentralization process, the federal government has to maintain a part of decision-making at federal level, such as curriculum design, setting of teachers salary levels, teacher accreditation and evaluation of pupil achievement. The state also guarantees the access to education and equity in education system. (UNESCO, 2006)

b. Provincial Role under D.O.P

The provincial governments have a much more restricted role under devolution than was pre-devolution. They retain primary responsibility for pre-service teacher training and share responsibility for in-service training with the district governments. Potentially, they have an important role to play in ensuring equity, access to schooling, and they can play other important roles in influencing curriculum and ensuring quality (Govt. of Punjab, 2000).

c. District Role under D.O.P

The district governments have acquired significantly greater responsibilities under devolution. Under devolution, the responsibility for paying and managing teachers lies at district level even though teacher pay levels and teacher educational requirements are set nationally. Here is the difference from the pre-devolution arrangement where provincial governments managed and paid teachers. Education finance is another important aspect of devolution that lies with the district government. The district government receives share from federal government revenue through provincial government as per set formula. It is now the district that will decide how much shall be spent on education. (Winkler & Hatfield, 2002)

2.3.7 Policy Dimensions of the Devolved Education System in Punjab

The guiding principles, to govern the functioning of the devolved educational setup within the Punjab have been well articulated. These principles clearly lay out the structures and functions of different levels with emphasis on emerging priorities like various levels of education, types of city district governments, literacy, community participation, and monitoring. Within this framework, the province has been assigned the responsibilities for:

- Policy/guideline formulation
- M&E specifically performance- based
- Inter-district transfers
- Quality assurance
- Curricula development
- Teachers training
- Coordination/consolidation of budget
- Approval of schemes beyond Rs. 20 million.

The districts have been entrusted with the following tasks:

- Recruitment of Secondary School Teachers (S.S.Ts).
- Recruitment of non-teaching staff from BS-5 to BS-15.
- Authority for E&D Cases for the above two activities.
- Grant of leave (all kinds, except ex-Pakistan and study leave) for BS-1 to BS-18.
- Leave for Hajj and Umrah.
- Non-developmental budget and re-appropriation directly by the Districts.

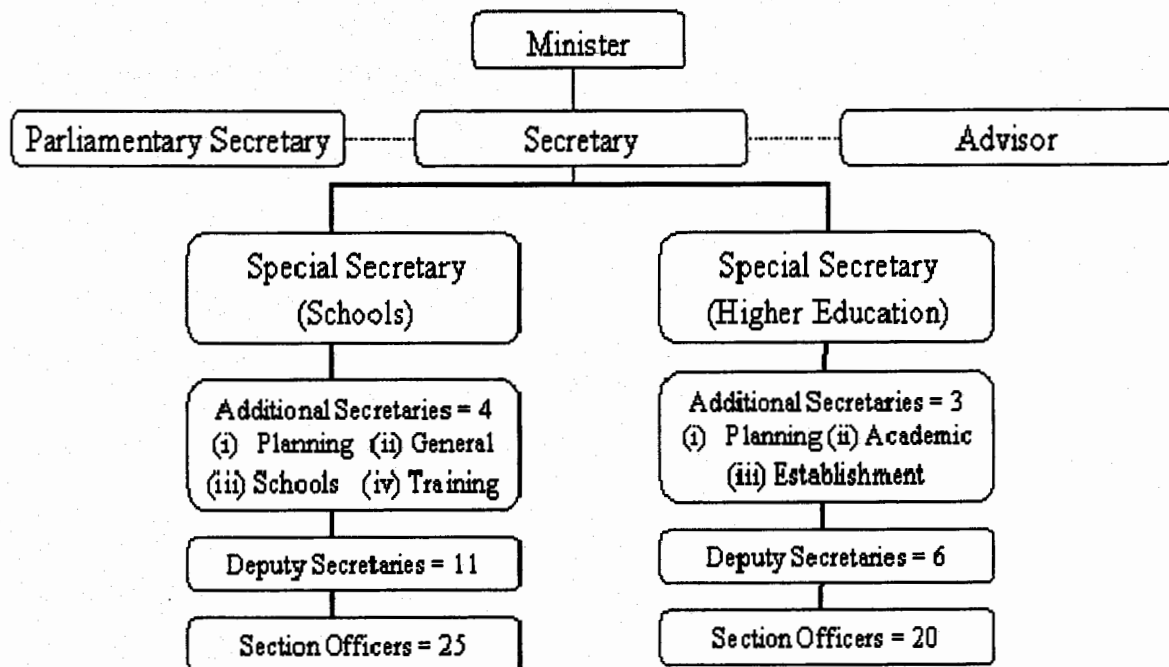
- Registration of private schools.
- Conduct of Middle Standard Examinations.
- E.D.O to be ex-officio member of Board of Intermediate and Secondary Education.
- Internal audit and technical inspections of institutions.
- Up-gradation of institutions
- Sanctioning of pensions up to BS-16.
- Identification, preparation and execution of A.D.P (Qureshi, 2002)

2.3.8 Literacy Matters

In Punjab, the literacy department has been detached from the District Education Department according to the provision of the Local Government Ordinance 2001. But there is no independent set-up for literacy department at the provincial level. An additional Secretary (Literacy) has been posted at the Secretariat to oversee the functioning of the district literacy departments. The Executive District Officers (Literacy) have been deployed at all districts of the province along with a small number of relevant staff within the districts. The Literacy Department, under the devolved set up, will be responsible for all literacy matters including literacy campaigns, continuing education and vocational education.

2.3.9 Provincial Organogram of Education Department

Headed by the Secretary of Education at the provincial level, the secretariat of the Education Department oversees the overall education structure within the province.



Source: Web based Punjab Government Portal (2008).

Although a significant number of administrative and financial functions have been transferred to the district level according to the provisions of the local Government Ordinance 2001, three Directorates for Public Instruction (one each for colleges, secondary education and elementary education) have been retained at the provincial level. This does not look to be much decentralized. So here is a conflict between goals and approaches.

2.4 DIRECTORATES OF PUBLIC INSTRUCTIONS

There are three directorates of public instructions in the province for college education, secondary education and elementary education. They advise the Provincial Government in the formulation of education policies relating to college education secondary school education and elementary education respectively and also see that the approved policies are implemented in their true sense and spirit.

They assess the need of the masses in respect to opening of new colleges, secondary schools elementary and primary schools, and improvement of existing institutions in the province. They also direct the districts to develop schemes/plans for the approval of government.

They also direct for the preparation of annual budget regarding expenditure on college, school education, and ensure that they are carefully and economically operated. They guide the head of subordinate offices and institutions by paying personal visits for the removal of defects and bottlenecks in the smooth administration and functioning of the institutions. They are responsible for the effective enforcement of administrative, financial and discipline rules in institutions and their subordinate offices.

Major functions of all the three director public instructions (Colleges, secondary education, and elementary education), which will provide an opportunity to view the decentralization process, are detailed as under:

2.4.1 Functions of D.P.I Colleges

Following are the major functions of director public instruction (Colleges)

- To assess the needs and requirements of the colleges and provision of funds, staff and buildings.
- To assist the Government in formulating policies in respect of academics, financial and administrative matters.
- To act as a coordinator between the Government and other agencies including the District Education Officer (Colleges).
- To maintain career record of teaching staff of colleges (BPS-17, 18, 19 and 20) and prepare their promotion and move-over cases.
- To administer inter, degree and post-graduate colleges.
- Grant of internal merit scholarships.
- Arrangements for teachers training.
- Registration of colleges established in the private sector.
- Conduct of inquiries.
- Settlement of audit paras.
- Technical and administrative inspection of colleges.
- Inter-district transfers of teaching and non-teaching staff up to BPS-19.
- Sanction of leave up to a maximum of 365 days up to BPS-20, except ex-Pakistan leave and study leave (Rehman, 2002).

2.4.2 Functions of D.P.I Secondary Education

Major functions of director public instruction (secondary education) are detailed as under:

- Supervision and management of delivery of quality education.
- Plan researches for improvement of teaching/learning capacities and capabilities of teachers and students.
- To coordinate with E.M.I.S for collection and compilation of data.
- Inter-district transfers of teaching and non-teaching staff up to BPS-19 Deputy Director/Deputy District Education Officers /Assistant Directors.
- Supervision of working of field formations.
- Maintenance of service record of officers of BS-17 and above.
- Grant of move-over and selection grades to teaching and non-teaching staff in BPS-17 and BPS-18.
- Coordination for training of teaching and non-teaching staff.
- Appellate authority against the decisions of E.D.O.
- Final payment of General Provident Fund (G.P.F) of officers in BPS-18 and BPS-19.
- Grant of leave of the kind due up to 365 days in respect of all employees up to BPS-19, except study leave and ex-Pakistan leave.
- Technical and surprise inspection of institutions to ensure quality and standard.

2.4.3 Functions of D.P.I Elementary Education

Major responsibilities of director public instruction (elementary education) are given as under:

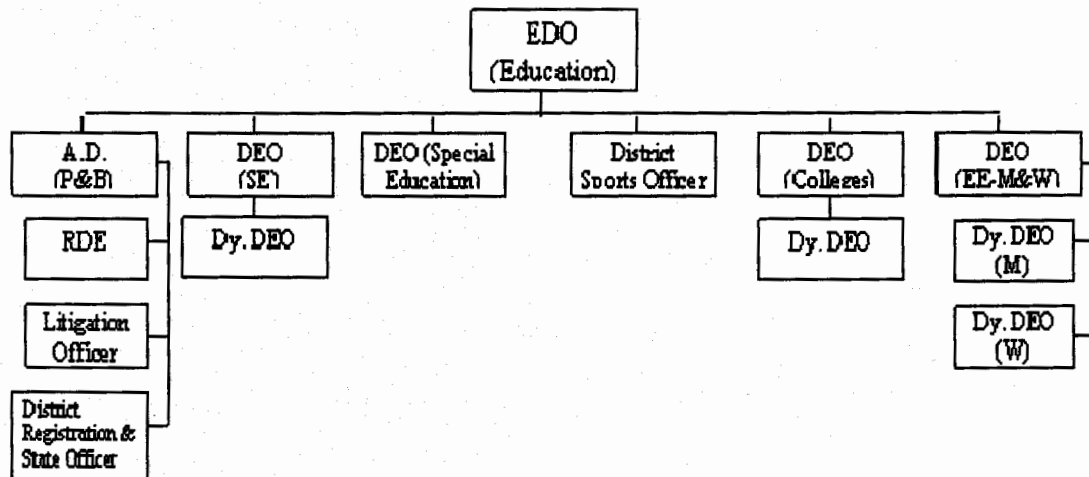
- Implementation of Government policies, directions and orders;
- Consolidation of A.D.P, planning and supervision of implementation;

- To coordinate with E.M.I.S for collection and compilation of data;
- Inter-district transfers of teaching and non-teaching staff up to BPS-19 Deputy Director/Deputy District Education officers/Assistant Directors;
- Follow-up of court cases;
- Plan researches for improvement of teaching/learning capacities and capabilities of teachers and students;
- Grant of leave of the kind due up to 365 days in respect of all employees up to BS-19, except study leave and ex-Pakistan leave;
- Coordination for training of teaching and non-teaching staff;
- Sanction of non-refundable and final GP Fund;
- Processing of pension cases of officers of BPS-19 and above;
- Grant of extension in jointing time up to 30 days.
- Appointment of officers on teaching and non-teaching posts in BPS-16 and BPS-17,
- Appellate authority against decisions of E.D.O,
- To consolidate A.D.P and supervise its implementation; and
- Technical and surprise inspection of institutions to ensure quality. (Khan, 2002).

2.5 HIERARCHICAL CHANGES AND DISTRICT SET UP OF EDUCATION DEPARTMENT IN PUNJAB

Although the education department has witnessed a very few changes in the structure and hierarchy of the management as compared to the other departments because it had a well established district set up of management before devolution. The only major upheaval was the abolition of divisional directorates and introduction of executive district officer's portfolio at the district level. At the district level, only E.D.O has been brought in at the top level of administrative hierarchy. The rest of the establishment was pre existing. The district organogram proposed by the Devolution plan was as illustrated in figure below.

District set up of education department in Punjab



Source: Web Based Punjab Government Portal (2008).

But the existing setup is slightly changed now because there have been several changes during the past few years in the originally proposed structure. D.E.O (Special Education) has been shifted to E.D.O (Community Development). D.E.O (Colleges) is

now independent at district level and college education has been taken back by the provincial government. This is a reversal in the decentralization of education process.

Let us have a look into the functions of the different officers at the district or sub district level in order to understand the devolution of powers

2.5.1 Functions of E.D.O Education

The functions and powers of the Executive District Officer (Education) shall be to.

- Ensure that the business of the group of offices, under his administrative control, is carried out in accordance with law and the rules and the human and material resources placed at his disposal are optimally utilized to improve governance.
- Co-ordinate and supervise the activities of the offices and ensure efficient service delivery by the functionaries under his administrative control.
- Enforce relevant Federal Provincial laws and rules, including tax laws.
- Prepare development plans and propose budgetary allocations for their execution.
- Implement approved plans and policies.
- Authorize disbursement of performance bonuses to the employees.
- Prepare proposals for expenditures necessary for the proper conduct of programmes, projects, services and other activities.
- Propose relevant by laws on service delivery to the District Coordination Officer.
- Act as Departmental Accounting Officer for his respective group of offices and be responsible to the District Accounts committee of the Zila Council.

- Implementation of Government policies, directions, and orders. Supervision and coordination of functioning of all wings of education in the district.
Conduct of 5th and 8th class annual examination
- Distribution of budgetary grants.
- Internal audit and supervision of settlement of external audit paras. Supervision of litigation and defending government interests
- Formulation of District A.D.P and supervision of its implementation.
Registration of educational institutions in the private sector.
- Collection, compilation and maintenance of statistical data, supervision of curricular and co-curricular activities, expansion, extension of services, increase enrolment and decrease dropouts.
- Supervision of proper working of School Councils and mobilization of community.
- Authority under E&D rules for officers in BS-17.
- To sanction all kinds of leave not exceeding 730 days, including ex-Pakistan leave (except study leave).
- Sanction of pensions for BS-17 and BS-18.
- Retirement notification of officers in BS-18 and BS-19.
- Provide information to the Monitoring Committees of the District, Tehsil and Union Councils, and Citizen Community Boards.
- Take appropriate corrective actions based on the information received from the Monitoring Committees and Citizen Community Boards (Government of Punjab, 2001).

2.5.2 Functions of D.E.O Secondary Education

- Implementation of Government policies, directions and orders.
- Supervision of Secondary schools.
- To prepare A.D.P and monitor its implementation.
- To prepare budget estimates (development and non-development).
- Maintenance of service records, promotion, move-over and selection grade matters of teaching and non-teaching staff up to BS-17.
- Recruitment of ministerial staff in BS-5 and BS-11.
- To ensure proper functioning of School councils.
- Recruitment of SSTs and relevant non-teaching staff.
- Posting/transfers of teachers /headmasters up to BS-17.
- Within district transfer from elementary to secondary and secondary to elementary with mutual consent up to BS-17.
- External audit and responsibility to settle audit paras.
- Sanction of leave not exceeding 180 days except study leave and ex-Pakistan leave up to BS-18.
- Sanction of pensions up to BS-16.
- Granting extension in joining time (not exceeding 15 days).
- Authority under E&D rules up to BS-16.
- Reporting officers for Heads of educational institutions on Secondary side and Countersigning ACRs initiated by Heads of Institutions.
- Follow-up of court cases.
- Grant of GP Fund advance up to BS-18.

- Award of scholarships on the basis of Middle Standard Examination (Qureshi, 2002).

2.5.3 Functions of D.E.O Elementary Education

- Implementation of Government policies, directions and orders.
- Supervision of Elementary and Primary Schools.
- To prepare A.D.P schemes and monitor their implementation.
- To prepare budge estimates (development and non-development).
- Maintenance of service records, promotion, move-over and selection grade matters of teaching and non-teaching staff of Elementary Education.
- Recruitment of Elementary Teachers and Class-IV employees of D.E.O (EE) Office except P.T.C teachers.
- To ensure proper functioning of School Councils.
- Transfer of teaching and non-teaching staff up to BS-16 within district.
- Within district transfer from elementary to secondary and secondary to elementary with mutual consent up to BS-16.
- External audit and responsibility to settle audit paras.
- Sanction of leave not exceeding 180 days except study leave and ex-Pakistan leave up to BS-16.
- Sanction of pensions up to BS-16.
- Granting extension in joining time (not exceeding 15 days).
- Authority under E&D rules up to BS-16.
- Follow-up of court cases.
- Grant of GP Fund advance up to BS-16.

- Award of scholarships on the basis of Class- V Examination (Government of Pakistan, 2003).

2.5.4 Community Participation Mechanism at District Level

The local Government Ordinance 2001 provides for the establishment of the Citizen Community Boards (C.C.Bs) in order to ensure effective and institutionalized community participation in the service delivery. These C.C.Bs, in turn, can form stakeholders associations, such as the parent-teacher association, for community involvement in the improvement and maintenance of specific services. At present, the existing School Councils remain as the primary means of community involvement within the education system in the province. District governments' representatives claim that extensive efforts are being made to attract further community involvement through the speedy formation of the C.C.Bs and the resulting stakeholder associations at all levels.

The government is seeking to actively involve the local communities in:

1. Training functions, administrative and financial responsibilities;
2. Management, operation of school-related funds;
3. Involvement in school's annual development plan;
4. Enhanced authority to check absenteeism;
5. Hiring of local teachers and other staff;
6. Purchase of furniture and other consumable items;
7. Recommendations for incentives to teachers; and
8. Confidence building measures.

2.5.5 Monitoring Systems at the District Level

The local Government Ordinance 2001 provides for various mechanisms at the district and subsequent levels to ensure effective monitoring. These include formation of the Monitoring Committees at the District and Union Council levels and the formal channels of hierarchical monitoring.

The primary monitoring mechanism at the district level in Punjab still remains through the formal government channels and the Schools Councils. Efforts are being made to involve all the concerned stakeholders, especially the communities into the whole process, to ensure effective and efficient monitoring and accountability systems through formation of the Monitoring Committees at the District and Union Council levels.

2.6 REVIEW OF RELATED RESEARCHES IN PAKISTAN

Bader and Akhtar (1991) in their study "Sooba Punjab Key Talemi Tanzemi Dhanchy Ka Jaiza" evaluated the infrastructure of the educational administration system in Punjab. They explored such concerns as planning, financial management and coordination. They found that majority of employees are suffering from salaries and other financial problems. They further found that there were no proper teachers training programs held.

Ahmed (1999) in his study "An Evaluation of the System of Supervision and Administration for Elementary Education at Tehsil Level" concluded that the organizational supervision was weak at elementary level. He further founded that the administrators at tehsil level were not perfect in their duties because of lack of knowledge about their job descriptions. It was also explored that there was a great need to establish mechanism of evaluation for proper accountability.

Rifat (2000) described the administrative and supervisory roles of Assistant Education officers for primary education. The sample of the study was 25 Assistant Education Officers from district Kasur. The researcher explored and identified the problems being faced by Assistant Education Officers in the system of administration. She pointed out that the Assistant Education Officers are not consulted in the postings and transfers of teaching and non-teaching staff. She also identified that the political interference in schools and administration is badly influencing the setup.

Sarwar and Razaq (2001) conducted a study on "Punjab Kay Maujuda Talemi Intzami Dhanchy Main Tabdeli Aur Asraat Kay Baray Main Zila Kasur Kay Asataza Ke Ara". The sample of study was 50 male and female secondary school teachers from district Kasur by using simple random sampling technique. They identified that existing educational administration system is effective to achieve the educational targets. They also analyzed that political interference is badly influencing the existing system of educational administration.

Rehman (2002) conducted a study on devolution and decentralization identification of progress in implementation of education. He observed in his study that the financial and budgetary aspects were not clear enough in the devolved system. He also concluded that there was poor and ineffective staff working in administration system of Punjab, because there was lack of proper managerial training. He further pointed out that unnecessary political clout was badly damaging the education system.

Shahzadi and Perveen (2002) conducted a study on "Nay Talemi Intizami Dhanchy Ka Jaiza". They found that there is no proper standard for the recruitment and training of educational administrators. They pointed out that there is lack of proper system of rewards and punishment on the teacher's performance. They also

pointed out a main fault of system that is lack of situation analysis before any type of change in system.

Zafar (2002) evaluated the changes and effects in the existing educational administration system of Punjab. The researcher found the merits and demerits of the existing educational administration system in Punjab. The sample of the study was 20 schools from Lahore and Gujrat. She found that the decentralization is needed to improve the existing system of administration. She proposed that the administrators as well as teachers must be included in the process of policy making.

Winkler and Hatfield (2002) described various organizational changes in the education management in Pakistan and discussed the roles and responsibilities of different stakeholders. They term the fiscal devolution as a key area in this regard.

Sohail (2005) compared the provincial administrative systems in Pakistan. He found too many complications in administrative and financial matters, in sufficiency in financial powers, influence of political forces in routine working, and inter provincial similarities and dissimilarities in the educational administrative systems. Moreover, he also found that majority of the district educational administrators of all the provinces opined that devolution of powers created administrative and financial problems. The educational administrative system of Punjab was not considered as effective and efficient because the main ingredients of administration like planning, organizing, staffing, directing, reporting and budgeting were not found satisfactory as concluded by the responses of educational administrators, but the aspect of coordination was considered well in the system of Punjab.

Shami (2005), in his study, Professional Development of Educational Managers under Devolution Plan, which was designed to evaluate the implementation

status of the Education Policies and to assess the professional requirements of the educational managers under devolution plan for capacity building in the education Planning and Management found that Devolution Plan has been effective in Planning, policy implementation, monitoring , Evaluation and many other aspects of education system at district level. He also found that it has been centralized at the district level, and the educational managers/ head teachers need professional training

Qasim (2006) in a research study commissioned by Decentralization Support Programme (D.S.P) titled as "The status of implementation of L.G.O 2001" which was an effort to understand ground realities, to draw lessons from the past and process practicable recommendations for future reforms to support effective implementation of the L.G.O 2001. This study was though limited in the scope as it was confined to the four city districts and wide spread in dimensions ranging from Local taxes to Implementation status of Police order 2002, yet it included the staffing issue and performance of departments as well. He found that most of the departments were understaffed leading to overloading and ultimately inefficiency, delay and ineffectiveness. Lack of knowledge and skills and prevailing confusion at various levels of the Local Government and undue patronage of Provincial Governments and/or Nazims seemed to be factors responsible for eroding performance culture at the local government level.

As the above review indicates, very few studies have been conducted in the area of decentralisation of educational management in Pakistan. Moreover, majority of these studies were conducted mainly at the smaller scale/ lower levels of administration. No study could be conducted after the devolution of powers in order to assess the extent to which the objectives of the devolution plan have been achieved

and to investigate the opinion of the stakeholders about the different organizational changes that have had occurred due to this devolution process. Furthermore, the researcher also felt that there is lack of identification of real problems in the management of schools which have been arisen after devolution or to highlight the plus points of the phenomenon. This study is aiming at suggesting some appropriate measures to improve the management practices in the school side.

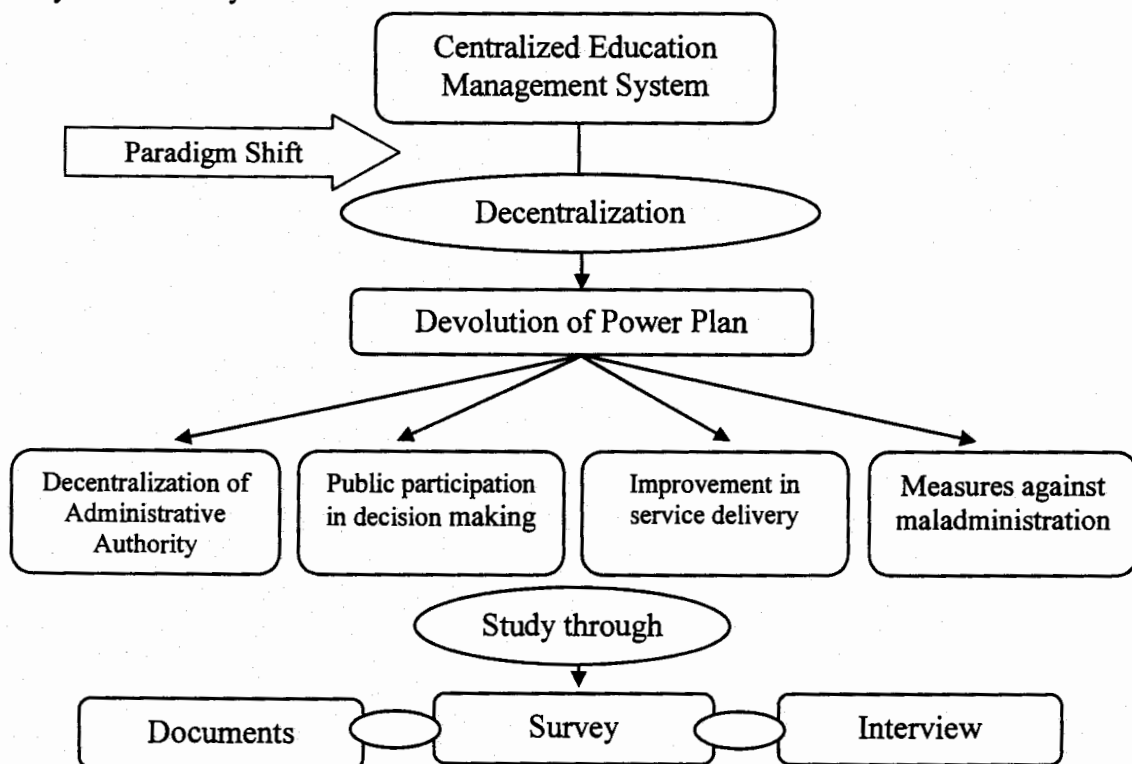
CHAPTER 3

METHODOLOGY

The purpose of this research was to study the changing paradigm of education management in Punjab in the perspective of decentralization. The study was descriptive in nature and extensive review of related researches was carried to understand the prior researches. This chapter deals with the research methodology adopted for conducting research on the study topic.

3.1 THEORETICAL FRAMEWORK

Keeping in view the objectives of Devolution of Power Plan (2000) the present study was working on the theory to check the implementation of plan and to assess the extent to which different objectives of devolution plan have been achieved in the education sector in Punjab. The researcher developed the following framework to carry out the study.



3.2 POPULATION

There are 35 districts in Punjab. The population of this study consisted of all the E.D.Os, D.E.Os, D.D.E.Os, A.E.Os (school cadre management), head teachers and teachers of the public sector schools in the province of Punjab and some other district government functionaries i.e. district Nazims, D.C.Os, and the provincial stake holders of the education department.

According to the Pakistan Education Statistics (2005) the total number of male schools was 66334 and female schools were 55485 in number. There were total 58499 elementary schools (including elementary, primary and mosque schools), and 63320 secondary (including higher secondary schools) in the province.

3.3 SAMPLE

For the purpose of this study, the researcher selected twelve out of total 35 districts using the multi stage sampling technique. This was chosen to give representation to wide spread geographic regions of the Punjab province. All the districts were classified into three groups i.e. Northern, Southern and the Central. Four districts from each group were selected randomly through draw. To select the sample schools from each district was the next step for which the researcher used the stratified sampling method. It was so decided to pick schools from both the management wings of Education Department of Punjab i.e. Elementary and Secondary.

Majority (67%) of the sample schools were taken from Secondary wing because the Heads of the institutions and teachers of secondary and higher secondary schools are mostly involved in the management process and are often given the responsibilities of different administrative positions hence it was assumed that they

have more exposure to the management process and are well aware of the rules and regulations of the department. On the other hand the elementary and primary school heads were taken in smaller number (33%) because they are less involved in management process because the administrative posts are mostly of grade 17 and above. The male and female schools were almost taken proportionately.

The educational managers i.e. E.D.Os, D.E.Os, D.D.E.Os, A.E.Os were taken from the sample districts. The complete break-up of the sample schools and others from each district is detailed below:

Table 1: Category wise distribution of sample schools in each district

Category	Male	Female	Total
Secondary	16	12	28
Elementary	07	07	14
Total	23	19	42

Table 2: Distribution of Educational Managers with respect to location

Group/Area	Representative Districts	Sent	Received
Northern	Attock	12	09
	Rawalpindi	12	10
	Chakwal	12	10
	Jhelum	12	10
Central	Sargodha	12	09
	M.B.Din	12	09
	Gujranwala	12	08
	Sheikhupura	12	08
Southern	Khanewal	12	06
	Multan	12	10
	Bahawalpur	12	10
	Dera Ghazi Khan	12	06
Total		120	105

- E.D.Os =12
- D.E.Os (S.E) 12
- D.E.Os (E.E-M) =12
- D.E.Os (E.E-W) =12
- D.D.E.Os (E.E-M) =12
- D.D.E.Os (E.E-W) =12
- D.D.E.Os (S.E) = 12

- A.E.Os (E.E-M) =12
- A.E.Os (E.E-W) =12
- A.E.Os (S.E) =12
- Head Teachers = $42 \times 12 = 504$
- Teachers = $42 \times 12 = 504$

The total size of the sample reached 1158 which was considered to be appropriate relying upon the formula originally developed by the United States Office of Education and table generated on this basis by Krejice and Morgan (1970), as quoted by Gay (2000) who reproduced the table showing that beyond a certain point (about $N= 5000$) the population size is almost irrelevant and a sample size of 400 will be adequate. This sample was estimated sufficient to achieve statistical power. According to Fraenkel & Wallen (2006), a sample with the minimum of 100 is essential for descriptive studies. Seymour Sudman (as cited in Borg & Gall, 1989) suggests that for a survey research there may be at least 100 subjects in each major sub group whose responses are to be analyzed. Sample of this study

3.4 RESEARCH INSTRUMENTS

Three questionnaires (Annexure, B, C, and D) were used to obtain the opinion of educational managers, head teachers and teachers of public schools in Punjab respectively. A mix of open and closed ended questions was framed. Mostly, the questions were based on literature review. For example:

- Roles and responsibilities are well defined for district/ tehsil level officers. (i.e. E.D.Os, D.E.Os, D.D.E.Os)
- Public is given opportunity to participate in decision making regarding administrative affairs of school

- Local Council Monitoring Committees are established

The closed questions were used to get direct, easily analysable responses to specific research questions/statements. The open questions were used to elicit more complex and perhaps unforeseen opinions.

A structured interview schedule (Annexure-E) was also designed to get the opinion of the policy makers/ planners, provincial stake holders, District Nazims, D.C.Os, and Educationists. The following persons were interviewed by the researcher personally:

- District Nazims= 4
- D.C.Os= 4
- Additional Secretary S & GAD department=1
- Deputy Secretary (Schools) Education Department=1
- Deputy Secretary (General) Education Department=1
- Under Secretary (Schools) Education department=1
- D.P.I (Secondary schools)=1
- Director (Admin) D.P.I -Secondary Office=1
- Director (Admin) D.P.I -Elementary Office=1

The interview was also conducted from fifteen educationists and experts. (Listed in Annexure-F)

3.5 VALIDITY AND RELIABILITY OF INSTRUMENTS

For the purpose of making questionnaires valid and reliable, these were pilot tested. The pilot study was conducted in two districts Mianwali and Faisalabad (Not included in the sample districts). Twenty educational managers, 50 head teachers, and 50 teachers from the district participated in this pilot study. Cronbach's alpha was used to estimate the reliability of questionnaire. The reliability coefficient was found to be 0.924 for managers' questionnaire, 0.805 for head teachers' and 0.752 for teachers' questionnaire respectively. Item validity by internal consistency procedure was performed on the data. The Pearson correlation of each item with the total on all items was found (Anastasi, 1990). The gathered data were analyzed and interpreted. Three senior professors were consulted for their expert opinion about the analysis and in the light of their suggestions; some items regarding the factual information were excluded. Similarly a few items were found irrelevant hence deleted.

3.6 DATA COLLECTION

The researcher started data collection in May 2007 and visited different districts of Punjab and completed data collection at the end of March 2008. In the process of data collection, the researcher visited different institutions and departments i.e. Civil Secretariat Lahore, Academy of Planning and Management Islamabad along with the sampled institutions in the selected districts. The data collected for this study from many sources enables cross checking to ensure construct validity (Sarantakos, 1998 and Yin, 1984).

The data were collected in several phases. In first phase it was collected from the Southern Punjab, in second phase from Central Punjab and in the third phase from Northern Punjab. The process of data collection was explained to respondents and they

were assured about their anonymity. The data were collected personally as well as through mail. After completing survey the interviews were conducted.

3.7 DATA ANALYSIS

Before starting data analysis, data needs to be organized which involves coding, editing and scrutiny. After the return of all administered questionnaires, each questionnaire was given code numbers. Pre-coding had already been assigned to the response categories during the construction of the questionnaires (Sarantakos, 1998, p. 332). Data collected through research instruments, was analyzed by using percentages, Chi Square, t- test, and ANOVA through S.P.S.S (Statistical Package for Social Sciences, version 16). This program is sophisticated and comprehensive, and is capable of processing large amount of data and generating both very basic and the most highly advanced descriptive and analytical statistics (Agresti & Finlay, 1997).

The questionnaires contained closed as well as open ended items. The open ended items were prioritised on the basis of percentages while the closed ended items were given by rating the responses on a three point Likert scale. Their weightage was as mentioned below;

Mostly = 3

To some extent= 2

Not at all = 1

In data analysis discussion about interpretation of responses, it was generally assumed that:

- Mostly indicated a great extent of agreement with the statement
- To some extent indicated a low level of agreement with the statement

- Not at all indicated a sense of disagreement

In order to examine the variation within the management groups or among the districts/regions null hypothesis were formulated and t-test and ANOVA were applied for determining the significant difference of means. Data used in a chi-square analysis has to satisfy certain conditions including randomly drawn from the population, reported in raw counts of frequency, measured variables must be independent, observed frequencies cannot be too small, and values of independent and dependent variables must be mutually exclusive. (McGibbon, 2006). In this case the data fulfilled these conditions to use one way Chi square test for goodness of fit. One-way ANOVA is used to test for differences among two or more independent groups. Typically, however, the one-way ANOVA is used to test for differences among at least three groups, since the two-group case can be covered by a t-test (Ferguson and Yoshio, 2005).

Thematic analysis approach was used to analyse the interview material. The transcribed conversations were listed into patterns. Related patterns were combined together. Then the whole interview data were pieced together to form a comprehensive picture of their collective opinion.

3.8 DELIMITATIONS

1. The study was delimited to the management of school education in Punjab only.
2. The devolution of power plan was implemented in 2001 and this study was conducted in 2007 so it covered the period 2001-2007.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This research was designed to study the changing paradigm of educational management in Punjab in the perspective of decentralization. Questionnaires and interview schedule were used to collect data. The collected data were tabulated and analyzed by using F- ratio (ANOVA), t- test, Chi square, and simple percentage methods. The data are being presented in the following way so that the analysis is in line with the objectives of the study.

PART -I

CHARACTERISTICS OF SAMPLE

Table 3: Number and percentage of respondents with respect to gender

Gender	Male	Female	Total
Educational Managers	70 (66.7%)	35 (33.3%)	105 (100%)
Head Teachers	240 (53.2%)	211 (46.8%)	451 (100%)
Teachers	247 (53.9%)	211 (46.1%)	458 (100%)

Table 3 indicates that substantial number of females including educational managers (33.3%), head teachers (46.8%) and teachers (46.1%) were in respondents along with males.

Table 4: Number and percentage of Respondents with respect to Academic qualification

Academic Qualification	Educational Managers	Head Teachers	Teachers
M.Phil/ PhD	02 (1.9%)	04 (0.9%)	02 (0.43%)
MA/M.Sc/ equivalent	97 (92.4%)	357 (79.2%)	92.4 (56.33%)
B.A/ B.Sc / equivalent	6 (5.7%)	64(14.2%)	5.7 (28.82%)
F.A/F.Sc/equivalent	-	14 (3.1%)	39 (8.51%)
Matric/Equivalent	-	12 (2.6%)	27 (5.91%)
Total	105 (100%)	451 (100%)	458 (100%)

Table 4 shows that all of the responding educational managers (100%), an overwhelming majority of the responding head teachers (94.4%), and teachers (85.58%) possessed bachelor / master degrees.

Table 5: Number and percentage of respondents with respect to professional qualification

Professional Qualification	Educational Mangers	Head teachers	Teachers
M.Ed / M.S.Ed	85 (80.95%)	245 (54.3%)	129 (28.1%)
B.Ed / B.S.Ed	20 (19.05%)	165 (36.6%)	238 (52.0%)
C.T/S.V	-	19 (4.2%)	48 (10.5%)
P.T.C	-	22 (4.9%)	43 (9.4%)
Total	105 (100%)	451 (100%)	458 (100%)

Table 5 indicates that 100 percent educational managers, 91 percent head teachers, and 80 percent responding teachers, possessed B.Ed/B.S.Ed and M.Ed/ M.S.Ed degrees.

Table 6: Number and percentage of respondents with respect to teaching experience

Teaching Experience (in Years)	Educational Managers	Head teachers	Teachers
1-5	-	8 (1.8%)	35 (7.64%)
6-10	11 (10.5%)	10 (3.1%)	57 (12.44%)
11-15	24 (22.9%)	60 (13.3%)	105 (22.92%)
16-20	35 (33.3%)	170 (37.7%)	168 (36.70%)
Above 20 years	35 (33.3%)	199 (44.1%)	93 (20.30%)
Total	105	451	458

It is evident from Table 6 that majority of the responding managers(66.6%), head teachers (81.8%), and teachers (57.0%) had more than 15 years of teaching experience.

Table 7: Number and percentage of respondents with respect to administrative experience

Administrative Experience (in Years)	Educational Managers	Head Teachers
1-5	30 (28.6%)	162 (35.9%)
6-10	42 (40.0%)	171 (37.9%)
11-15	27 (25.7%)	77 (17.1%)
16-20	5 (4.8%)	23 (5.1%)
Above 20 years	1 (1.0%)	18 (4.0%)
Total	105 (100%)	451 (100%)

Table 7 shows that majority of the educational managers (71.5%), and head teachers (64.1%) had more than five years of administrative experience.

Table 8: Number and percentage of respondents with respect to region and district

Region	District	Educational managers	Head teachers	Teachers
Northern	Attock	09 (8.6%)	41(9.1%)	38 (8.3%)
	Rawalpindi	10 (9.5%)	42(9.3%)	38(8.3%)
	Chakwal	10 (9.5%)	42(9.3%)	42(9.2%)
	Jhelum	10 (9.5%)	40(8.9%)	38(8.3%)
Central	Sargodha	09 (8.6%)	41(9.1%)	41(9.0%)
	Mandi Bah ud Din	09 (8.6%)	36(8.0%)	39(8.5%)
	Gujranwala	08 (7.6%)	33(7.3%)	39 (8.5%)
	Sheikhupura	08 (7.6%)	36(8.0%)	39 (8.5%)
Southern	Khanewal	06 (5.7%)	39(8.6%)	36 (7.9%)
	Multan	10 (9.5%)	36(8.0%)	40 (8.7%)
	Bahawalpur	10 (9.5%)	34(7.6%)	37(8.1%)
	Dera Ghazi Khan	06 (5.7%)	31(6.9%)	31(6.8%)
Total		105 (100%)	451(100%)	458(100%)

Table 8 indicates that 37.14 percent respondent educational managers belonged to northern districts, 32.38 percent from central districts and 30.48 percent from southern districts.

Table 9: Number and percentage of respondents with respect to location

Location	Head teachers	Teachers
Rural	308 (68.3%)	313 (68.3%)
Urban	143 (31.7%)	145 (31.7%)
Total	451 (100%)	458 (100%)

It is clear from the Table 9 that 68.3 percent respondents were from rural schools and 31.7 percent from urban schools.

Table 10: Number and percentage of respondents with respect to management category

Category	Educational Managers	Head Teachers	Teachers
Executive District Officers	11 (10.48%)	-	-
Elementary Education	71 (67.62%)	124 (27.49%)	142 (31.00%)
Secondary Education	23 (21.90%)	327 (72.51%)	316 (69.0%)
Total	105	451	458

Table 10 indicates that 67.62 percent responding educational managers belonged to elementary education, 21.90 percent from secondary education, whereas 10.48 percent were the executive district officers. Majority of head teachers (72.51%) and teachers (69.0%) were from secondary schools.

The characteristics of the above detailed sample are indicative of the fact that the sample consisted of well qualified and experienced professionals representing different urban and rural areas of the province from both genders and elementary and secondary parts of education management system. The following part of this chapter contains the opinion of the respondents and their analysis in accordance with the objectives of the study.

PART – II

In this part the opinion of the educational managers, head teachers and teachers regarding the different objectives is being presented

DECENTRALIZATION OF ADMINISTRATIVE AUTHORITY

Table 11: Managers' opinion about decentralization of administrative authority in education management

Sr. No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Abolition of divisional directorate is a good decision	44 (41.90%)	41 (39.05%)	20 (19.05%)	9.771*
2	Number of posts of officers in the district offices is reduced	8 (7.62%)	44 (41.90%)	53 (50.48%)	32.400*
3	District officers have been given more authority after devolution	16 (15.24%)	37 (35.24%)	52 (49.52%)	18.686*
4	D.E.Os are more empowered to avoid delay in decision making	13 (12.38%)	23 (21.90%)	69 (65.72%)	50.971*
5	D.D.E.Os are more empowered to avoid delay in decision making	20 (19.05%)	23 (21.90%)	62 (59.05%)	31.371*
6	A.E.Os are more empowered to avoid delay in decision making	15 (14.28%)	16 (15.24%)	74 (70.48%)	65.200*
7	Head teachers are more empowered to avoid delay in decision making	17 (16.19%)	28 (26.67%)	60 (57.14%)	28.514*
8	District authorities can impose educational surcharge/ special fee on students	6 (5.71%)	33 (31.43%)	66 (62.86%)	51.600*
9	Head teachers can impose educational surcharge/ special fee on students	3 (2.86%)	17 (16.19%)	85 (80.95%)	109.943*

df = 104

N = 105

χ^2 at 0.05 level=5.991

The data presented in table 11 statement wise indicate that these all answer question 1(a) – implementation. The calculated χ^2 value on Statement 1 was found to

be 9.771 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement "Abolition of divisional directorates is a good decision" is accepted. The calculated χ^2 value on statement 2 was found to be 32.400 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement "number of post of officers in the district offices is reduced" is accepted due to chi square value, majority (50.48%) of the respondents negatively accepted it which means number of post of officers was not reduced in the district offices after devolution. The calculated χ^2 value on statement 3 was 18.686 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement "District level officers have been given more administrative authority" is negatively accepted as the majority (49.52%) of the respondents negatively accepted it. Thus it is found that the district level officers were not given more administrative authority. The calculated χ^2 value on statement 4 was found to be 50.791 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement "D.E.Os are more empowered to avoid delay in decision making after devolution" is accepted but negatively as the majority (65.72%) of the respondents did not favour. Thus it is found that D.E.Os were not more empowered after devolution. The calculated χ^2 value on statement 5 was found to be 31.371 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement "D.D.E.Os are more empowered to avoid delay in decision making after devolution" is negatively accepted as the majority (59.05%) of the respondents negated it. Thus it is found that D.D.E.Os were not more empowered after devolution. The calculated χ^2 value on statement 6 was found to be 65.200 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement "A.E.Os are more

empowered to avoid delay in decision making after devolution” is negatively accepted by the majority (70.48%) of the respondents. It means A.E.Os were not more empowered to avoid delay in decision making after devolution. The calculated χ^2 value on statement 7 was found to be 28.514 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement “Head teachers are more empowered to avoid delay in decision making after devolution” is negatively accepted by the majority (57.14%) of the respondents, which means that the head teachers are not more empowered after devolution to avoid delay in decision making. The calculated χ^2 value on statement 8 was found to be 51.600 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement “district authorities can impose surcharge/ special fee on students” is accepted. Majority (62.86%) of the respondents responded negatively which means that district authorities cannot impose educational surcharge/ special fee on students. The calculate χ^2 value on statement 9 was found to be 109.943 which is statistically significant because it is greater than the table value at 0.05 level. Hence the statement “Head teachers can impose surcharge/ special fee on students” is accepted negatively by the majority (80.95%) of the respondents. It is thus found that Head teachers are not authorised to impose educational surcharge or special fee on students.

Null hypothesis were also formulated regarding these objectives. Table number 12 to 15 show the comparison of opinions of male and female elementary and secondary educational managers of sample districts:

H₀ 1: There is no significant difference between the opinion of Elementary and Secondary Educational Managers regarding the decentralization of administrative authority in Education Management in Punjab

Table 12: Opinion of elementary and secondary educational managers on decentralization of administrative authority

Category	N	\bar{X}	S.D	t-value
Secondary Education	31	14.00	3.64	0.100
Elementary Education	63	14.08	3.58	

df = 92

Table value= 1.98 (P= 0.05)

Table 12 shows that the calculated t-value on H_{O1} was found to be 0.100, which is less than the table value at 0.05 level Hence it failed to reject the hypothesis “There is no significant difference between the opinion of Elementary and Secondary Educational Managers regarding the decentralization of administrative authority in Education Management in Punjab”. It is therefore, concluded that there is no significant difference between the opinion of elementary and secondary educational managers regarding the decentralization of administrative authority in education management

Ho2: There is no significant difference among the opinion of educational managers of different districts of Punjab regarding the decentralization of administrative authority in education management in Punjab

Table 13: Opinion of educational managers of different districts on decentralization of administrative authority

District	N	\bar{X}	S.D	F-ratio
Attock	9	15.22	4.35	1.625
Rawalpindi	10	15.30	4.00	
Chakwal	10	12.80	2.25	
Jhelum	10	14.50	4.09	
Sargodha	9	13.44	3.17	
Gujranwala	9	16.44	2.83	
Sheikhupura	8	12.63	2.83	
M.B.Din	8	13.38	3.96	
Khnaewal	6	11.67	1.75	
Multan	10	16.40	3.41	
Bahawalpur	10	13.90	3.70	
D.G.Khan	6	13.00	3.74	

dfs= (11 and 93)

Tabulated value =2.39(P = 0.05)

Table 13 shows that the calculated F-value was 1.625 which is less than the tabulated value at 0.05 level. Hence it failed to reject hypothesis "There is no significant difference among the opinion of educational managers of different districts of Punjab regarding the decentralization of administrative authority in Education Management in Punjab". It is therefore, concluded that there is no significant difference among the opinion of educational managers of different districts of Punjab regarding the decentralization of administrative authority in education management.

H₀ 3: There is no significant difference among the opinion of educational managers of Northern, Southern, and Central regions of Punjab regarding decentralization of administrative authority in Education Management in Punjab

Table 14: Opinion of educational managers of different regions of Punjab regarding decentralization of administrative authority in education management in Punjab

Regions	N	\bar{X}	S.D	F-ratio
Northern	39	14.44	3.74	0.135
Central	34	14.03	3.42	
Southern	32	14.10	3.63	

dfs = (2 and 102)

Tabulated value = 3.09 (p = 0.05)

Table 14 reflects that the calculated F-value was found to be 0.135, which is less than the tabulated value at 0.05 level. Hence it failed to reject the null hypothesis "There is no significant difference among the opinion of educational managers of Northern, Central and Southern regions regarding decentralization of administrative authority". It is therefore, concluded that there is no significant difference among the opinion of educational managers of Northern, Central and Southern regions regarding decentralization of administrative authority.

H₀ 4. There is no significant difference between the opinion of male and female educational managers (Elementary Education) of Punjab regarding decentralization of administrative authority in education management in Punjab

Table 15: Opinion of male and female educational managers regarding decentralization of administrative authority in education management in Punjab

Category	N	\bar{X}	S.D	t-value
Male	31	13.68	3.31	0.874
Female	32	14.47	3.84	

df = 61

Table value= 1.98 (P = 0.05)

Table 15 shows that the calculated t-value was found to be 0.874, which is less than the table value at 0.05 level. Hence it failed to reject the hypothesis "There is no significant difference between the opinion of male and female educational managers (Elementary Education) of Punjab regarding decentralization of administrative authority in Education Management in Punjab". It is therefore concluded that there is no significant difference between the opinion of male and female Educational managers (Elementary Education) of Punjab regarding decentralization of administrative authority in Education Management in Punjab.

Table 16: Head teachers' opinion about decentralization of administrative authority in education management

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	D.E.Os are more empowered after devolution	46 (10.20%)	111 (24.61%)	294 (65.19%)	219.996*
2	D.D.E.Os are more empowered after devolution	39 (8.65%)	100 (22.17%)	312 (69.18%)	273.157*
3	A.E.Os are more empowered after devolution	27 (5.98%)	85 (18.85%)	339 (75.17%)	366.359*
4	Head Teachers are given more administrative authority after devolution	17 (3.77%)	107 (23.72%)	327 (72.51%)	338.359*
5	Head Teachers are given more financial authority after devolution	41 (9.09%)	272 (60.31%)	138 (30.60%)	178.993*

df = 450

N = 451

χ^2 at 0.05 level=5.991

The data presented in table 16 statement wise indicate that these all also address the question 1(a) – decentralization of administrative authority. The calculated χ^2 value on statement 1 was found to be 219.996 which is greater than the table value at 0.05 level. Hence the statement “D.E.Os are more empowered after devolution” is accepted. The calculated χ^2 value on statement 2 was found to be 273.157 which greater than the table value T 0.05 Level. Hence the statement “D.D.E.Os are more empowered “is accepted. The calculated χ^2 value on statement 3 was found to be 366.359 which greater than the table value T 0.05 Level. Hence the statement “A.E.Os are more empowered “is accepted. The calculated χ^2 value on statement 4 was found to be 338.359 which greater than the table value T 0.05 Level. Hence the statement “Head teachers are given more administrative authority after devolution “is accepted. The calculated χ^2 value on

statement 5 was found to be 273.157 which greater than the table value T 0.05 Level. Hence the statement "Head teachers are given more financial authority "is accepted.

Comparison of opinions of elementary and secondary head teachers of sample districts is presented in the following table:

H₀ 5: There is no significant difference between the opinion of Head teachers of elementary and secondary schools of Punjab regarding decentralization of administrative authority in education management in Punjab

Table 17: Opinion of head teachers of elementary and secondary schools of Punjab regarding decentralization of administrative authority in education management in Punjab

Category	N	\bar{X}	S.D	t-value
Elementary	123	7.64	2.59	2.298*
Secondary	328	7.10	2.06	

df= 449

Table value = 1.96 (P = 0.05)

Table 17 reflects that the calculated t- value was found to be 2.298, which is greater than the table value at 0.05 level. Hence the hypothesis “There is no significant difference between the opinion of Head Teachers of Elementary and Secondary schools of Punjab regarding decentralization of administrative authority in Education Management in Punjab” is therefore, rejected. It is therefore, concluded that there is significant difference between the opinion of head teachers of elementary and secondary schools of Punjab regarding decentralization of administrative authority in Education Management in Punjab

Table 18: Teachers' opinion about decentralization of administrative authority in education management

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Officers of education department are more empowered after devolution	84 (18.34%)	223 (48.69%)	151 32.97%)	63.306*
2	Head teachers of schools are given more authority after devolution	44 9.61%)	229 (50.00%)	185 40.39%)	122.362*
3	You personally like to work on some administrative post in current devolved management system	175 38.21%)	158 (34.50%)	125 (27.29%)	8.467*

df = 457

N = 458

χ^2 at 0.05 level=5.991

The data in the above table reflects the opinion of teachers regarding decentralization of administrative authority and hence these also refers to the research question 1 (a). The calculated χ^2 value on statement 1 was found to be 63.306 which is greater than the table value at 0.05 level. Hence the statement "officers of education department are more empowered after devolution" is accepted. The calculated χ^2 value on statement 2 was found to be 122.362 which is greater than the table value at 0.05 level. Hence the statement "Head Teachers are more given more authority after devolution" is accepted. The calculated χ^2 value on statement 3 was found to be 8.467 which is greater than the table value at 0.05 level. Hence the statement "You personally like to work on some administrative post in the current devolved management system" is accepted.

The following table shows the comparison of opinions of teachers of elementary and secondary schools of sample districts regarding decentralization of administrative authority in education management:

H₀ 6. There is no significant difference between the opinion of teachers of Secondary and Elementary schools of Punjab regarding decentralization of administrative authority in Education Management in Punjab

Table 19: Opinion of teachers of secondary and elementary schools of Punjab regarding decentralization of administrative authority in education management in Punjab

Category	N	\bar{X}	S.D	t-value
Elementary	142	6.18	3.35	2.577*
Secondary	316	5.60	1.37	

df= 456

Table value = 1.96 (P= 0.05)

Table 19 shows that the calculated t- value was found to be 2.577, which is greater than the table value at 0.05 level. Hence the hypothesis "There is no significant difference between the opinion of teachers of Secondary and Elementary schools of Punjab regarding decentralization of administrative authority in education management in Punjab" is therefore, rejected. It is therefore , concluded that there is significant difference between the opinion of teachers of secondary and elementary schools of Punjab regarding decentralization of administrative authority in education management in Punjab

PUBLIC PARTICIPATION IN DECISION MAKING

Table 20: Managers' opinion about public participation in decision making

Sr. No.	Statement	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Public participation in administrative and academic affairs is enhanced	25 23.81%	49 46.67%	31 29.52%	8.914*
2	Suggestions for the help of needy students in schools from public are welcomed	27 25.72%	56 53.33%	22 20.95%	19.257*
3	Public participation in educational matters at district level is organised in the shape of Educational Committees	35 33.33%	34 32.38%	36 34.29%	0.057
4	Community participation towards resource mobilization is encouraging	21 20.00%	70 66.67%	14 13.33%	53.200*
5	Members of S.M.C/ S.C are consulted for repair / construction of buildings in the schools	44 41.90%	49 46.67%	12 11.43%	23.029*
6	Private members cooperate in the provision of physical facilities	31 29.52%	59 56.19%	15 14.29%	28.343*

df = 104

N = 105

χ^2 at 0.05 level=5.991

The data presented in table 20 statement wise indicate that these all answer the question 1(b) – public participation in decision making.

The calculated χ^2 value on statement 1 was found to be 8.914 which is greater than the table value at 0.05 level. Hence the statement “Public participation in administrative and academic affairs is enhanced” is accepted. The calculated χ^2 value on statement 2 was found to be 19.257 which is greater than the table value at 0.05 level. Hence the statement “Suggestions for help of needy students in schools from public are

welcomed" is accepted. The calculated χ^2 value on statement 3 was found to be 8.914 which is less than the table value at 0.05 level. Hence the statement "Public participation in educational matters at district level is organised in the shape of educational committees" is rejected. The calculated χ^2 value on statement 4 was found to be 53.20 which is greater than the table value at 0.05 level. Hence the statement "community participation towards resource mobilization is encouraging" is accepted. The calculated χ^2 value on statement 5 was found to be 23.029 which is greater than the table value at 0.05 level. Hence the statement "Members of S.M.C/S.C are consulted for repair /construction of buildings in the schools" is accepted. The calculated χ^2 value on statement 6 was found to be 28.343 which is greater than the table value at 0.05 level. Hence the statement "Private members cooperate in the provision of physical facilities" is accepted.

H₀ 7. There is no significant difference between the opinion of Elementary and Secondary Educational managers regarding public participation in decision making in Education Management in Punjab

Table 21: Opinion of elementary and secondary educational managers regarding public participation in decision making in education management in Punjab

Category	N	\bar{X}	S.D	t-value
Secondary Education	31	13.77	2.57	1.391
Elementary Education	63	14.67	3.08	

df = 92

Table value= 1.98 (P = 0.05)

Table 21 shows that the calculated t- value on H₀ 7 was found to be 1.391, which is less than the table value at 0.05 level. Hence it failed to reject the hypothesis "There is no significant difference between the opinion of Elementary and Secondary Educational managers regarding public participation in decision making in Education Management in Punjab". It is therefore, concluded that there is no significant difference between the opinion of elementary and secondary educational managers regarding public participation in decision making in education management in Punjab

H₀ 8: There is no significant difference among the opinion of Educational managers of different districts of Punjab regarding the public participation in decision making in Education Management in Punjab

Table 22: Opinion of educational managers of different districts of Punjab regarding the public participation in decision making in education management in Punjab

District	N	\bar{X}	S.D	F-ratio
Attock	9	15.78	4.35	1.844*
Rawalpindi	10	15.90	4.00	
Chakwal	10	14.10	2.25	
Jhelum	10	16.40	4.09	
Sargodha	9	13.44	3.17	
Gujranwala	9	16.44	2.83	
Sheikhupura	8	15.33	2.83	
M.B.Din	8	13.50	3.96	
Khnaewal	6	14.50	1.75	
Multan	10	13.83	3.41	
Bahawalpur	10	12.70	3.70	
D.G.Khan	6	12.83	3.74	

dfs= (11 and 93)

$p \leq 0.05$ = Significant

Table 22 indicates that the calculated F-value for H₀ 8 was 1.844 which is greater than the tabulated value at 0.05 level. This reflects that there is significant difference of opinion among the educational managers of different districts of Punjab regarding the “public participation in decision making”. Hence the Hypothesis “There is no significant difference among the opinion of Educational managers of different

districts of Punjab regarding the public participation in decision making in Education Management in Punjab” is rejected. It is therefore, concluded that there is significant difference among the opinion of Educational managers of different districts of Punjab regarding the public participation in decision making in Education Management in Punjab.

H₀ 9. There is no significant difference among the opinion of Educational managers of Northern, Southern, and Central regions of Punjab regarding public participation in decision making in Education Management in Punjab

Table 23: Opinion of Educational managers of different regions of Punjab regarding public participation in decision making in Education Management in Punjab

Regions	N	\bar{X}	S.D	F-ratio
Northern	39	15.54	2.84	5.804**
Central	34	14.21	2.40	
Southern	32	13.37	2.86	

dfs = (2 and 102)

Tabulated value = 4.82 (P=.01)

Table 23 reflects that the calculated F- value H₀ 9 was found to be 5.804, which is greater than the tabulated value at 0.05 levels. Hence the null hypothesis "There is no significant difference among the opinion of educational managers of different regions regarding public participation" is rejected. It is therefore, concluded that there is significant difference among the opinion of educational managers of different regions regarding public participation.

H₀ 10. There is no significant difference between the opinion of male and female Educational managers (Elementary Education) of Punjab regarding public participation in decision making in Education Management in Punjab

Table 24: Opinion of male and female Educational managers (Elementary Education) of Punjab regarding public participation in decision making in Education Management in Punjab

Category	N	\bar{X}	S.D	t-value
Male	31	14.00	3.15	0.092
Female	32	15.31	2.92	

df = 61

Table value = 1.98 (P= 0.05)

Table 24 indicates that the observed t- value was found to be 0.092 which is less than the table value at 0.05 level. Hence it failed to reject the hypothesis "There is no significant difference between the opinion of male and female Educational managers (Elementary Education) of Punjab regarding public participation in decision making in Education Management in Punjab". It is therefore, concluded that there is no significant difference between the opinion of male and female educational managers (Elementary Education) of Punjab regarding public participation in decision making in Education Management in Punjab.

Table 25 Head teachers' opinion about public participation in decision making

S. No.	Statement	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Public opinion is considered in administrative affairs of school	39 25.94%	295 65.41%	117 8.65%	229.055*
2	Public opinion is considered in academic affairs of school	30 (6.65%)	228 (50.55%)	193(42.80%)	148.554*
3	Public opinion is sought for financial matters/ expenditure of school	29 (6.43%)	161 (35.69%)	261 (57.87%)	180.151*
4	Public supports/cooperates in managing co-curricular activities	23 (5.09%)	175 (38.80%)	253 (56.09%)	182.013*
5	Public participation/cooperation is enhanced regarding resource mobilization	42 (9.31%)	217 (48.11%)	192 (42.57%)	119.180*
6	S.M.C/S.C members are consulted for school building repair/ construction	253 (56.09%)	152 (33.70%)	46 (10.1%)	142.541*
7	Public participation/cooperation is enhanced for the arrangement of physical facilities	100 (22.17%)	189 (41.90%)	162 (35.92%)	27.703*

df = 450 N = 451

χ^2 at 0.05 level=5.991

The data presented in table 25 statement wise indicate that these all also address the question 1(b) –public participation in decision making. The calculated χ^2 value on statement 1 was found to be 229.055 which is greater than the table value at 0.05 level. Hence the statement “Public opinion is considered in administrative affairs of school” is accepted. The calculated χ^2 value on statement 2 was found to be 148.554 which is

greater than the table value at 0.05 level. Hence the statement "Public opinion is considered in academic affairs of school" is accepted. The calculated χ^2 value on statement 3 was found to be 180.151 which is greater than the table value at 0.05 level. Hence the statement "Public opinion is sought in financial matters/ expenditure of school" is accepted. The calculated χ^2 value on statement 4 was found to be 182.013 which is greater than the table value at 0.05 level. Hence the statement "Public supports/cooperates in managing co-curricular activities" is accepted. The calculated χ^2 value on statement 5 was found to be 119.180 which is greater than the table value at 0.05 level. Hence the statement "Public participation/cooperation is enhanced regarding resource mobilization" is accepted. The calculated χ^2 value on statement 6 was found to be 142.541 which is greater than the table value at 0.05 level. Hence the statement "S.M.C/S.C members are consulted for school building repair/construction" is accepted. The calculated χ^2 value on statement 7 was found to be 27.703 which is greater than the table value at 0.05 level. Hence the statement "Public participation/cooperation is enhanced for the arrangement of physical facilities" is accepted.

H₀ 11: There is no significant difference between the opinion of head teachers of elementary and secondary schools of Punjab regarding public participation in decision making in Education Management in Punjab

Table 26: Opinion of head teachers of elementary and secondary schools of Punjab regarding public participation in decision making in Education Management in Punjab

Category	N	\bar{X}	S.D	t-value
Elementary	123	15.41	2.96	1.955
Secondary	328	14.84	2.70	

df= 449

Table value = 1.96 (P = 0.05)

Table 26 indicates that the observed t-value was found to be 1.955 which is less than the table value at 0.05 level. Hence it failed to reject the hypothesis "There is no significant difference between the opinion of Head Teachers of Elementary and secondary schools of Punjab regarding public participation in decision making in Education Management in Punjab". It is therefore, concluded that there is no significant difference between the opinion of head teachers of elementary and secondary schools of Punjab regarding public participation in decision making in education management in Punjab.

Table 27: Teachers' opinion about public participation in decision making

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Public is given opportunity to participate in decision making regarding administrative affairs of school	71 15.50%	238 51.96%	149 32.53%	91.472*
2	Public is given opportunity to participate in decision making regarding academic affairs of school	55 12.01%	223 48.68%	180 39.30%	99.777*
3	Public cooperates/ supports for the help of needy students	42 9.17%	195 42.57%	221 48.25%	122.546*
4	Public cooperates/ supports for managing co-curricular activities in schools	24 5.33%	147 32.10%	287 62.66%	226.852*
5	Public cooperates/ supports for the provision of physical facilities in the schools	219 47.81%	200 43.66%	39 8.51%	128.127*

df = 457 N = 458

 χ^2 at 0.05 level=5.991

The data presented in table 27 statement wise reflect the opinion of teachers regarding the research question 1(b) – Public participation in decision making. The calculated χ^2 value on statement 1 was found to be 91.972 which is greater than the table value at 0.05 level. Hence the statement “Public is given opportunity to participate in decision

making regarding administrative affairs of school” is accepted. The calculated χ^2 value on statement 2 was found to be 99.777 which is greater than the table value at 0.05 level. Hence the statement “Public is given opportunity to participate in decision making regarding academic affairs of school” is accepted. The calculated χ^2 value on statement 3 was found to be 122.546 which is greater than the table value at 0.05 level. Hence the statement “Public cooperates/ supports for the help of needy students” is accepted. The calculated χ^2 value on statement 4 was found to be 226.852 which is greater than the table value at 0.05 level. Hence the statement “Public cooperates/ supports for managing co-curricular activities in schools” is accepted. The calculated χ^2 value on statement 5 was found to be 128.127 which is greater than the table value at 0.05 level. Hence the statement “Public cooperates/ supports for the provision of physical facilities in the schools” is accepted.

H₀ 12. There is no significant difference between the opinion of teachers of secondary and elementary schools of Punjab regarding public participation in decision making in Education Management in Punjab

Table 28: Opinion of teachers of secondary and elementary schools of Punjab regarding public participation in decision making in Education Management in Punjab

Category	N	\bar{X}	S.D	t-value
Elementary	142	9.41	2.16	2.411*
Secondary	316	8.85	2.36	

df= 456

Table value = 1.96 (P= 0.05)

Table 28 shows that the observed t-value was found to be 2.411 which is greater than the table value at 0.05 level. Hence the hypothesis "There is no significant difference between the opinion of Teachers of Elementary and secondary schools of Punjab regarding public participation in decision making in Education Management in Punjab", is rejected. It is therefore, concluded that there is significant difference between the opinion of teachers of elementary and secondary schools of Punjab regarding public participation in decision making in education management in Punjab.

IMPROVEMENT OF SERVICE DELIVERY

Table 29: Managers Opinion about improvement of service delivery

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Work load on the officers/officials is reduced	22 20.95%	27 25.71%	56 53.33%	19.257*
2	Inspection/supervisory visits become frequent	48 45.71%	40 38.09%	17 16.19%	14.800*
3	Surplus posts are adjusted where required	40 38.10%	32 30.48%	33 31.43%	1.086
4	Vacant posts are filled quickly after devolution	38 36.19%	40 38.10%	27 25.71%	2.800
5	Incentive scheme for efficient head teachers is introduced	25 23.81%	36 34.29%	44 41.90%	5.200
6	Incentive scheme for efficient teachers is introduced	34 32.38%	51 48.57%	20 19.05%	13.771*
7	Incentives for talented students are introduced	31 29.52%	53 50.48%	21 20%	15.314*
8	There is proper communication between provincial offices and district offices	41 39.05%	53 50.48%	11 10.48%	26.743*
9	There is proper linkage between district offices and sub-ordinate offices	45 42.86%	51 48.57%	9 8.57%	29.486*
10	Roles and responsibilities of	26	62	17	32.400*

	provincial offices are clear	24.76%	59.05%	16.19%	
11	Roles and responsibilities are well defined for district/tehsil level officers. (i.e. E.D.Os, D.E.Os, D.D.E.Os)	38 36.19%	51 48.57%	16 15.24%	17.886*
12	Linkage between schools and offices for transmission of information/ directions is improved	39 37.14%	56 53.33%	10 9.52%	30.914*
13	Management information system at district level is established	40 38.09%	57 54.29%	8 7.62%	35.371*
14	Sufficient literature is provided to the officers/officials for their capacity building	21 20%	50 47.62%	34 32.38%	12.057*
15	Sufficient training is provided to the officers/officials for their capacity building	17 16.19%	66 62.82%	22 20.95%	41.543*
16	In-service teacher training courses are arranged periodically	21 20%	70 66.66%	14 13.33%	53.200*

df = 104

N = 105

χ^2 at 0.05 level=5.991

The data presented in table 29 statement wise indicate that these all answer the question 1(c) – improvement of service delivery. The calculated χ^2 value on statement 1 was found to be 19.257 which is greater than the table value at 0.05 level. Hence the statement “Work load on the officers/ officials is reduced” is accepted. The calculated χ^2 value on statement 2 was found to be 14.800 which is greater than the table value at 0.05 level. Hence the statement “Inspection/ supervisory visits become frequent” is

accepted. The calculated χ^2 value on statement 3 was found to be 1.086 which is less than the table value at 0.05 level. Hence the statement "Surplus posts are adjusted where required" is rejected. The calculated χ^2 value on statement 4 was found to be 2.800 which is less than the table value at 0.05 level. Hence the statement "Vacant posts are filled quickly after devolution" is rejected. The calculated χ^2 value on statement 5 was found to be 5.200 which is less than the table value at 0.05 level. Hence the statement "Incentive scheme for efficient head teachers is introduced" is rejected. The calculated χ^2 value on statement 6 was found to be 13.771 which is greater than the table value at 0.05 level. Hence the statement "Incentive scheme for efficient teachers is introduced" is accepted. The calculated χ^2 value on statement 7 was found to be 15.314 which is greater than the table value at 0.05 level. Hence the statement "Incentives for talented students are introduced" is accepted. The calculated χ^2 value on statement 8 was found to be 26.743 which is greater than the table value at 0.05 level. Hence the statement "There is proper communication between provincial offices and district offices" is accepted. The calculated χ^2 value on statement 9 was found to be 29.486 which is greater than the table value at 0.05 level. Hence the statement "There is proper linkage between district offices and sub-ordinate offices" is accepted. The calculated χ^2 value on statement 10 was found to be 32.400 which is greater than the table value at 0.05 level. Hence the statement "Roles and responsibilities of provincial offices are clear" is accepted. The calculated χ^2 value on statement 11 was found to be 17.886 which is greater than the table value at 0.05 level. Hence the statement "Roles and responsibilities are well defined for district/ tehsil level officers (i.e. E.D.Os, D.E.Os, and D.D.E.Os)." is accepted. The calculated χ^2 value on statement 12 was found to be 30.914 which is less than the table value at 0.05

level. Hence the statement "Linkage between schools and offices for transmission of information/ directions is improved" is rejected. The calculated χ^2 value on statement 13 was found to be 35.371 which is greater than the table value at 0.05 level. Hence the statement "Management information system at district level is established" is accepted. The calculated χ^2 value on statement 14 was found to be 12.057 which is greater than the table value at 0.05 level. Hence the statement "Sufficient literature is provided to the officers/ officials for their capacity building" is accepted. The calculated χ^2 value on statement 15 was found to be 41.543 which is greater than the table value at 0.05 level. Hence the statement "Sufficient training is provided to the officers/ officials for their capacity building" is accepted. The calculated χ^2 value on statement 16 was found to be 53.200 which is greater than the table value at 0.05 level. Hence the statement "In-service teacher training courses are arranged periodically" is accepted

H₀ 13. There is no significant difference between the opinion of elementary and secondary educational managers regarding improvement of service delivery in education management in Punjab

Table 30: Opinion of elementary and secondary educational managers regarding improvement of service delivery in education management in Punjab

Category	N	\bar{X}	S.D	t-value
Secondary Education	31	32.87	7.57	0.611
Elementary Education	63	33.79	6.53	

df =92

table value= 1.98 (P = 0 .05)

Table 30 shows that the calculated t-value on H₀ 13 was found to be 0.611, which is less than the table value at 0.01 level. Hence it failed to reject the hypothesis "There is no significant difference between the opinion of elementary and secondary Educational managers regarding improvement of service delivery in education management in Punjab". It is therefore, concluded that there is no significant difference between the opinion of elementary and secondary educational managers regarding improvement of service delivery in education management in Punjab

H₀ 14: There is no significant difference among the opinion of Educational managers of different districts of Punjab regarding improvement of service delivery in Education Management in Punjab

Table 31: Opinion of Educational managers of different districts of Punjab regarding improvement of service delivery in Education Management in Punjab

District	N	\bar{X}	S.D	F-Ratio
Attock	9	39.56	5.75	3.849***
Rawalpindi	10	36.50	8.80	
Chakwal	10	29.60	2.41	
Jhelum	10	39.50	6.74	
Sargodha	9	32.11	5.93	
Gujranwala	9	31.44	6.84	
Sheikhupura	8	29.50	3.62	
Mandi Bahauddin	8	35.25	5.55	
Khanaewal	6	28.33	3.61	
Multan	10	34.80	5.77	
Bahawalpur	10	31.70	5.85	
Dera Ghazi Khan	6	31.67	7.20	

dfs= (11 and 93)

Table value = 2.39 (P =0.001)

Table 31 shows that the calculated F-value on H₀ 14 was 3.849 which is greater than the table value at 0.001 level. Hence the above hypothesis "There is no significant difference among the opinion of Educational managers of different districts of Punjab regarding improvement of service delivery in Education Management in Punjab" is rejected. It is therefore, concluded that there is significant difference among the opinion of Educational managers of different districts of Punjab regarding improvement of service delivery in education management in Punjab.

H₀ 15. There is no significant difference among the opinion of Educational managers of Northern, Southern, and Central regions of Punjab regarding improvement of service delivery in Education Management in Punjab

Table 32: Opinion of Educational managers of different regions of Punjab regarding improvement of service delivery in Education Management in Punjab

Region	N	\bar{X}	S.D	F-Ratio
Northern	39	36.21	7.38	5.077**
Central	34	32.06	5.77	
Southern	32	32.03	5.94	

dfs= (2 and 102)

Table value = 3.07(P = 0.01)

The data lying in the above table reflects that the calculated F-value on H₀ 15 was found to be 5.007, which is greater than table value at 0.01 level. Hence the hypothesis "There is no significant difference among the opinion of educational managers of Northern, Southern, and Central regions of Punjab regarding the Improvement in service delivery in education management in Punjab, through rationalization, integration of offices, performance incentives, and capacity building" is rejected. It is therefore, concluded that there is significant difference among the opinion of educational managers of Northern, Southern, and Central regions of Punjab regarding the improvement in service delivery in education management in Punjab, through rationalization, integration of offices, performance incentives, and capacity building.

H₀ 16. There is no significant difference between the opinion of male and female Educational managers (Elementary Education) of Punjab regarding improvement of service delivery in Education Management in Punjab

Table 33: Opinion of male and female Educational managers (Elementary Education) of Punjab regarding improvement of service delivery in Education Management in Punjab

Category	N	\bar{X}	S.D	t-value
Male	31	32.16	6.23	2.001*
Female	32	35.37	6.51	

df = 61

Table value = 2.00 (P= 0.05)

Table 33 indicates that the calculated t-value on H₀ 16 was found to be 2.001, which is greater than the table value at 0.05 level. Hence the hypothesis "There is no significant difference between the opinion of elementary and secondary educational managers regarding improvement of service delivery in education management in Punjab" is rejected. It is therefore, concluded that there is significant difference between the opinion of elementary and secondary educational managers regarding improvement of service delivery in education management in Punjab

Table 34: Head teachers' opinion about improvement in service delivery

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Work load on Head teachers is reduced	26 5.76%	112 24.83%	313 69.40%	288.616*
2	Work load on teachers is reduced	26 5.76%	109 24.16%	316 70.07%	296.758*
3	Shortage of teachers is met timely	33 7.31%	198 43.90%	220 48.78%	138.976*
4	You are satisfied with the process of staff rationalization	37 8.20%	226 50.11%	188 41.68%	132.962*
5	Teacher student ratio is maintained	47 10.42%	159 35.25%	245 54.32%	131.140*
6	Handling of daily school affairs is improved	104 23.05%	280 62.08%	67 14.85%	172.315*
7	Flow of information/ direction from offices is improved	135 29.93%	251 55.65%	65 14.41%	117.410*
8	Head teachers are provided with sufficient literature regarding devolved management system	28 6.20%	200 44.34%	223 49.44%	151.082*
9	Head teachers are given suitable training regarding devolved management system	34 7.53%	230 50.99%	187 41.46%	141.184*

df = 450

N = 451

 χ^2 at 0.05 level=5.991

The data presented in table 34 statement wise indicate that these all also address the question 1(c) – improvement of service delivery. The calculated χ^2 value on statement 1 was found to be 288.616 which is greater than the table value at 0.05 level.

Hence the statement "Work load on the Head Teachers is reduced" is accepted. The calculated χ^2 value on statement 2 was found to be 296.758 which is greater than the table value at 0.05 level. Hence the statement "Work load on the teachers is reduced" is accepted. The calculated χ^2 value on statement 3 was found to be 138.976 which is greater than the table value at 0.05 level. Hence the research hypothesis "Shortage of teachers is met timely" is accepted. The calculated χ^2 value on statement 4 was found to be 132.962 which is greater than the table value at 0.05 level. Hence the statement "You are satisfied with the process of staff rationalization" is accepted. The calculated χ^2 value on statement 5 was found to be 131.140 which is greater than the table value at 0.05 level. Hence the statement "Teacher student ratio is maintained" is accepted. The calculated χ^2 value on statement 6 was found to be 172.315 which is greater than the table value at 0.05 level. Hence the statement "Handling of daily school affairs is improved" is accepted. The calculated χ^2 value on statement 7 was found to be 117.410 which is greater than the table value at 0.05 level. Hence the statement "Flow of information/ direction from offices is improved" is accepted. The calculated χ^2 value on statement 8 was found to be 151.082 which is greater than the table value at 0.05 level. Hence the statement "Head teachers are provided with sufficient literature regarding devolved management system" is accepted. The calculated χ^2 value on statement 9 was found to be 141.184 which is greater than the table value at 0.05 level. Hence the statement "Head teachers are given suitable training regarding devolved management system" is accepted.

H₀ 17. There is no significant difference between the opinion of Head teachers of Secondary and Elementary schools of Punjab regarding improvement of service delivery in Education Management in Punjab

Table 35: Opinion of Head teachers of Secondary and Elementary schools of Punjab regarding improvement of service delivery in Education Management in Punjab

Category	N	\bar{X}	S.D	t-value
Elementary	123	15.41	2.96	1.955*
Secondary	328	14.84	2.70	

df= 449

Table value = 1.96 (P= 0.05)

The table 35 indicates that the calculated t-value on H₀ 17 was found to be 1.955 which is equal to the Table value at 0.05 level. Hence the hypothesis "There is no significant difference between the opinion of head teachers of secondary and elementary schools of Punjab regarding improvement of service delivery in education management in Punjab" is therefore, rejected. It is therefore, concluded that there is significant difference between the opinion of head teachers of secondary and elementary schools of Punjab regarding improvement of service delivery in education management in Punjab.

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Table 36: Teachers' opinion about Improvement of service delivery

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Intra district transfers become easy	119 25.98%	201 43.89%	138 30.13%	24.135*
2	Inter district/ province transfer become easy	24 5.24%	152 33.19%	282 61.57%	218.009*
3	Pension/ retirement matters are entertained quickly	82 17.90%	239 52.18%	137 29.91%	83.140*
4	Sanction of all kind of leaves become easy	143 31.22%	217 47.38%	98 21.40%	47.297*
5	promotion/ selection grade/ move over process is simplified	45 9.82%	146 31.88%	267 58.30%	161.847*
6	Promotion chances are increased	38 8.30%	146 31.88%	274 59.82%	182.847*
7	Work load on teachers is reduced	19 4.15%	110 24.02%	329 71.83%	332.624*
8	You are satisfied with staff rationalization	34 7.42%	223 46.69%	201 43.87%	139.943*
9	Shortage of teachers is met timely	50 10.92%	203 44.32%	205 44.76%	103.576*
10	System for the payment of salary , GP Fund, and other disbursements is improved	142 31.00%	205 44.76%	111 24.23%	30.057*
11	Routine matters in offices are swiftly entertained	129 28.16%	189 41.27%	140 30.57%	13.367*

df = 457 N = 458

 χ^2 at 0.05 level=5.991

The data presented in table 16 statement wise indicate that these all also address the question 1(c) – improvement of service delivery. The calculated χ^2 value on statement 1 was found to be 24.135 which is greater than the table value at 0.05 level. Hence the statement “Intra district transfers become easy” is accepted. The calculated χ^2 value on statement 2 was found to be 218.009 which is greater than the table value at 0.05 level. Hence the statement “Inter district/ province transfer become easy” is accepted. The calculated χ^2 value on statement 3 was found to be 83.140 which is greater than the table value at 0.05 level. Hence the statement “Pension/ retirement matters are entertained quickly” is accepted. The calculated χ^2 value on statement 4 was found to

be 47.297 which is greater than the table value at 0.05 level. Hence the statement "Sanction of all kind of leaves become easy" is accepted. The calculated χ^2 value on statement 5 was found to be 161.847 which is greater than the table value at 0.05 level. Hence the statement "promotion/ selection grade/ move over process is simplified" is accepted. The calculated χ^2 value on statement 6 was found to be 182.847 which is greater than the table value at 0.05 level. Hence the statement "Promotion chances are increased" is accepted. The calculated χ^2 value on statement 7 was found to be 332.624 which is greater than the table value at 0.05 level. Hence the statement "Work load on teachers is reduced" is accepted. The calculated χ^2 value on statement 8 was found to be 139.943 which is greater than the table value at 0.05 level. Hence the statement "You are satisfied with staff rationalization" is accepted. The calculated χ^2 value on statement 9 was found to be 103.576 which is greater than the table value at 0.05 level. Hence the statement "Shortage of teachers is met timely" is accepted. The calculated χ^2 value on statement 10 was found to be which is greater than the table value at 0.05 level. Hence the statement "System for the payment of salary, GP Fund, and other disbursements is improved" is accepted. The calculated χ^2 value on statement 11 was found to be which is greater than the table value at 0.05 level. Hence the statement "Routine matters in offices are swiftly entertained" is accepted

H₀ 18. There is no significant difference between the opinion of teachers of Secondary and Elementary schools of Punjab regarding improvement of service delivery in Education Management in Punjab

Table 37: Opinion of teachers of Secondary and Elementary schools of Punjab regarding improvement of service delivery in Education Management in Punjab

Category	N	\bar{X}	S.D	t-value
Elementary	142	6.18	3.35	2.577*
Secondary	316	5.60	1.37	

df= 456

Table value = 1.96 (p = 0.05)

Table 37 indicates that the calculated t-value on H₀ 18 was found to be 2.577, which is greater than the table value at 0.05 level. Hence the hypothesis "There is no significant difference between the opinion of teachers of Elementary and Secondary schools regarding improvement of service delivery in Education Management in Punjab" is therefore, rejected. It is therefore, concluded that there is significant difference between the opinion of teachers of elementary and secondary schools regarding improvement of service delivery in education management in Punjab.

MEASURES AGAINST MALADMINISTRATION

Table 38: Managers' opinion about measures against maladministration

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Local Council Monitoring Committees are established	43 40.95%	13 12.38%	49 46.66%	21.257*
2	Local Council Monitoring Committees submit their reports to E.D.O (Education) regularly	10 9.52%	28 26.66%	67 63.80%	48.514*
3	Current monitoring of the institutions by the Monitoring and Evaluation Cell is fruitful for educational development	28 26.66%	36 34.28%	41 39.04%	2.457
4	Current monitoring system should be continued	24 22.85%	33 31.42%	48 45.71%	8.400*
5	Proper accountability system for officers/ officials is established	29 27.61%	30 28.57%	46 43.80%	5.200
6	Political interference in administrative affairs is reduced	2 01.90%	24 22.85%	79 75.23%	89.886*
7	Public have more access to the officers for re-addressal of their grievances	52 49.52%	38 36.19%	15 14.28%	19.943*

df = 104 N = 105

χ^2 at 0.05 level=5.991

The data presented in table 38 statement wise indicate that these all answer the question 1(d) – measures against maladministration. The calculated χ^2 value on statement 1 was found to be 21.257 which is greater than the table value at 0.05 level. Hence the statement “Local Council Monitoring Committees are established” is accepted. The calculated χ^2 value on statement 2 was found to be 48.514 which is

greater than the table value at 0.05 level. Hence the statement "Local Council Monitoring Committees submit their reports to E.D.O (Education) regularly" is negatively accepted. The calculated χ^2 value on statement 3 was found to be 2.457 which is less than the table value at 0.05 level. Hence the statement "Current monitoring of the institutions by the Monitoring and Evaluation Cell is fruitful for educational development" is rejected. The calculated χ^2 value on statement 4 was found to be 8.400 which is greater than the table value at 0.05 level. Hence the statement "Current monitoring system should be continued" is non-favourably accepted. The calculated χ^2 value on statement 5 was found to be 5.200 which is less than the table value at 0.05 level. Hence the statement "Proper accountability system for officers/ officials is established" is rejected. The calculated χ^2 value on statement 6 was found to be 89.886 which is greater than the table value at 0.05 level. Hence the statement "Political interference in administrative affairs is reduced" is non-favourably accepted. The calculated χ^2 value on statement 7 was found to be 19.943 which is greater than the table value at 0.05 level. Hence the statement "Public have more access to the officers for re-addressal of their grievances" is accepted.

H₀ 19. There is no significant difference between the opinion of Elementary and Secondary Educational managers regarding measures against maladministration in Education Management in Punjab

Table 39: Opinion of Elementary and Secondary Educational managers regarding measures against maladministration in Education Management in Punjab

Category	N	\bar{X}	S.D	t-value
Secondary Education	31	12.77	3.36	0.527*
Elementary Education	63	12.40	3.21	

df = 92

Table value= 1.98 (P = 0.05)

Table 39 shows that the calculated t-value on H₀ 19 was found to be 0.527, which is less than the table value at 0.05 level. Hence it failed to reject the hypothesis "There is no significant difference between the opinion of Elementary and Secondary Educational managers regarding measures against maladministration in Education Management in Punjab". It is therefore, concluded that there is no significant difference between the opinion of Elementary and Secondary Educational managers regarding measures against maladministration in Education Management in Punjab

H₀20. There is no significant difference among the opinion of Educational managers of different districts of Punjab regarding measures against maladministration in Education Management in Punjab

Table 40: Opinion of Educational managers of different districts of Punjab regarding measures against maladministration in Education Management in Punjab

District	N	\bar{X}	S.D	F-ratio
Attock	9	14.67	2.69	3.159**
Rawalpindi	10	15.10	3.03	
Chakwal	10	10.70	1.77	
Jhelum	10	14.60	3.41	
Sargodha	9	11.33	3.16	
Gujranwala	9	13.67	3.04	
Sheikhupura	8	11.63	2.50	
M.B.Din	8	10.38	3.20	
Khnaewal	6	10.50	2.07	
Multan	10	12.90	2.33	
Bahawalpur	10	11.80	3.99	
D.G.Khan	6	11.00	1.13	

dfs = (11 and 93)

Table value= 2.69 (P = 0.01)

Table 40 reflects that the calculated F-value on H₀ 20 was found to be 3.159 which is greater than the table value at 0.01 level. Hence the hypothesis "There is no significant difference among the opinion of educational managers of different districts of Punjab regarding measures against maladministration in education management in Punjab" is rejected. Therefore, it is concluded that there is significant difference of opinion among the educational managers of different districts of Punjab regarding measures against maladministration in education management in Punjab.

H₀ 21. There is no significant difference among the opinion of Educational managers of Northern, Southern, and Central regions of Punjab regarding measures against maladministration education management in Punjab

Table 41: Opinion of Educational managers of different regions of Punjab regarding measures against maladministration education management in Punjab

Regions	N	\bar{X}	S.D	F Ratio
Northern	39	13.74	3.24	4.873**
Central	34	11.79	3.11	
Southern	32	11.75	2.99	

dfs= (2 and 102)

Table value=4.78 (p = 0.01)

Table 41 reflects that the calculated F-value on H₀ 21 was found to be 4.873, which is greater than the table value at 0.01 level. Hence the hypothesis "There is no significant difference among the opinion of educational managers of Northern, Southern, and Central regions of Punjab regarding measures against maladministration education management in Punjab" is therefore, rejected. It is concluded that there is significant difference among the opinion of educational managers of Northern, Southern, and Central regions of Punjab regarding measures against maladministration education management in Punjab.

H₀ 22. There is no significant difference between the opinion of male and female Educational managers of Punjab regarding measures against maladministration in Education Management in Punjab

Table 42: Opinion of male and female Educational managers of Punjab regarding measures against maladministration in Education Management in Punjab

Category	N	\bar{X}	S.D	t-value
Male	31	11.42	2.90	2.471*
Female	32	13.34	3.27	

df = 61

Table value = 2.00 (P = 0.05)

Table 42 shows that the calculated t-value on H₀ 22 was found to be 2.471, which is greater than the table value at 0.05 level. Hence the hypothesis "There is no significant difference between the opinion of elementary and secondary educational managers regarding measures against maladministration in education management in Punjab" is therefore, rejected. So it is concluded that there is significant difference between the opinion of elementary and secondary educational managers regarding measures against maladministration in Education Management in Punjab

Table 43: Head teachers' opinion about measures against maladministration

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Inspection/ supervisory visits become frequent after devolution	161 35.69%	219 48.55%	71 15.74%	73.987*
2	Office of the District Ombudsman is established for re-addressal of grievances	21 04.65%	75 16.62%	355 78.71%	427.654*
3	Proper accountability system for officers/ officials is established	30 06.65%	121 26.82%	300 66.51%	251.047*
4	Political interference in schools administrative affairs is reduced	29 06.43%	108 23.94%	314 69.62%	288.031*
5	Public access to officer for complaints is enhanced	213 47.22%	178 39.46%	60 13.30%	85.494*

df = 450 N = 451

 χ^2 at 0.05 level=5.991

The data presented in table 43 statement wise indicate that these all address the question 1(d) – measures against maladministration. The calculated χ^2 value on statement 1 was found to be 73.897 which is greater than the table value at 0.05 level. Hence the statement “Inspection/ supervisory visits become frequent after devolution” is accepted. The calculated χ^2 value on statement 2 was found to be 427.654 which is greater than the table value at 0.05 level. Hence the statement “Office of the District Ombudsman is established for re-addressal of grievances” is accepted non-favourably. The calculated χ^2 value on statement 3 was found to be 251.047 which is less than the table value at 0.05 level. Hence the statement “Proper accountability system for officers/ officials is established” is accepted non-favourably. The calculated χ^2 value on statement 4 was found to be 288.031 which is greater than the table value at 0.05 level. Hence the statement “Political interference in schools administrative affairs is

reduced" is accepted non-favourably. The calculated χ^2 value on statement 6 was found to be 85.494 which is greater than the table value at 0.05 level. Hence the statement "Public access to officer for complaints is enhanced" is accepted.

H₀ 23. There is no significant difference between the opinion of head teachers of Secondary and Elementary schools of Punjab regarding measures against maladministration

Table 44: Opinion of head teachers of secondary and elementary schools of Punjab regarding measures against maladministration

Category	N	\bar{X}	S.D	t-value
Elementary	123	10.33	2.37	2.571*
Secondary	328	9.77	1.93	

df= 449

Table value = 1.96 (p = 0.05)

Table 44 shows that the calculated t-value on H₀ 23 was found to be 2.571, which is greater than the table value at 0.05 level. Hence the hypothesis "There is no significant difference between the opinion of Head Teachers of Elementary and Secondary schools regarding measures against maladministration in Education Management in Punjab" is therefore, rejected. It is therefore, concluded that there is significant difference between the opinion of head teachers of elementary and secondary schools regarding measures against maladministration in education management in Punjab.

Table 45: Teachers' opinion about measures against maladministration

S.No.	Statements	Options			χ^2
		MOS	T.S.E	N.A.A	
1	Teachers' access to officers is simplified and increased	165 36.58%	188 41.68%	105 23.28%	24.057*
2	You are satisfied with the current monitoring system	119 26.38%	200 44.34%	139 30.82%	23.323*
3	New recruitment policy is transparent and simple.	85 18.84%	205 45.45%	168 37.25%	49.472*

df = 450 N = 451

 χ^2 at 0.05 level = 5.991

The data presented in table 16 statement wise reflect the opinion of teachers regarding the question 1(d) – decentralization of administrative authority. The calculated χ^2 value on statement 1 was found to be 24.057 which is greater than the table value at 0.05 level. Hence the statement “Teachers’ access to officers is simplified and increased” is accepted. The calculated χ^2 value on statement 2 was found to be 23.323 which is greater than the table value at 0.05 level. Hence the statement “You are satisfied with the current monitoring system” is accepted. The calculated χ^2 value on statement 3 was found to be 49.472 which is less than the table value at 0.05 level. Hence the statement “New recruitment policy is transparent and simple” is accepted.

H₀ 24. There is no significant difference between the opinion of teachers of Secondary and Elementary schools of Punjab regarding measures against maladministration

Table No. 46: Opinion of teachers of secondary and elementary schools of Punjab regarding measures against maladministration

Category	N	\bar{X}	S.D	t-value
Elementary	142	6.26	1.43	2.885
Secondary	316	5.86	1.33	

df= 456

Table value = 1.96 (P = 0.05)

Table 46 shows that the calculated t-value on H₀ 24 was found to be 2.885, which is greater than the table value at 0.05 level. Hence the hypothesis "There is no significant difference between the opinion of teachers of elementary and secondary schools regarding measures against maladministration in education management in Punjab" is therefore, rejected. It is therefore, concluded that there is no significant difference between the opinion of teachers of elementary and secondary schools regarding measures against maladministration in education management in Punjab

ANALYSIS OF OPEN ENDED ITEMS (MANAGERS)

Table 47: Number, percentage and rank order related to decision areas to be devolved further

Decision Areas	No. of Responses	Percentage	Rank Order
Transfer authority	86	81.90%	1
Financial decisions	78	74.28%	2
Recruitment of teachers	72	68.57%	3
Rationalization/ adjustment authority (creation/closure/merger of schools)	68	64.76%	4
D.D.O powers of elementary and primary schools	63	60.00%	5
Primary and middle standard Examination	59	56.19%	6
Head Teachers be empowered	47	44.76%	7

Table indicates that major areas proposed to be decentralized by the educational managers were transferring authority, financial decisions, recruitment of teachers, rationalization/ adjustment authority, D.D.O powers of elementary and primary schools, examination of primary and middle standard .

Table 48: Number, percentage, and rank order related to aspects of management improved through monitoring and evaluation cell

Aspects of Management	No. of Responses	Percentage	Rank Order
Administrative	40	38.10%	1
None	29	27.62%	2
All the three (i.e. Administrative, Academic and Financial)	21	20.00%	3
Academic	11	10.47%	4
Financial	04	3.81%	5

Table indicates that according to the majority (38.10%) of the educational managers the administrative aspect of school management has improved through the monitoring of educational institutions by Monitoring and Evaluation Cell. Substantial number of respondents (27.62%) was of the view that no aspect of school management has been improved through monitoring by M&E.C.

Table 49: Number, percentage, and rank order related to advantages of decentralization of education

Merits/ Advantages	No. of Responses	Percentage	Rank Order
Enhanced access to authorities	93	88.57%	1
Local needs are better understood	88	83.81%	2
Public participation opportunity in decision making	84	80.00%	3
Improved maintenance of buildings and provision of missing facilities	72	68.57%	4
Delay in decision making avoided	65	61.90%	5
Possibility of improvement of coordination and linkage between schools and offices	63	60.00%	6
Creates awareness in people about their rights and responsibilities	57	54.28%	7
May provide a competitive atmosphere among districts or within districts	41	39.05%	8
Management easy due to smaller management units	37	35.24%	9
Funds utilization facilitated/ simplified	34	32.38%	10

Table indicates that according to educational managers of Punjab major advantages of decentralization of Education Management are Enhanced access to authorities, local needs better understood, public participation opportunity in decision making, improved maintenance of buildings and provision of missing facilities, and delay in decision making avoided, possibility of improvement of coordination and linkage between offices and schools, creates awareness in people about their rights and responsibilities.

Table 50: Number, Percentage, and Rank order related to Disadvantages of Decentralization of Education

Demerits/ Disadvantages	No. of Responses	Percentage	Rank Order
Political interference and exploitation of officers by politicians	97	92.38%	1
Nepotism and favouritism	85	80.95%	2
Political war between MNAs, MPAs and Nazimeen	82	78.10%	3
Enhanced expenditure due to additional deployment of officers	77	73.33%	4
Confusion of roles and responsibilities/dichotomy of authority	56	53.33%	5
Inappropriate influence of School Council members	52	49.52%	6
Regional disparities	34	32.38%	7

Table indicates that according to educational managers of Punjab major disadvantages of decentralized education management system are; political interference and exploitation of officers by the politicians, nepotism and favouritism, political war between MNAs, MPAs and Nazimeen, Enhanced expenditure due to additional deployment of officers, and confusion about roles and responsibilities/ dichotomy of authority.

Table 51: Number, percentage, and rank order related to hindrances the implementation of decentralization of education

Hindrances/Difficulties	No. of Responses	Percentage	Rank Order
Lack of political will	85	80.95%	1
Bureaucracy vs. politicians conflicts	73	69.52%	2
Ambiguity in roles and responsibilities	55	52.38%	3
Provincial - district tussle	52	49.52%	4
Abrupt and overall change	47	44.76%	5
Upward movement of authority in districts	44	41.90%	6
No check and balance against political victimization	41	39.05%	7
Lack of resources	37	35.24%	8
Lack of skilled officers/managers	32	30.48%	9
Inappropriate planning and mismanagement	28	26.67%	10
Lack of capacity building measures	27	25.71%	11
Too high targets/ unachievable objectives	24	22.86	12

The table 51 indicates that major hindrances/ difficulties in implementation of education management system are ; lack of political will, politician-bureaucracy conflict, ambiguity in roles and responsibilities, provincial –district tussle, abrupt and overall change, and upward movement of authority within a district.

Table 52: Number, percentage, and rank order related to suggestions for the improvement of decentralized education management system

Suggestions	No. of Responses	Percentage	Rank Order
Depoliticise the education management	94	89.52%	1
D.E.Os, D.D.E.Os, and A.E.Os be truly empowered and maintain balance of authority	90	85.71%	2
Protection to officers against political victimization	87	82.86%	3
Training of educational managers and Nazimeen	82	78.10%	4
Strengthening of Schools Councils	73	69.52%	5
Roles and responsibilities be more clearly defined	57	54.28%	6
Incentives /monetary benefits for efficient educational mangers	53	50.48%	7
Inspection /monitoring only through departmental officers	49	46.67%	8
Gradual changes	46	43.81%	9
Transportation facilities for D.D.E.Os and A.E.Os	42	40.00%	10
Database be maintained and updated for proper planning	40	38.10%	11
Role of N.G.Os be restricted	38	36.19%	12
Financial rules and regulations be provided to Head teachers and managers	34	32.38%	13
Residential facilities for all officers / officials	31	29.52	14
Goals /targets be redefined	23	21.90	15

The table 52 indicates that the important suggestions offered by the educational managers are; Depoliticise the education management, D.E.Os, D.D.E.Os, and A.E.Os be truly empowered and maintain balance of authority, Protection to officers against political victimization, Training of educational managers and Nazimeen, Strengthening of Schools Councils, Roles and responsibilities be more clearly defined, Incentives /monetary benefits for efficient educational managers, and Inspection /monitoring only through departmental officers.

ANALYSIS OF OPEN ENDED ITEM (HEAD TEACHERS)

Table 53: Who should be posted on administrative posts?

Option	No. of responses	Percentage	Rank Order
Teachers	204	45.23%	1
Teachers but with suitable training	160	35.48%	2
Civil servants	79	17.51%	3
Both the teachers as well as civil servants	8	1.77%	4

The table 53 indicates that majority (45.23 %) of the head teachers opined that teachers should be posted on the administrative posts, and a sizeable number of head teachers should be posted but with suitable training.

Table 54: Would you personally like to work on some administrative post?

Options	No. of Respondents	Percentage	Rank Order
Yes	359	79.60%	1
No	92	20.40%	2

The table 54 indicates that majority (79.60 %) of head teachers like to work on administrative posts.

Table 55: Have you been awarded by the department for your best performance during the last five years? If yes, what was its nature?

Options	No. of Respondents	Percentage	Rank Order
Nothing awarded	246	54.5%	1
Yes, appreciation certificate with cash prize	110	24.4%	2
Yes, appreciation certificate	95	21.1%	3

Table 55 indicates that majority (54.50%) of the head teachers didn't receive any kind of incentive/award.

Table 56: Has there any staff member of your school been awarded by the department for his/her best performance during the last five years? If yes, what was its nature?

Option	No. of Respondents	Percentage	Rank Order
Nothing awarded	273	60.5	1
Y, appreciation certificate along with cash prize	118	26.1	2
Yes ,appreciation certificate	60	13.3%	3

Table 56 indicates that according to majority (60.50%) of the head teachers none of their staff members was awarded for best performance by the department during the last five years.

Table 57: Do you think that you have been given more authority after the devolution plan implemented? If yes, please briefly describe or refer to those powers

Options	No Of respondents	Percentage	Rank order
No authority has been given	301	66.7%	1
Yes, we have been more empowered	116	25.7%	2
No, authority withdrawn instead of giving more.	18	4.0%	3
Cannot judge/ No comments	16	3.5%	4

The above table indicates that according to majority (66.7%) of the head teachers "No authority has been given to them", 25.7% were of the view that they have been more empowered.

Table 58: Number, percentage, and rank order related to advantages of decentralization of education

Merits/ Advantages	No. of Responses	Percentage	Rank Order
Enhanced access to authorities	342	75.83%	1
Problems solved locally at district level	326	72.28%	2
Funds utilization facilitated/simplified	312	69.18%	3
Public participation opportunity in decision making	287	63.64%	4
Creates awareness in people about their rights and responsibilities	283	62.75%	5
Provision of missing facilities improved	264	58.53%	6
Delay in decision making avoided	238	52.77%	7
Improvement of coordination and linkage between schools and offices	215	47.67%	8
Improvement in school discipline	207	45.90%	9
Management easy due to smaller management units	167	37.03%	10

Table 58 indicates that according to Head Teachers of public schools in Punjab major advantages of decentralization of Education Management are: Enhanced access to authorities, problems solved locally, Funds utilization simplified and facilitated, public participation opportunity in decision making, awareness in people about their rights and responsibilities, provision of missing facilities, delay in decision making avoided, ,possibility of improvement of coordination and linkage between offices and schools, and improvement in school discipline.

Table 59: Number, percentage, and rank order related to disadvantages of decentralization of education

Demerits/ Disadvantages	No. of Responses	Percentage	Rank Order
Political interference by politicians	368	81.60%	1
Nepotism and favouritism	346	75.54%	2
Political war between MNAs, MPAs and Nazimeen	322	71.40%	3
Inappropriate influence of School Council members	271	60.09%	4
Confusion of roles and responsibilities of officers	257	65.98%	5
Enhanced expenditure due to additional deployment of officers	243	53.88%	6

Table 59 indicates that according to Head Teachers of government schools in Punjab, major disadvantages of decentralized education management system are ; political interference by the politicians, nepotism and favouritism, political war between MNAs, MPAs and Nazimeen, Inappropriate influence of S.C members, confusion about roles and responsibilities of officers, and enhanced expenditure due to additional deployment of officers.

Table 60: Number, percentage, and rank order related to suggestions for the improvement of decentralized education management system

Suggestions	No. of Responses	Percentage	Rank Order
Protection of teachers and officers against political victimization	364	80.71%	1
Balance between the authority of E.D.Os, D.E.Os, D.D.E.Os, and A.E.Os be maintained	315	69.84%	2
Training needed for head teachers, educational managers and Nazimeen	289	64.08%	3
Roles and responsibilities be more clearly defined	280	62.08%	4
Participation of Head teachers and teachers in decision making	263	58.31%	5
Inspection /monitoring only through departmental officers	241	53.44%	6
Incentives /monetary benefits for efficient Head Teachers	233	51.66%	7
Teachers status in society be raised	218	48.34%	8
Financial rules and regulations be provided to Head teachers and their more empowerment	176	39.02%	9
Database be maintained and updated for proper planning	165	36.58%	10
Residential facilities for teachers/ head teachers	156	34.59%	11
Strengthening of Schools Councils	147	32.59%	12
Role of N.G.Os be restricted	133	29.49%	13

Table 60 indicates that the important suggestions offered by the Teachers are; Protection of teachers and officers against the political victimization, Balance between the authority of E.D.Os, D.E.Os, D.D.E.Os, and A.E.Os be maintained, Training of teachers ,head teachers, managers and Nazimeen, Participation of teachers and head teachers in decision, Roles and responsibilities be more clearly defined, Inspection /monitoring only through departmental officers, Incentives /monetary benefits for efficient educational mangers, Financial rules and regulations be provided to head teachers, and teachers status in the society be raised.

ANALYSIS OF OPEN ENDED ITEM (TEACHERS)

Table 61: Did you or any of your colleagues receive any incentive or award for better performance during last five years?

Options	Frequency	%age	Rank
Yes, certificate	164	35.80	2
Nothing awarded	294	64.20	1

Table 61 indicates that 64.20% of the respondents did not receive any award during last five years.

Table 62: Should the teacher be promoted to administrative post or new induction?

Options	Frequency	Percentage	Rank Order
Yes, teachers should be promoted.	337	73.6%	1
No, new persons should be inducted through public service commission.	29	6.3%	3
Yes, teachers but with sufficient training and aptitude test.	92	20.1%	2

Table 62 indicates that majority (73.60% of the respondents favoured the appointment of teachers on administrative posts and 20.10 % opted for their appointment with some sufficient training and aptitude test.

Table 63: Number, percentage, and rank order related to advantages of decentralization of education

Merits/ Advantages	No. of Responses	Percentage	Rank Order
Enhanced access to authorities	383	83.62	1
Provision of missing facilities improved	354	77.29%	2
Creates awareness in people about their rights and responsibilities	321	70.09%	3
Delay in decision making avoided	317	69.21%	4
Public participation opportunity in decision making	287	62.66%	5
Problems solved locally at district level	276	60.26%	6
Improvement in school discipline	176	38.43%	7

Table 63 indicates that according to Teachers of public schools in Punjab major advantages of decentralization of Education Management are Enhanced access to authorities, provision of missing facilities, creates awareness in people, delay in decision making avoided, public participation opportunity in decision making, and problems solved locally.

Table 64: Number, percentage, and rank order related to disadvantages of decentralization of education

Demerits/ Disadvantages	No. of Responses	Percentage	Rank Order
Political interference and victimization by Nazimeen	348	75.98%	1
Nepotism and favouritism	321	70.09%	2
Curtailment of authority of educational managers they previously enjoyed	319	69.65%	3
Recruitment policy/ contractual appointments	316	69.00%	4
Posting of ineligible person on key posts	243	53.06%	5
Monitoring system by retired army personnel	206	44.98%	6

Table 64 indicates that according to Teachers of government schools in Punjab, major disadvantages of decentralized education management system are; political interference and victimization by the Nazimeen, Nepotism and favouritism, Curtailment of administrative authority of educational managers which they previously enjoyed, Recruitment policy/ contractual appointments, and Posting of ineligible persons on key posts.

Table 65: Number, percentage, and rank order related to suggestions for the improvement of decentralized education management system

Suggestions	No. of Responses	Percentage	Rank Order
Protection of teachers and officers against political victimization	361	78.82%	1
Transfer of authority from D.C.O and Nazimeen to E.D.Os, D.E.Os, D.D.E.Os, and A.E.Os	348	75.98%	2
Inspection /monitoring only through departmental officers	336	73.36%	3
Teachers status in society be raised	311	67.90%	4
Incentives /monetary benefits for efficient teachers on merit	285	62.22%	5
Posting of eligible persons on key management posts	281	61.35%	6
Refresher courses/ training for teachers and head teachers be arranged regularly	245	53.49%	7
Strengthening of Schools Councils/PTAs	238	51.96%	8
Increasing role of N.G.Os be restricted	148	32.31%	9
Participation of teachers and public in decision making	137	29.91%	10

The above table indicates that the important suggestions offered by the Teachers are; Protection against the political victimization, transfer of authority from D.C.Os and Nazimeen to the E.D.Os, D.E.Os, D.D.E.Os, and A.E.Os, Inspection /monitoring only through departmental officers, teachers status in the society be raised, Incentives /monetary benefits for efficient teachers on merit, Posting of eligible persons on key management posts, Refresher courses / training of teachers and head teachers be arranged regularly, and strengthening of School Councils.

ANALYSIS OF INTERVIEWS WITH POLICY MAKERS, PLANNERS AND EDUCATIONISTS

The interviews were conducted with thirty educationists, policy makers and planners.

The analysis of these interviews is presented below in line with the interview schedule (Annexure-E):

1. Almost all the respondents (100.00%) were quite clear about the concept of decentralization. All of them replied that "the downward shift of authority from a higher level to a lower level is decentralization". Similarly, the restructuring was viewed as "the re-shuffling of roles and responsibilities" of different level officers and "abolition of divisional set up" by 86.00% of the respondents.
2. Most of the respondents (62.00%) correlate this phenomenon with the restructuring process. Creation of C.C.Bs, change of role of administrator as a manager and shift of focus from dictation to participation and development. In this regard the revitalization and rehash of S.Cs/S.M.Cs was termed as the re-orientation of management system for public participation substantial number of (38.00%) of the respondents. They were focussed on the "participation of true representatives of people" in the education management system.
3. Most of the respondents (80.00%) were agreed that the local council monitoring committees were not established in most of the areas. In some areas their formulation was witnessed but the D.C.Os were of the view that they mostly comprise of "non- professional people which do not fulfil the objective" as it was visualized.

4. It was observed that most of the respondents (95.00%) hold the opinion that instead of rationalizing existing institutions, new posts and cells were created. However, at the gross root level the process of rationalization was seen as the "shifting of teachers from the schools with staff in excess to those having shortage of teachers". Moreover, the district Nazims were of the view that they are "still lacking power" in this regard. They cannot create, abolish or shift any post on their own will. They have to seek permission from the provincial authorities.
5. It was opined by the majority (88.00%) of the respondents that there is no proper incentive scheme for the efficient officers/ officials of education department. There is some sort of incentives in the form of cash prize and certificates for best teachers only, which too, is not a new change but was introduced by the previous government. The officers are not being offered any kind of incentive for their better performance. Teachers' incentives were also seen as "political based not performance based".
6. Majority (70.00%) of the respondents responded that the roles and responsibilities are clear to every stakeholder and there is "no confusion or complexity" in it. However, it was stated that some officers do not comprehend these roles and responsibilities or they "pretend to be so to exploit the people or teachers" for their personal interests. They also said that they may not comprehend it due to lack of knowledge or incompetence. Sufficient training is not provided to the officers regarding their job profile before their induction into the offices. In addition, it was also pointed out by the D.C.Os and Provincial departmental representatives that the "officers of education

10. It was said that no significant improvement had so far been witnessed. The reasons for this slow speed improvement were given to be "inaccurate database", "lack of will power", and "lack of skills". However, most of the respondents (73.00%) observed that there is a little bit regularity in these management practices after devolution plan implemented. It was stated that one line budget goes directly to the districts whereas the working post budget is allocated.
11. The provincial education department representatives, D.C.Os and Nazims reported that "Promulgation of Removal from Service Ordinance 2001", "P.M.I.U", "Monitoring and Evaluation Cell", and "One window Operation" are few measures regarding eradication of malpractices but at the other hand one window operation was criticised by majority(84.0%) of the experts/educationists. They were of the view that this is only a "symbolic reform and the same clerks are dealing with the complainants through" the "One Window Operation". No significant or positive change is seen in this regard.
12. Most of the respondents (67.00%) observed that no true participation of public has so far been seen in this regard. Although it was visualized to a greater extent, however, some "N.G.Os are there in action". Minutes of the meetings of S.Cs/S.M.Cs were mostly termed as "bogus and fake".
13. Following decisions areas were suggested to be further devolved:
- Planning: In which the education department has only a symbolic role
 - Transfer: The authority of transfer needs to be devolved to the lower levels of management i.e. Tehsil and Markaz levels

14. Following advantages were pointed out by the participants

- Local needs are better catered by this system
- Greater public participation, everyone feels sense of participation and empowerment
- Effective management
- Decision making process expedited
- Close monitoring
- Commitment enhanced on public end
- Ownership increased, awareness among people created
- Easy and enhanced access to officers for day to day matters/ accessibility of public and officials to higher authorities
- Accountability (though on papers) enhanced
- Institutional improvement (Administrative and discipline wise)
- It can make an "atmosphere of competition between different areas" within a district and among districts as well.

15. Following disadvantages were pointed out by the respondents:

- Public not seem to be prepared for this change/ lack of awareness of public
- Lack of proper planning
- Lack of skilled manpower
- Ignorance of officers
- Lack of confidence
- Political interference

- Regional disparities may occur, harmonization among different areas become difficult, conflicts feared
- Lack of coordination
- Sole dependency on politicians whether district level or lower level. Neither public is involved actually nor civil servants/ department heads are entrusted with more authority
- Commitment lacks on politicians end/ vested interests of politicians
- Lack of professional approach/ skills among the officers of education department
- Accountability (on ground) decreased
- Although system devolved yet gap between management levels widened
- Power concentration in a single person i.e. district Nazim

16. Major hindrances emerged out of the opinions are following:

- Bureaucracy: who didn't accepted the whole change whole heartedly- observed by the Nazims
- Provincial government: who often use to make announcements like teacher incentives package but do not release sufficient budget to the district governments
- Officers' incompetence in required skills and lack of training before plan implementation
- Political pressure by the Nazims
- Pre requisite for a major change was not fulfilled
- 'Status-quo –mentality' – a major hindrance

- Provincial functionaries e.g. secretary education use to interfere in the administrative affairs of district government
- Parallel institutions exist in the department e.g. monitoring cell
- Lack of financial autonomy
- Corruption : which is the mother of all evils

17. Following suggestions were offered by the respondents:

- Elimination of corruption for benefiting from the system
- Proper training for the officers to be assigned the job in management
- Clarification of roles and responsibilities
- Pre requisite for the change necessary
- Department officers should be empowerment truly which should be 'teacher – specific' not 'scale- specific'
- Deputy D.E.Os are given D.D.O powers of whole Tehsil and hence they are over- burdened. This should be devolved to the A.E.O of respective Markaz
- D.D.E.O, A.E.Os should be properly facilitated with conveyance for true inspection and supervision
- Resource wastages should be minimized through proper planning e.g. opening of new schools on purely merit basis not merely on recommendations of politicians. Similarly closure or merger of an existing school wherever it looks appropriate
- E.D.Os who reach in BPS 20 with a great deal of management experience are not posted on the senior management posts. Instead they are sent to Elementary colleges as teachers. They should be given chance to head the department, if

needed they may be provided with training in NIPA. Similarly it was suggested that Education Management Cadre (EMC) should be introduced as it was proposed previously during 1999. Experienced teachers should be scrutinised after adopting proper selection procedure and then they should be retained in a separate pool for posting elsewhere in the province.

- It was also suggested that proper procedure should be adopted for induction of teachers into EMC as detailed below:

A.E.O-----D.D.E.O-----D.E.O-----E.D.O

- No teacher/person should be posted at higher post if he/she doesn't have experience of working on the lower level management post.
- Regional setup is desired to minimise the management gap between districts and province
- Financial expenditures are increased due to additional manpower deployment. The size of bureaucracy should also be reduced in the districts
- The planning should be five yearly as well as annual
- Political people should be motivated to fight for public rights and to promote the compromising attitude
- Development should be measured both in terms of quality and efficiency
- Increase is required in level of participation on public side
- Implementation and execution needs expertise which should be provide through capacity building measures for all stake holders including public who need awareness

- Monitoring committees be constituted from among the very committed , qualified local persons
- Revengeful/ biased actions against the political opponents of Nazims should be properly dealt with by the competent authority
- A proper system for the training of S.C/S.M.C members at district level must be introduced so that they should be given complete awareness about their duties/ responsibilities. These committees should be re-constituted after every three years.
- De- politicisation of the system is must
- Sense of responsibility in the Nazims while recommending a person for transfer / posting or even appointing
- Make the teaching job honourable in the society
- Head teachers should be provided residence along with other facilities. Similarly officers specially women officers are needed to be more facilitated with conveyance and residence
- Education should be treated as a mission and no pollution in it is affordable
- Posting of officers as E.D.Os, D.E.Os, etc. should be made after thorough consideration as most of the officers/ head teachers are just colleagues. The officer of one time is a subordinate on another time which weakens their position. At one time one officer is the controlling officer and the other time he/she is a subordinate but soon after they may take vice versa position e.g. E.D.O-- ----D.E.O----H.M

- There is an inferiority complex among the officers of education department. The officers of DMG group and others also make them feel like that. This reduces their confidence level. Keeping in view this reality it is suggested that EMC cadre should be introduced to eradicate this feeling.
- Bureaucracy should accept the change as it is a reality
- Provincial government should project and promote the district governments with continuous support
- The public representatives like MNAs, MPAs, and Nazims should create an atmosphere of understanding and consensus which shall ultimately reduce the political involvement in the administrative affairs of the district officers

DISCUSSION

Decentralization has been widely accepted and practised phenomenon in the world during the last 2-3 decades. It is being preferred due to its perceived ability to improve the service delivery, responsiveness to the local needs and mobilization of local resources for the better economic performance. In this perspective Roland (2006) says that for educational development, decentralization and local control is today seen by many nations as the only way to properly manage the educational apparatus.

In Pakistan, the efforts for establishing a stable and effective education system has been made by the successive governments. As a part of an overall reform agenda in 2001, education management was decentralized to the district governments. The present research was aimed at studying the changing paradigm of education management in Punjab in this perspective. It was focussed on assessing the extent to which the objectives of devolution plan have been achieved.

The findings of this study revealed that in the process of re-structuring of bureaucratic setup, the abolition of divisional set up of education management was a good decision to reduce the bureaucracy size and to facilitate the public by providing services close to their doorstep. But at the same the researcher found that mere abolition of a tier cannot serve the purpose because there has been a new tier created at district level, i.e. the post of E.D.O Education. Previously there was a single director of education at divisional level who used to control the whole division comprising of many districts. The decision does not seem to be economic as it has increased the number of offices and hence the staff. No other significant structural change has been seen in the educational management setup.

As for as decentralization of authority is concerned, the findings of this study are evident of the fact that no administrative authority has been devolved to the educational managers in the district and sub district (Tehsil) level officers. In fact, the authority they possessed in the pre devolution period has been curtailed and divided into the troika of the Zila Nazim, the D.C.O, and the E.D.O Education. D.E.Os and D.D.E.Os do have sufficient administrative authority before devolution plan implemented. There is consensus of opinion among the educational managers, head teachers and teachers as well that the educational managers have been deprived of their previous authority. In fact it seems here that it is a kind of "Decentralized – Centralization". The powers are concentrated in the single person and that is the Zila Nazim. This was very important to devolve the authority to even lower level educational managers like A.E.Os to expedite the decision making and bring it close to the people. It points out that there should be a balance between the government institutions as the lack of collaboration can damage the decentralization process as reminded by the Hanson (1998). This study also supports the findings of Rifat (2000), Shami (2005).

Hanson (1998) sees decentralization as a framework that facilitates shift in policy and practise to empower community members who are the actual players of decision making process to improve the existing social sector. The researcher found that the public participation in the decision making process has been enhanced to some extent. Community members are being consulted for the administrative as well as academic affairs of the schools, and the public contributes towards the provision of

missing facilities and their participation in resource mobilization seems to be encouraging.

In the devolution plan, it was perceived that public will be given opportunity to participate in the educational affairs in the shape of local council monitoring committees but the study findings revealed that no such committees has so far been established in most of the areas of the Punjab. Only a very few examples were reported, in which, according to responding D.C.Os, Educationists, and Provincial officers, ineligible persons are included. However, it was found that the S.Cs are flourishing. People are taking interest in these committees and it needs to be more strengthened for their effective role.

Naison (2000) as quoted by Oyugi, was of the view that decentralization works best in the setting where there are strong traditions of democracy, accountability and professionalism in sub national governments. It does not provide a short cut to governmental capacity in situations where these pre conditions are absent. The researcher agrees with these comments. He feels that before launching an overall change / reform agenda pre conditions must have been fulfilled. In our case these are missing. These changes would have been more fruitful if implemented gradually and with sufficient home work done before their launching. The experts and policy makes consulted for this study also pointed out towards this reality. The researcher's findings also support Shahzadi and Parveen (2002) results.

The researcher found that there is lack of democratic behaviour in our system. Teachers, Head teachers and educational mangers all strongly protested against the

political interference in the administrative affairs of the education department and their victimization by the political opponents which support the Naison (2000), Sohail (2005) findings. Similarly, the accountability, which according to Naison (2000) is a pre condition for effective decentralization, is also missing here. It was found that no accountability system is presently working properly. This result supports the findings of Ahmed (1999). The creation of the office of Zila Mohtasib which was included in the objectives of the Devolution Plan is yet awaited. This system is very important to cope with the malpractices in the management system. Moreover, the professionalism which comes through the proper selection and training of the personnel also found to be insufficient. It is found that that only most favourites and relatives of the local political stalwarts succeed in getting the key managerial posts in the district management. Merit or ability is not the criteria here for such assignments.

Improvement of service delivery by allowing careful considerations to local needs and enabling participation and easy access to decision points, facilitation in coordination and expedited actions at the local levels are among the major assumed advantages of the decentralization as Oyugi (2000) cited in his work. The finding of this study supports these results. It was found that the public as well as teachers' access to the decision making authorities has been enhanced to great extent. In this regard a consensus of opinion was found among the all stake holders which is a positive sign towards the achievement of objective. Similarly it was found that the routine work in the offices has been expedited to some extent after the devolution. Teachers feel comfortable in getting most of their problems solved at the district level. However, the capacity building measures were found to be insufficient which are

ultimately hampering the efficiency of the managers and improvement of service delivery. Rationalization may also improve the efficiency of the system but the researcher found that the district authorities even Zila Nazim feels incompetent to overcome such problem. They don't have authority to open a new school or to close or merge the existing schools according to the situations. This result partially disagrees with the findings of Winkler (2000).

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

Decentralization has been seen as one of the emerging phenomenon for the improvement of economic performance, resource mobilization, and transparency of the system in accordance with the local preferences. For educational development, decentralization and local control is today seen by many nations as the only way to properly manage the educational apparatus. In Pakistan, education was decentralized to the district governments under the Devolution of Power plan 2001. This paradigm shift was very vital to study because the experience has been made many times in the country in past.

The present study was designed to study the changing paradigm of education management in Punjab in the perspective of decentralization. The major objectives of the study were: 1) To assess the extent to which the following objectives of the devolution plan have been achieved: a) Decentralization of administrative authority b) Public participation in decision making, c) Improvement of service delivery , and d) Measures against maladministration; 2) To investigate the opinion of stakeholders about the organizational changes and their implementation at district level, 3) To identify the specific elements of reform that seem helpful or problematic to improve the school management, and 4) To recommend the measures for the solution of problems and improvement of performance of the school educational managers in future.

The study was significant for the understanding of the process of education decentralization in Pakistan. It may lead the researchers and educationists in the country to the new horizons of educational management changes. The analysis of this study may also highlight the major factors for success or failure of the decentralization process and would supply an important informational base for the planners and managers to make necessary changes in the ongoing processes to avoid the failure or to at least reduce their rate and help achieving the targets.

This study was descriptive in nature. Thorough review of the relevant literature, documents, plans/ reports was carried out to assess the extent to which different objectives of the devolution plan in education sector have been achieved. It included surveys to investigate the opinions of administrators, managers, and teachers through specially constructed questionnaires as well as structured interviews with the selected samples of the educationists, policy makers and planners. Its population included all the school cadre management, head teachers and teachers in the Punjab province.

By using multi stage sampling technique, 12 out of the total 35 districts were included in the sample, selecting four each from the Northern, Southern, and Central regions of Punjab to give equal representation to them on the basis of total number of schools in the respective strata as given in the Pakistan Education Statistics 2004-05. From each district 42 schools were selected randomly. Principals / Headmasters / Headmistresses, and one teacher from the each sample school were included in the sample to collect the data.

E.D.Os (Education), D.E.Os (S.E), D.E.Os (E.E-M), D.E.Os (E.E-W), D.D.E.Os (E.E-M), D.D.E.Os (E.E-W) and A.E.Os (M+W) of the sample districts

were also included in the sample. Fifteen (15) Educationists/policy makers and planners (Additional Secretary, Deputy Secretary, D.P.I, D.C.Os, and Zila Nazims) were contacted and requested to spare time for interviews to obtain their valuable viewpoints in this regard. The study was delimited to the management of school education in Punjab only. The data were collected personally as well as through mail. After the collection of data, the researcher applied the Percentage, Chi Square, T-Test, and ANOVA for analysis and drawing the conclusions.

5.2 FINDINGS

The insights offered by the field research are numerous. The researcher attempted to summarize some key findings around the four important aspects of decentralization of education i.e. decentralization of administrative authority, public participation in decision making, improvement of service delivery, and measures against maladministration along with the opinion of stakeholders about the organizational changes

1. A substantial number of the respondent educational managers (41.90%) favoured the statement that abolition of divisional directorates was a good decision.
2. A reasonable number (49.52%) of the respondent educational managers did not support the statement that district authorities were given more administrative authority after devolution.
3. Majority of the responding educational managers did not favour the statement about the empowerment of the D.E.Os (65.72%), D.D.E.Os (59.05%), A.E.Os (70.48%), and Head teachers after devolution.

4. Majority (62.86%) of the educational managers did not agree with the statement that district authorities/Head teachers can impose educational surcharge/ special fee on students.
5. Majority of the responding head teachers did not accept the statement that D.E.Os (63.19%), D.D.E.Os (59.05%), and A.E.Os (70.48%) were more empowered after devolution.
6. Majority of the responding head teachers did not favour the statement that they have been given more administrative authority (57.14%) and financial authority (60.31%).
7. Significant number of the school teachers favoured the statement to some extent that officers of education department (48.69%) and head teachers (50.00%) were empowered after devolution.
8. Substantial number of the teachers like to work as an educational manager/ Administrator after devolution as the statement was agreed by (38.21%) of the teachers.
9. There is no significant difference of opinion between the educational managers and head teachers of the institutions in Punjab regarding decentralization of administrative authority.
10. Elementary and secondary educational managers have similar opinion about decentralization of administrative authority.
11. There is no significant difference of opinion among the educational managers of different districts of Punjab regarding the decentralization of administrative authority.

12. There is significant difference of opinion among the educational managers of Northern, Southern and Central areas of Punjab regarding the decentralization of administrative authority. The managers of Northern areas showed more positive attitude towards decentralization of authority in Educational management in Punjab as compared to their counterparts in Southern and Central areas.
13. There is no significant difference of opinion between the male and female educational managers in Punjab regarding decentralization of administrative authority.
14. There is significant difference of opinion between the teachers of elementary and secondary schools in Punjab regarding the decentralization of administrative authority in education management in Punjab.
15. There is significant difference of opinion between the Head Teachers of elementary and secondary schools in Punjab regarding the decentralization of administrative authority in education management in Punjab.
16. Considerable number of the educational managers (46.67%) of Punjab agreed with the statement that public participation in decision making about administrative and academic affairs of schools was to some extent enhanced.
17. Majority (53.33%) of the respondents agreed that suggestions for the help of needy students were welcomed by the education management in Punjab
18. A sizeable number (34.29%) of the educational managers in Punjab did not support the statement that public participation in educational matters was organised in the shape of educational committees at district level.

19. Majority (66.67%) of the educational managers agreed with the statement that community participation towards resource mobilization was encouraging to some extent. It was found that members of S.Cs were consulted for the repair or maintenance and construction of buildings in the schools as significant number (46.67%) of the educational managers agreed with the statement to some extent and 41.90% mostly agreed with it. Similarly majority (56.19%) of the educational managers favoured the statement that private members of S.Cs cooperate in the provision of physical facilities. Majority (56.10%) of Head teachers mostly agreed that S.C members were consulted for repair/ maintenance or construction in the schools and the sizeable number (41.91%) of head teachers agreed that the public participation in provision of physical facilities is enhanced to some extent.
20. Majority (65.41%) of the responding teachers of public schools in Punjab agreed with the statement that public opinion is considered in administrative affairs and academic affairs (50.55%) of the schools to some extent.
21. Majority (57.87%) of the head teachers of public institutions in Punjab did not favour the statement that public opinion is sought in financial matters/ expenditure of the schools. Majority (56.10%) of the head teachers did not agree with the statement that public support/ cooperate in managing co-curricular activities in schools. However, it was encouraging, to some extent, towards resource mobilization as considerable number (48.12%) of the head teachers agreed with the statement.

22. According to majority (51.97%) of the teachers of Punjab government institutions, public has been given more opportunity in decision making regarding administrative affairs and in academic affairs (48.69%) of the schools to some extent.
23. A Substantial number (48.25%) of the teachers did not favour the statement that cooperate / support at all for the help of needy students and majority (62.66%) of the teachers did not agree with the statement that public cooperate / support in managing co-curricular activities. However, public mostly cooperates / supports in the provision of physical facilities as significant number (47.81%) of the teachers favoured the statement.
24. The educational managers of elementary and secondary education have similar opinion about public participation in decision making in education management in Punjab.
25. There is significant difference of opinion among the opinion of educational managers of different districts in Punjab. The managers of districts Chakwal, Attock, Jhelum and Rawalpindi are more positive towards Public participation in decision making In education management in Punjab whereas those of the Sargodha , Sheikhpura, Mandi Bah ud Din, and Gujranwala are optimistic to some extent but the managers of districts Bahawalpur , Multan, Khanewal and D.G.Khan were slightly negative towards achievement of this objective.
26. There is significant difference of opinion among the educational managers of Northern, Southern and Central regions of Punjab regarding public participation in decision making.

27. All Male and female Educational managers of Punjab have no difference of opinion about the public participation in decision making. They were agreed that public has few opportunities to participate in decision making process about educational management.
28. Male and female Elementary Educational managers of Punjab have no difference of opinion about the public participation in decision making.
29. There is no significant difference of opinion between the opinion of Head teachers of Elementary and secondary schools in Punjab regarding public participation in decision making
30. There is significant difference of opinion between the opinion of teachers of Elementary and secondary schools in Punjab regarding public participation in decision making. Teachers of elementary schools showed more positive attitude towards public participation in decision making.
31. Majority (53.33%) of the educational managers did not favour the statement that work load on officers/ official was rationalized/ reduced after devolution. The statement was also not agreed by the majority (69.40%) of the head teachers and teachers (71.83 %).
32. Inspection / supervisory visits have become frequent as considerable number (45.71%) of the educational managers mostly agreed the statement, whereas 38.10 % of the respondents agreed with it to some extent.
33. Majority (38.10%) of the managers favoured the statement that surplus staff / posts were adjusted where required. A Sizeable number of the head teachers (41.69%) were not at all agreed with the statement that they were

satisfied with the process of staff rationalization. However, significant number of teachers (48.69%) was agreed with the statement that they were satisfied with the staff rationalization process to some extent.

34. Vacant posts are filled up more quickly after devolution as substantial number (36.19%) of the educational managers agreed with the statement. but a considerable number (48.78%) of the head teachers did not agree with the statement.

35. Majority (41.90%) of the educational managers in Punjab did not favour the statement that incentive scheme for efficient head teachers was introduced but their sizeable number agreed to some extent for efficient teachers (48.57%), and for students (50.48%).

36. The communication between provincial offices and district offices was proper as majority (51.47%) of the managers favoured the statement to some extent. The linkage between district and subordinate offices was also found proper to some extent as significant number (48.57%) of the educational managers responded in its favour. Similarly majority (53.33%) of the educational managers favoured the statement to some extent that the linkage between offices and school for transmission of information / direction was improved.

37. The roles and responsibilities of provincial offices were clear to some extent according to majority (59.05%) of the educational managers in Punjab and these were well defined for district and tehsil level officers to

some extent as significant number (48.57%) of the educational managers in Punjab agreed with the statement.

38. Majority (54.28%) of the respondent educational managers agreed that management Information System at district level was established.
39. Educational managers agreed that sufficient literature (47.62%) and training (62.86%) was provided for their capacity building to some extent. Significant number (49.45%) of the head teachers did not agree with the statement that they were provided with sufficient literature regarding devolved education management system. However their majority (51.00 %) was agreed to some extent with the statement that they were given suitable training regarding devolved management system. Similarly, Majority (66.67 %) of the educational managers mostly agreed that in service teachers training courses were arranged periodically for their capacity building.
40. Majority (54.32%) of the head teachers did not favour the statement that the teacher student ratio was not improved after devolution.
41. Majority (62.08%) of the head teachers agreed with the statement that the handling of daily school affairs (62.08%) was improved and flow of information / direction from offices to schools (55.65%) was improved.
42. A considerable number (43.89%) of the teachers of public schools in Punjab agreed with the statement that the "intra-district" transfers became easier to some extent after devolution but majority (61.57 %) of the teachers did not favour the statement about "inter-district" transfers.

43. Majority of the teachers agreed to some extent with the statement that pension / retirement cases (52.18%), promotion / selection grade / move-over cases (58.30%) were dealt with more swiftly and procedure was simplified after devolution. Similarly, a considerable number of the teachers agreed to some extent for getting sanction of all kinds of leave (47.38%), and for the improvement in the mechanism of payment of salaries, G.P.Fund, and other disbursements (44.76%) after devolution
44. There was no significant difference between the opinion of educational managers and head teachers regarding the improvement of service delivery in education management in Punjab.
45. There was no significant difference between the opinion of secondary and elementary educational managers regarding the improvement of service delivery in education management in Punjab.
46. Significant difference of opinion was found among the educational managers of different districts of Punjab regarding the improvement of service delivery in education management in Punjab.
47. Significant difference of opinion was found among the educational managers of Northern, Southern, and Central geographic regions of Punjab regarding the improvement of service delivery in education management in Punjab.
48. Male and female educational managers in Punjab differ significantly about the improvement of service delivery in education management in Punjab.

49. Teachers of elementary and secondary schools of Punjab differ significantly about the improvement of service delivery in education management in Punjab.
50. Head Teachers of elementary and secondary schools of Punjab do not differ significantly about the improvement of service delivery in education management in Punjab.
51. A considerable number (46.67%) of the educational managers did not favour the statement about establishment of local Council Monitoring Committees (L.C.M.Cs) in Punjab.
52. A substantial number (39.05%) of the educational managers disagreed with the statement that current monitoring of the institutions by the Monitoring and Evaluation Cell (M & E Cell) was fruitful for the development of education in Punjab. Hence, sizeable number (45.71%) of the responding managers did not favour the statement that the current monitoring system by M & E Cell should be continued.
53. A sizeable number (43.81%) of the respondent managers and majority (78.71%) of the head teachers did not favour the statement that proper accountability system was established for officers/ officials of education department after devolution.
54. Majority of the educational managers (75.24%) and head teachers (69.62%) strongly disagreed with the statement that the political interference was reduced in administrative affairs of educational management after devolution.

55. A considerable number of the educational managers (49.52%) and head teachers (47.23%) and teachers (41.05%) opined that public access to officers was enhanced for the re-addressal of their grievances or complaints against maladministration.
56. Majority (48.56%) of the head teachers of Public schools in Punjab to some extent agreed that the statement that the inspection /supervisory visits became frequent after devolution.
57. A sizeable number (44.76%) of the teachers in Punjab were disagreed with the statement that the new recruitment policy was transparent and simple.
58. There was no significant difference of opinion between the opinion of educational managers and head teachers regarding the measures against maladministration.
59. There was no significant difference of opinion between the elementary and secondary educational managers about the measures against maladministration.
60. Educational managers of different districts of Punjab differ significantly in their opinion about the measures against maladministration.
61. Educational managers of Northern, Southern, and Central regions of Punjab differ significantly in their opinion about the measures against maladministration.
62. Male and female Educational managers of Punjab differ significantly in their opinion about the measures against maladministration.

63. Teachers of Public elementary and secondary schools of Punjab differ significantly in their opinion about the measures against maladministration.

64. Head Teachers of Public elementary and secondary schools of Punjab differ significantly in their opinion about the measures against maladministration.

5.3 CONCLUSIONS

On the basis of the above findings the researcher has reached the following conclusions:

1. Abolition of divisional directorates was a good decision.
2. D.E.Os, D.D.E.Os, A.E.Os, and head teachers were not given more administrative authority after devolution
3. Elementary and secondary educational managers at large have similar opinion about decentralization of administrative authority, public participation in decision making, improvement of service delivery in education management, and measures against maladministration. They are agreed that no decentralization of administrative authority has taken place after devolution.
4. Educational managers of different districts of Punjab have significant difference of opinion regarding the decentralization of administrative authority, Public participation in decision making and measures against maladministration in education management. The managers of districts Chakwal, Attock, Jhelum and Rawalpindi (Northern) are mostly inclined towards Public participation in decision making in education management

in Punjab whereas those of the Sargodha, Sheikhupura, Mandi Bah ud Din, and Gujranwala (Central) are optimistic to some extent about the achievement of this objective but the managers of districts Bahawalpur, Multan, Khanewal and D.G.Khan (Southern) were inclined towards non achievement of this objective. However, they have agreed opinion regarding the improvement of service delivery in education management in Punjab.

5. Male and female educational managers in Punjab have similar opinion regarding decentralization of administrative authority, public participation in decision making. Male and female educational managers in Punjab differ significantly about the improvement of service delivery and measures against maladministration in education management in Punjab.
6. The teachers of elementary and secondary schools in Punjab have no difference of opinion regarding the decentralization of administrative authority in education management in Punjab where as the head teachers of elementary and secondary schools in Punjab have significant difference of opinion regarding the decentralization of administrative authority, public participation in decision making, measures against maladministration in education management in Punjab. However, teachers significantly differ in their opinion regarding public participation in decision making, improvement of service delivery, and measures against maladministration in education management in Punjab while head teachers have agreed opinion about improvement of service delivery in education management in Punjab.

7. Educational managers, Head teachers and teachers of public schools in Punjab are agreed that Public participation in decision making about administrative and academic affairs of schools was to some extent enhanced. However, it is concluded that the public opinion is not considered on financial matters
8. Public participation in educational matters was not organised in the shape of educational committees at district level.
9. Public participation towards resource mobilization and provision of physical facilities is enhanced to some extent but it is not encouraging in managing co-curricular activities in schools.
10. Members of S.Cs were consulted for the repair/maintenance and/or construction of buildings in the schools to some extent
11. Work load on officers/ official, Head teacher and teachers was not rationalized/ reduced after devolution
12. The Head teachers were not at all satisfied with the process of staff rationalization while the teachers were satisfied with the process to some extent.
13. Managers were of the view that vacant posts are filled up more quickly after devolution but head teachers and teachers are against this opinion.
14. Incentive scheme for efficient educational managers, Head Teachers was not introduced. However, it was to some extent true for efficient teachers and talented students.
15. The communication or linkage among provincial offices, district offices, subordinate offices, and schools was proper to some extent. Similarly the

linkage between offices and schools for the transmission of information or directions was improved to some extent.

16. The roles and responsibilities of provincial offices were clear to some extent whereas the district and Tehsil level officers were mostly aware of their job description.
17. Management Information System at district level was established to some extent
18. Sufficient literature and training was provided to some extent for the capacity building of educational managers and Head teachers after devolution. However, for teachers' capacity building, the in-service training courses were mostly arranged periodically.
19. The teacher student ratio was not improved after devolution.
20. The head teachers and teachers were of the view that the handling of daily school affairs and the routine matters in offices were mostly being entertained swiftly after devolution.
21. Most of the teachers of public schools in Punjab feel that "intra-district" transfers became easier to some extent as compared to "inter-district" transfers, getting sanction of all kinds of leave, processing of Pension / retirement or promotion cases and other disbursements were improved to some extent after devolution.
22. Local Council Monitoring Committees (L.C.M.Cs) were not established and hence the submission of their reports to E.D.O Education was not regular. Similarly no other proper accountability system including the office of district ombudsman was established after devolution. However,

public access to officers was enhanced for the re-addressal of their grievances.

23. According to most of the educational managers and head teachers, the current monitoring of the institutions by the Monitoring and Evaluation Cell (M & E Cell) was not fruitful for the development of education in Punjab. Hence they opposed the continuation of current monitoring system by M & E Cell. The inspection /supervisory visits of the managers became frequent, to some extent, after devolution.

24. The political interference was not at all reduced in administrative affairs of educational management.

25. According to most of the teachers, the new recruitment policy was not at all transparent and simple.

5.4 RECOMMENDATIONS

On the basis of findings and conclusion drawn, the following recommendations are made by the researcher for the improvement of the current education management system.

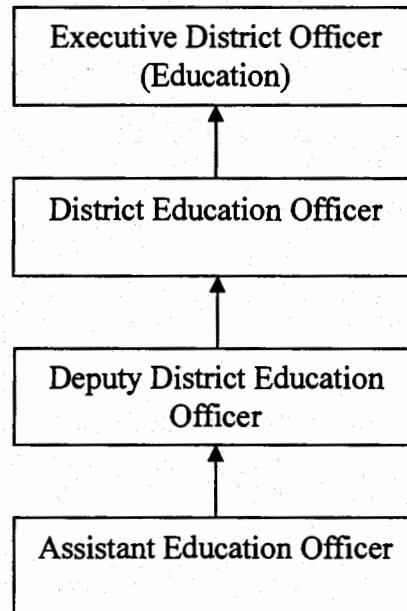
1. Educational managers i.e. E.D.Os, D.E.Os, D.D.E.Os, and A.E.Os are not empowered. Therefore, it is recommended that they may be more empowered. There empowerment should be 'teacher - specific' not 'scale - specific'. At least the appointing authority may also have the powers of transfer and posting of respective category of teaching or non teaching staff in real sense not in papers only. It is also recommended that the post of A.E.O may be upgraded to BPS 17 and then A.E.Os may be entrusted with the posting or transfer and other service matters of primary school teachers within their jurisdiction/Markaz. Moreover, it is also recommended that head teaches of high and higher secondary schools may be more empowered to solve the problems of their subordinate teachers like earned leave, medical leave, etc.
2. The authority to adjust the posts on the basis of requirement and opening of a new school or closure /merger of existing schools still lies with the provincial authorities. It is recommended that it may be transferred to district level officers so that they can easily rationalize the system. This will minimise the wastage of time and resource.
3. Key role in planning was played by the D.E.Os before devolution but now they are passive members in the present planning and development committees. Key role lies with the D.C.Os and E.D.O (Finance & Planning) who do not know the

actual situation. It is recommended that D.E.Os concerned may be given the key role in planning as they know the situation better than anybody else.

4. Public participation is the essence of devolved system. The members of S.Cs/S.M.Cs are not true representatives of the public and those too are restricted to some academic affairs. It is recommended that these committees should be reconstituted and true representatives of parents and other public should be included then may be informed by the organisers and authorities concerned about their roles and responsibilities in the school management. They must be given proper training by the district education authorities and may be given important role in administrative and financial affairs of the schools concerned.
5. It was found that political interference in the administrative affairs of the education department has not been reduced after devolution. Therefore, it is recommended that political interference in education management system may be minimized and teachers and officers must be protected against the political victimization. Public representatives i.e. Parliamentarians, Nazims and Councillors may be taken into confidence and they may be informed about their participation in the improvement of education. Decisions must be taken on merit.
6. No set up for training of officers/ officials is working at district level. Before deputing a person having no administrative experience on some managerial job, he /she may be undergone through job specific training for at least 2-3 months.
It is recommended that there may be a separate set up for training of officers and teachers at district level. In this regard, it is recommended that the present post of Assistant Director (A.D) in the E.D.O office or D.D.E.Os in D.E.O (S.E) office may be utilised for managing the capacity building measures.

7. For efficient planning and plan implementation well maintained and accurate database is essential which is lacking at present. It is recommended that at district level, there must be a qualified officer of at least grade 17 to supervise and manage the E.M.I.S Cells.
8. Teachers and head teachers are being awarded with cash prizes but the educational managers are deprived of it. Performance bonuses are recommended for the efficient educational managers, along with the teachers and head teachers for their better performance.
9. Proper accountability system, in the form of Zila Mohtasib, as it was proposed in the devolution of power plan is yet not established. It is recommended that the proposed institution at district level may be established for the elimination of corruption and maladministration.
10. All the respondents opposed the existing Monitoring and Evaluation Cell which is supervised by a civil servant with the assistance of retired army personals. It is recommended that it may be dissolved. Better results can be obtained by providing same facilities and authority to the respective D.D.E.Os or A.E.Os for efficient supervision and monitoring. It is also recommended that the inspection/supervisory visits may be more frequent and surprised and the defaulters must be awarded punishment at the spot.
11. Proper procedure is recommended for the appointment on the managerial posts. It is suggested that no person may directly be posted on a higher post unless he/she has experience of lower level post. For example, a person being appointed as E.D.O must have experience of D.E.O, and D.E.O must have experience of D.D.E.O and so on. It is also recommended that the teachers who are inducted in the management cadre should be retained in the same cadre permanently

otherwise situation becomes awkward when officer of one time becomes subordinate in a later time.



12. Regional setup is recommended to minimise the widening management gap between districts and province. It is suggested that the current directorates of public administration may be shifted to the regional level and shifting their responsibilities to the secretariat.
13. Monitoring committees as it was visualized in the Devolution Plan but not institutionalised yet may be formulated by selecting honest and concerned persons amongst the community. In this regard well reputed retired educational managers, head teacher and teachers may be preferred as members of these committees.

The researcher feels that implementation of these recommendations may bring a positive change in the education system of Pakistan. By empowering the district and lower level officers, the process of decision making may be geared. The empowerment of lower level officers and head teachers may not only expedite the routine working but may also improve the service delivery as the frequent visits of the teachers and other employees to the offices may be reduced. By re-considering the posts of D.D.E.Os (S.E) and Assistant Directors (A.D) in the E.D.O office their services may be utilized in a better way. S.Cs / S.M.Cs may be more acceptable and strengthened by the inclusion of true public representatives in these S.C/ S.M.Cs. Elimination of parallel system of monitoring by M&E Cell and entrusting this responsibility to the A.E.Os may cut down the budget and may also remove the grievances of teachers' community.

The Researcher feels that some in-depth studies may be carried out with reference to the different aspects of decentralization, e.g. fiscal decentralization, modes of public participation, accountability and impact of decentralization on quality of education.

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To,

Subject: DATA COLLECTION FOR PhD THESIS

Dear Sir/ Madam,

Assalam-o-Alaikum,

I am conducting my PhD research on the topic "**Changing Paradigm of Education Management in Punjab in the Perspective of Decentralization**" under the supervision of Prof. Dr. Maqsud Alam Bukhari, Head, Department of Education, International Islamic University, Islamabad. I have prepared a questionnaire to seek your opinion on different aspects of decentralization of education.

Please feel free while responding. I assure you that responses will be used only for the research purpose and it will be reflected as group data.

I hope that you will return the filled-in questionnaire on the following address as early as possible. Thanks in advance for your kind cooperation.

Yours sincerely,

(Aftab Ahmed)
PhD Education (Scholar)
International Islamic University
Islamabad
0333-5770455

**A STUDY OF THE CHANGING PARADIGM OF EDUCATION
MANAGEMENT IN PUNJAB IN THE PERSPECTIVE OF
DECENTRALIZATION**

QUESTIONNAIRE FOR MANAGERS

Name: _____

Designation: _____

Academic Qualification: _____

Teaching Experience (Years): _____

Administrative Experience (Years): _____

Name of the Office: _____

Distance from District Headquarter: _____

Please tick (✓) the appropriate option (i.e. Mostly = 3, To Some Extent = 2 and Not at All = 1) from the following to assess the extent to which these statements are true.

S. No.	Statements	Options		
		MOS	T.S.E	N.A.A
DECENTRALIZATION OF ADMINISTRATIVE AUTHORITY				
1.	Abolition of divisional directorate is a good decision			
2.	District officers have been given more authority after devolution			
3.	D.E.Os are more empowered to avoid delay in decision making			
4.	D.D.E.Os are more empowered to avoid delay in decision making			

5.	A.E.Os are more empowered to avoid delay in decision making			
6.	Head teachers are more empowered to avoid delay in decision making			
7.	District authorities can impose educational surcharge/ special fee on students			
8.	Head teachers can impose educational surcharge/ special fee on students			
PUBLIC PARTICIPATION IN DECISION MAKING				
9.	Public participation in administrative and academic affairs is enhanced			
10.	Suggestions for the help of needy students in schools from public are welcomed			
11.	Public participation in educational matters at district level is organised in the shape of Educational Committees			
12.	Community participation towards resource mobilization is encouraging			
13.	Members of S.M.C/ S.C are consulted for repair / construction of buildings in the schools			
14.	Private members cooperate in the provision of physical facilities			

IMPROVEMENT OF SERVICE DELIVERY				
15.	Work load on the officers/ officials is reduced			
16.	Inspection/supervisory visits become frequent			
17.	Surplus posts are adjusted where required			
18.	Vacant posts are filled quickly after devolution			
19.	Incentive scheme for efficient head teachers is introduced			
20.	Incentive scheme for efficient teachers is introduced			
21.	Incentives for talented students are introduced			
22.	There is proper communication between provincial offices and district offices			
23.	There is proper linkage between district offices and sub-ordinate offices			
24.	Roles and responsibilities of provincial offices are clear			
25.	Roles and responsibilities are well defined for district/ tehsil level officers. (i.e. E.D.Os, D.E.Os, D.D.E.Os)			
26.	Linkage between schools and offices for transmission of information/ directions is improved			

27.	Management information system at district level is established			
28.	Sufficient literature is provided to the officers/officials for their capacity building			
29.	Sufficient training is provided to the officers/officials for their capacity building			
30.	In-service teacher training courses are arranged periodically			
MEASURES AGAINST MALADMINISTRATION				
31.	Local Council Monitoring Committees are established			
32.	Local Council Monitoring Committees submit their reports to E.D.O (Education) regularly			
33.	Current monitoring of the institutions by the Monitoring and Evaluation Cell is fruitful for educational development			
34.	Current monitoring system should be continued			
35.	Proper accountability system for officers/officials is established			
36.	Political interference in administrative affairs is reduced			
37.	Public have more access to the officers for re-addressal of their grievances			

38. According to your opinion which decision areas should be more decentralized to district level or even below to the school level?

39. Which aspect of the education given below has been improved mostly by the current monitoring system?

40. Enlist few advantages of the new Decentralized Management System of Education.

41. Enlist few major disadvantages of new devolved Management System of Education.

42. Enlist few major hindrances / difficulties in the implementation of Devolution of Power Plan in education sector?

43. Give suggestions for the improvement of the current system of Educational Management.

Thanks for your cooperation.

**A STUDY OF THE CHANGING PARADIGM OF EDUCATION
MANAGEMENT IN PUNJAB IN THE PERSPECTIVE OF
DECENTRALIZATION**

QUESTIONNAIRE FOR HEAD TEACHERS

Name: ----- Designation: -----

Academic Qualification: ----- Professional Qualification: -----

Teaching Experience: ----- Administrative Experience: -----

Name of Institution: ----- Since How long working on this Post? -----

Location: ----- Rural/Urban

Distance from THQ: ----- Distance from DHQ: -----

S.No.	Statements	Options		
		MOS	T.S.E	N.A.A
DECENTRALIZATION OF ADMINISTRATIVE AUTHORITY				
1.	D.E.Os are more empowered after devolution			
2.	D.D.E.Os are more empowered after devolution			
3.	A.E.Os are more empowered after devolution			
4.	Head Teachers are given more administrative authority after devolution			
5.	Head Teachers are given more financial authority after devolution			

PUBLIC PARTICIPATION IN DECISION MAKING				
6.	Public opinion is considered in administrative affairs of school			
7.	Public opinion is considered in academic affairs of school			
8.	Public opinion is sought for financial matters/ expenditure of school			
9.	Public supports/cooperates in managing co-curricular activities			
10.	Public participation/ cooperation is enhanced regarding resource mobilization			
11.	S.M.C/S.C members are consulted for school building repair/ construction			
12.	Public participation/ cooperation is enhanced for the arrangement of physical facilities			
IMPROVEMENT OF SERVICE DELIVERY				
13.	Work load on Head teachers is reduced			
14.	Work load on teachers is reduced			
15.	Shortage of teachers is met timely			
16.	You are satisfied with the process of staff rationalization			
17.	Teacher student ratio is maintained			
18.	Handling of daily school affairs is improved			

19.	Flow of information/ direction from offices is improved			
20.	Head teachers are provided with sufficient literature regarding devolved management system			
21.	Head teachers are given suitable training regarding devolved management system			
MEASURES AGAINST MALADMINISTRATION				
22.	Inspection/ supervisory visits become frequent after devolution			
23.	Office of the District Ombudsman is established for re-addressal of grievances			
24.	Proper accountability system for officers/ officials is established			
25.	Political interference in schools administrative affairs is reduced			
26.	Public access to officer for complaints is enhanced			

27. Have you ever been awarded by the Department for your performance during the last five years? If yes, what was the nature of award?

28. Have any of your teachers been awarded for their performance? If yes, what was the nature of award?

29. Do you think that you have been entrusted with more authority in addition to your previous one after Devolution?

30. In your opinion, what are the advantages of the new Decentralized Management System of Education.?

31. What are the major disadvantages of new Decentralized Management System of Education?

32. Give suggestions for the improvement of the current system of Educational Management.

33. In your opinion, what are the major hindrances/difficulties in the implementation of devolution of power plan in education sector?

**A STUDY OF THE CHANGING PARADIGM OF EDUCATION
MANAGEMENT IN PUNJAB IN THE PERSPECTIVE OF
DECENTRALIZATION**

QUESTIONNAIRE FOR TEACHERS

Name: ----- Designation: -----

Academic Qualification: ----- Professional Qualification: -----

Teaching Experience: ----- Name of Institution: -----

Location: ----- Rural/Urban Distance from THQ: -----

Distance from DHQ: -----

S.No.	Statements	Options		
		MOS	T.S.E	N.A.A
DECENTRALIZATION OF ADMINISTRATIVE AUTHORITY				
1.	Officers of education department are more empowered after devolution			
2.	Head teachers of schools are given more authority after devolution			
3.	You personally like to work on some administrative post in current devolved management system			
PUBLIC PARTICIPATION IN DECISION MAKING				
4.	Public is given opportunity to participate in decision making regarding administrative affairs of school			
5.	Public is given opportunity to participate in			

	decision making regarding academic affairs of school			
6.	Public cooperates/ supports for the help of needy students			
7.	Public cooperates/ supports for managing co-curricular activities in schools			
8.	Public cooperates/ supports for the provision of physical facilities in the schools			
IMPROVEMENT OF SERVICE DELIVERY				
9.	Intra district transfers become easy			
10.	Inter district/ province transfer become easy			
11.	Pension/ retirement matters are entertained quickly			
12.	Sanction of all kind of leaves become easy			
13.	promotion/ selection grade/ move over process is simplified			
14.	Promotion chances are increased			
15.	Work load on teachers is reduced			
16.	You are satisfied with staff rationalization			
17.	Shortage of teachers is met timely			
18.	System for the payment of salary , GP Fund, and other disbursements is improved			
19.	Routine matters in offices are swiftly entertained			

MEASURES AGAINST MALADMINISTRATION				
20.	Teachers' access to officers is simplified and increased			
21.	You are satisfied with the current monitoring system			
22.	New recruitment policy is transparent and simple.			

23. Have you ever been awarded for your better results? If yes, what was the nature of award?

24. Should the teachers be promoted to the management positions or directly selected or nominees should be posted?

25. In your opinion, what are the advantages of the new Decentralized Management System of Education.?

26. What are the major disadvantages of new Decentralized Management System of Education?

27. Give suggestions for the improvement of the current system of Educational Management.

**CHANGING PARADIGM OF EDUCATION MANAGEMENT IN PUNJAB IN
THE PERSPECTIVE OF DECENTRALIZATION**

INTERVIEW SCHEDULE

Name: ----- -- Designation: -----

Office/Institution: -----

Date of Interview: -----Time of Interview: -----

.....

1. What is the concept of decentralization of administrative authority and restructuring of bureaucratic set-up (with reference to Education department)?
2. How has the administrative system in education sector been re-oriented for enhanced public participation in decision making?
3. What is your opinion about monitoring of teachers by the monitoring committees of local authorities?
4. How is the administrative structure in Education Department rationalized?
5. What kind of incentives has been introduced for the officers /officials of education department?
6. Do you think that all the educational managers are quiet clear about their roles and responsibilities? And to what extent the offices are integrated?
7. Have the district, Tehsil and lower level officers of education department been given more administrative authority? If yes, to what extent?
8. Are the decisions being taken more quickly as compared to pre devolution period?

9. What arrangements have been made for the capacity building of officers/officials?
10. What improvement has so far been seen in the administrative and financial management practices?
11. What measures have so far been taken against the maladministration to re-address the public grievances with special reference to educational management?
12. How is the community participating in the development of education?
13. What decision areas have been decentralized to the district education authorities?
14. In your opinion, what are the few major advantages of the new Decentralized Management System of Education.?
15. What are the major disadvantages of new Decentralized Management System of Education?
16. In your opinion, what are the major hindrances/difficulties in the implementation of devolution of power plan in education sector?
17. What suggestions would you like to give for the improvement of the current system of Educational Management?

LIST OF EXPERTS INTERVIEWED

1. Dr. Khalid Hassan Bukhari, Chairman, Department of Education, I.I.U.I.
2. Dr. A.R.Sagher, Professor of Education, I.I.U.I
3. Dr. R.A.Farooq, Professor of Education, U.I.E.R, Arid Agriculture University Rawalpindi.
4. Dr. Zafar Iqbal, Dean Faculty of Education, A.I.O.U, Islamabad.
5. Dr. Khalid Rasheed, Professor of Education, University of Education, Lahore.
6. Dr. Shahid Kaleem Siddiqui, Professor, LUMS, Lahore.
7. Mr. Wasiullah Khan Ex. Director General N.R.B, Islamabad.
8. Mr. Malik Muhammad Asghar, Ex. D.E.O and member D.T.T, Chakwal.
9. Mr. Raja Zamurad Hussain Ex. Director (Education), E.D.O (Education) and Principal Govt. Comprehensive School Rawalpindi.
10. Sheikh Masood Akhter, Ex. Senior Headmaster / Educationist, Khanewal.
11. Asad Naeem Mannuchehr, E.D.O (Education) Chakwal.
12. Mr. Muhammad Amin Qureshi, Ex. Director (Education), Principal, University College of Education Attock.
13. Dr. Sagheer Alam, Senior Teacher/President Punjab Teachers Union, Rawalpindi.
14. Dr. Muhammad Munir Kayani, Assistant Professor (Education), I.I.U.I.
15. Mr. Muhammad Jamil Najam, Ex. D.P.I (Elementary Education) Punjab & Project Director, CPP Project, Punjab.

Group /Area wise distribution of districts

Group A (Northern)	Group B (Central)	Group C (Southern)
1.Rawalpindi	1.Lahore	1.Multan
2.Attock	2.Okara	2.Lodhran
3.Mianwali	3.Kasur	3.Vehari
4.Khushab	4.Sheikhupura	4.Khanewal
5.Chakwal	5.Nankana Sahib	5.Sahiwal
6.Jhelum	6.Gujranwala	6.Pakpattan
7.Gujrat	7.Hafizabad	7.Bahawalpur
8.Sialkot	8.M.B.Din	8.Bahawalnagar
9.Narowal	9.Faisalabad	9.R.Y.Khan
	10.T.T.Singh	10.Rajanpur
	11.Jhang	11.Layyah
	12.Sargodha	12.Muzaffargarh
	13.Bhakkar	13.D.G.Khan

LIST OF SCHOOLS**DISTRICT ATTOCK**

Sr. No.	Name of School
1	GHS PAC Kamra
2	GPS Attock Saddar
3	GPS Kamra AMF
4	GGES Baryar
5	GGES Jangla
6	GGES Surag
7	GGHS Hameed
8	GGHS Hazro
9	GGHS Jabbi
10	GGHS Jhammat
11	GGHS Kot Chhaji
12	GGHS Mirza
13	GGHS Waisah
14	GGHSS Attock
15	GGHSS Hassan Abdal
16	GGHSS Malho
17	GGHSS Mlhowali
18	GGHSS Nara
19	GGPS Dhok Ghazi
20	GGPS Kanjoor
21	GHS (M.A.Jinnah) Pindi GHeeb
22	GHS Akhlas
23	GHS Haji Shah
24	GHS Injra
25	GHS Jangla
26	GHS Jhmmat
27	GHS Khunda
28	GHS Kot Chhaji
29	GHS Murat
30	GHS Surag
31	GHSS Malhowali
32	Govt. Pilot secondary school Attock

33	GPS Attock Khurd
34	GPS Baryar
35	GPS Daewal
36	GPS No. 1 Hazro
37	GHS Basal
38	GHS Jand

DISTRICT RAWALPINDI

Sr. No.	Name of School
39	GHS Talim ul Quran Taxila
40	GGHS Murree
41	GGHS Sukhoo
42	GGHS F Block S/T Rawalpindi
43	GGHS Gilani Wah Cantt
44	GGHSS Choa Khalsa
45	GPS Islamia Nawab Abad Wah
46	GES Losar Sharfoo
47	GMCHS Millat Colony Rawalpindi
48	GHS HIT Taxila
49	GGPS Ghora Gali
50	GHSS Muslim said pur Road Rawalpindi
51	GHSS Ausiah
52	GHS Faiz ul Islam No.2 Rawalpindi
53	GHS Madrasah Millia Rawalpindi
54	GGHSS Choa Khalsa
55	GES Kot Kamboh
56	GES Lab Thathoo
57	GES Mankay Wala
58	GGES Chak Khas
59	GGES Kont
60	GGES Misyari
61	GGES Mohra Syedan
62	GGES Samli Tajjal
63	GGHS Ghous Abad
64	GGHS Liaquat Rawalpindi
65	GGHS Manasi
66	GGHS taxila

67	GGHSS No.2 Murree Road Rawalpindi
68	GHS Daultala
69	GHS Garhi Afghanan
70	GHS Gilani Wah Cantt.
71	GHS Jatli
72	GHS Khayaban -e- Sir Syed Rawalpindi
73	GHS Missa Kaswal
74	GMC Islamia HS Gujjar Khan
75	GMCGHS Nia Mohala Rawalpindi
76	GPS Standard Muslim Rawlpindi

DISTRICT CHAKWAL

Sr. No.	Name of School
77	GHS No. 1 Chakwal
78	GPS Ashraf Town, Chakwal.
79	GES Jabirpur
80	GGES Pinwal
81	GGHS Karyala
82	GHSS Kallar Kahar
83	GHSS Saigol Abad
84	GHS Farid Kassar
85	GHS Choasaidan Shah
86	GGHS Bhoun
87	GGHS Dhudial
88	GPS Ashraf Town Chakwal,
89	GES Bikhari Kalan
90	GES Dhab Kalan
91	GES Dhok Muhammad Khan
92	GGES Bhatti Gujjar
93	GGES Chakral
94	GGES Guffanwala
95	GGES Malikwal
96	GGES Munara
97	GGES Rabal
98	GGHS Basharat
99	GGHS Buchal Kalan
100	GGHS Danda Shah Bilawal

101	GGHS Dhurnal
102	GGHS No. 2 Chakwal
103	GGHS No.1 Chakwal
104	GGHS No.3 sargojra Chakwal
105	GGHS Pachnanad
106	GGHSS Lawa
107	GGPS Dhok Feroze, Chakwal
108	GHS Ara
109	GHS Basharat
110	GHS Bhoun
111	GHS Buchak Khurd
112	GHS Chokhandi
113	GHS Dhurnal
114	GHS Islamia ,Chakwal
115	GHS Islamia Chakwal
116	GHS Munara
117	GHSS Bharpur
118	GHSS Danda shah Bilawal

DISTRICT JHELM

Sr. No.	Name of School
119	GGHS Khewra
120	GGPS Mughal Abad
121	GGHS Jada Jhelum
122	GPS Dhok Amb
123	GHS Harnpur
124	GHS Sanbal
125	GHS Tabligh ul Islam Jhelum
126	GES Chak Abdul Khaliq
127	GES Chak Jamal
128	GES Dhaniala
129	GES Sohawa
130	GGES Daewal
131	GGHS Bara Gawah
132	GGHS Maira
133	GGHS P.D.Khan
134	GGHS Pari Darveza

135	GGHS Sanghoi
136	GGHS Tahlianwala
137	GGHS Tahlianwala
138	GGHSS Sohawa
139	GGPS Jada
140	GGPS No.2 Machine Mohalla No.2 Jhelum
141	GHS (Ghazabfar Ali Khan) P.D.Khan
142	GHS Ban Shaheed
143	GHS Bara Gawah
144	GHS Jhelum
145	GHS Kala Depot
146	GHS Maira
147	GHS No.1 Kala Gujran
148	GHS Phulary Syedan
149	GHS Pindi saidpur
150	GHS Sagri
151	GHS Sohawa
152	GHSS Dina
153	GIGHS No.3 Jhelum
154	GHSS Domeli
155	GHSS Kot Dhamiak
156	GJMS Jhelum

DISTRICT SARGODHA

Sr. No.	Name of School
157	GGHS Jhawarian
158	GHS Kalra
159	GPS No. 1 Jhawarian
160	GES (Khaliqia) Sargodha
161	GGES Aaheer Colony Sargodha
162	GGES Gondal
163	GGES Sahiba Balochan
164	GGHS Bhalwal
165	GGHS Chak 79 Shumali
166	GGHS Chak 95 Janubi
167	GGHS Chak No. 104 Shumali
168	GGHS Chak No. 107 Shumali

169	GGHS Chak No. 36 Janubi
170	GGHS Lilyani
171	GGHS Shahpur City
172	GGHSS Chak No. 84
173	GGHSS kot Moman
174	GGPS Block No. 25 Sargodha
175	GGPS Block No. 33 sargodha
176	GHS Berbal Sharif
177	GHS Chak 79 Shumali
178	GHS Chak No. 124 Shumali
179	GHS Chak No. 34 Shumali
180	GHS Chak No. 36 Janubi
181	GHS Chak No. 95 Janubi
182	GHS Chak No. 95 Shumali
183	GHS Chak Ramdas
184	GHS Chokera
185	GHS No.2 Sahiwal
186	GHS Radhan
187	GHSS Chak No. 88 Shumali
188	GHSS Jhawarian
189	GPS Ahli Rawana
190	GPS Chak No. 18 Shumali
191	GPS Kalra No.2
192	GPS NO.12 Block No. 28 ,Sargodha
193	GHSS Mandi Shah Nikdar
194	GGHS Mandi Shah Nikdar
195	GHS Silanwali
196	GGHS Silanwali
197	GGHS Chak 96 Shomani

DISTRICT GUJRANWALA

Sr. No.	Name of School
198	GHS Ghakkar Mandi
199	GES Sahoke
200	GES Badu Ratta
201	GES Manu Jhamke
202	GES Mattu Bhaike

203	GES Nathu Seoba
204	GES Sahoke Virkan
205	GGES Abid Abad
206	GGES Chak Chaudhry
207	GGES Nadu Sarai
208	GGHS Ali Garh Gujranwala
209	GGHS Ali Pur Chhatta
210	GGHS Gharee
211	GGHS Ghumman wala
212	GGHS Karial Kalan
213	GGHS Khiali
214	GGHS Mangoke Virkan
215	GGHS Nowshehra Virkan
216	GGHS Rahwali
217	GGHSS College Road, Gujranwala
218	GGHSS Mangal Sahda
219	GGMHS S/Town, Gujranwala
220	GGPS Gharmula Virkan
221	GGPS No. 2 Nowshehra Virkan
222	GHS (Iqbal) Gujranwala
223	GHS (MT) Peoples Colony Gujranwala
224	GHS Comrehensive Gujranwala
225	GHS Gharmola Virkan
226	GHS Iqbal Gujranwala
227	GHS Kali Suba
228	GHS Khiali
229	GHS Kot Rafiq Kamonke
230	GHS Ladhywala Cheema
231	GHS No. 3 Kamonki
232	GHS Nowshehra Virkan
233	GHS Talwandi Musa Khan
234	GHS(FD Model)Gujranwala
235	GHSS G.T. Road Gujranwala
236	GHS Wazirabad

DISTRICT SHEIKHUPURA

Sr. No.	Name of School
237	GGES Hardev
238	GES Amonkey
239	GES Augand
240	GES Gopee Rai
241	GES Warn
242	GGES Chak Shahpur
243	GGES Kalohe
244	GGES Madar
245	GGES Marali wala
246	GGES Mirza Virkan
247	GGHS (F.J) Sheikhpura
248	GGHS (Khadijat ul Kubra) Sheikhpura
249	GGHS Farooq Abad
250	GGHS Hinjranwala
251	GGHS Jandial Sher Khan
252	GGHS Khairupur Malian
253	GGHS Lalu Phaban
254	GGHS No. 1 Sheikhpura
255	GGHSJhabran Mandi Sheikhpura
256	GGHSS Muridke
257	GGPS Kot Ranjeet
258	GHS 137/10-R
259	GHS Ajnianwala
260	GHS Chechuki Malian
261	GHS Essan
262	GHS Hardev
263	GHS Islamia Sheikhpura
264	GHS Jandial Sher Khan
265	GHS Jhabbran
266	GHS Mirza Virkan
267	GHS Moranwala
268	GHS Sahoke Malian
269	GHS(Tariq) Sheikhpura
270	GHSS Comprehensive,Sheikhpura
271	GMCGHS Iqbal Park,Sheikhpura

272	GPHS Farooq Abad
273	GPS Dera Kolianwala
274	GPS dera Subedaran
275	GPSS Sharqpur

DISTRICT MANDI BAHAUDDIN

Sr. No.	Name of School
276	G(Pilot)SS Phalia
277	GES Noorpur Piran
278	GES Railway Colony Malikwal
279	GGES Badshahpur
280	GGES Majhee
281	GGES Malikwal
282	GGES Muradwal
283	GGHS (Public) M.B.Din
284	GGHS Bar Musa
285	GGHS M.B.Din
286	GGHS Malikwal
287	GGHS Miana Gondal
288	GGHS Pahrnawali
289	GGHS Phalia
290	GGHS Rukkan
291	GGHS Sahna
292	GGPS Bhatta Now, M.B.Din
293	GGPS Harya R.S
294	GHS (Rafi ul Islam) M.B.Din
295	GHS (Tameer -e- Millat) M.B.Din
296	GHS Ahla
297	GHS Busal
298	GHS Chak Naurang Shah
299	GHS Gojra ,M.B.Din
300	GHS Majhee
301	GHS Malikwal
302	GHS Mangat
303	GHS Mian Gondal
304	GHS Pahrnawali
305	GHS Qadar Abad

306	GHS Rukkan
307	GHS Sohawa Bolani (Sir syed) Mandi Baha ud Din
308	GHS Wara Alam Shah
309	GMCGES M.B.Din
310	GPS Kirtowal, M.B.Din
311	GPS No. 1 Malikwal
312	GPS No.2 Malikwal
313	GHS Mona Depot
314	GHS Hariah

DISTRICT KHANEWAL

Sr. No.	Name of School
315	GGHS Sarai Sidhu
316	GGHS 129/ 15-L Mian Channu
317	GES Hussain Pur Ariwala
318	GHS 99/10-R, Khanewal
319	GES 47/15-L
320	GES Chak Sher Khan, Kabirwala
321	GES Manank Haraj
322	GGES 119/15-L Agguala, Mian Channu
323	GGES 45/8-L, Mian Channu
324	GGES 46/15-L, Mian Channu
325	GGES Noori Suhag
326	GGES Raees Abad
327	GGHS (Hassan Model), Khanewal
328	GGHS (Model) Khanewal
329	GGHS 133/16-L
330	GGHS 28/10-R
331	GGHS Bagar Sargana
332	GGHS Kacha Khoh
333	GGHS Makhdum Pur
334	GGHS Sohawa Bolani
335	GGHS Thatha Sadiq Abad
336	GGHSS Abdul Hakim
337	GGHSS Khewa
338	GGHSS Tulamba
339	GGPS Bhussi Pindi

340	GGPS 17/8-R
341	GHS (Model) Mian Channu
342	GHS 17/8-R, MianChannu
343	GHS 20/8-R
344	GHS 45/10-R
345	GHS 79/15-L
346	GHS Bhussi Pindi
347	GHS Khanewal
348	GHSS 105/15-L Vanjari
349	GHSS Makhdum Pur Pahoran
350	GPS 19/8-R, Tulamba

DISTRICT MULTAN

Sr. No.	Name of School
351	GPS Shah Gardez, Multan
352	GGES Mango Research, Multan
353	GPS Mohala Dogran, Multan
354	GHS Sardar Pur
355	GGCMS Durana Langana
356	GGCMS Qeemaywala
357	GGHS (Islamia) Daulat Gate, Multan
358	GGHS (Muslim) Multan
359	GGHS 5-Faiz
360	GGHS Budhla Sant
361	GGHS Lar
362	GGHS Makhdum Rashid
363	GGHS No. 2 Shamasabad, Multan
364	GGHS Qadarpur Rawan
365	GGHS Sikandar Abad
366	GGHS Suraj Miani
367	GGHSS Comprehensive, Multan
368	GGPS Behari Colony, Multan
369	GGPS Hussain Abad
370	GGPS Islampura, Multan
371	GGPS Jhok Gamoon
372	GGPS Mullan Faqir, Multan
373	GGPS Noorwala Shumali

374	GGPS Rashidabad, Multan
375	GHS Basti Malook
376	GHS Basti Malook
377	GHS Basti Mitthu
378	GHS Chak R S
379	GHS Jalalpur Khaki
380	GHS Khuja
381	GHS Lutafabad, Multan
382	GHS Miran Mallah
383	GHS Obara Shumali
384	GHS Ponta
385	GHS Punjani
386	GHS Shujah Abad
387	GHS Sikandar Abad
388	GHS Talkot
389	GHS Todarpur
390	GGHS Shujabad

DISTRICT BAHAWALPUR

Sr. No.	Name of School
391	GPS Chak No. 42/DB
392	GGHS 36/DNB
393	GGHS Hasilpur Mandi
394	GGHS 117/DR
395	GGHS 38/BC, Lal Sohanara
396	GGHS Comprehensive Bahawalpur
397	GGHS Hasilpur New
398	GGHS Hasilpur Old
399	GGHS Khanqah Sharif
400	GGHS Model Town Bahawalpur
401	GGHS Noor Pur Noranga
402	GGHS Sadiq Bahawalpur
403	GGHS Sama Satta
404	GGPS Chak No. 102/DB
405	GGPS Tibba Badar Sher
406	GGPS Tibbi Izzat
407	GHS 32/BC

408	GHS 58/F
409	GHS 98/F
410	GHS Abbas Nagar
411	GHS Cantt. Bahawalpur
412	GHS Chak No. 19/F.W
413	GHS Chak No. 84/F
414	GHS Goth Mehrab
415	GHS No. 1 Hasilpur Mandi
416	GHS No.2 Hasilpur Old
417	GHS Qaim Pur
418	GHS Rang Pur
419	GHS Sajawalwala
420	GHS Shahdara Bahawalpur
421	GHS Shahi Wala
422	GHS Technical Bahawalpur
423	GHSS Abbasia Bahawalpur
424	GJMS Bahawalpur
425	GPS 13 Solang
426	GPS Circular Road,Bahawalpur
427	GHS Yazman

DISTRICT D.G. KHAN

Sr. No.	Name of School
428	GHS Kot Bhai Khan
429	GHS Mubhary Khan
430	GHS Muhammad wala
431	GHS No.2 D.G.Khan
432	GGPS Ahmed Abad
433	GGPS Shadi Khail
434	GGHS Basti Buzdar
435	GPS Haji Ahmedi
436	GHS Tibba Imam
437	GGHS Sarwar Wali
438	GGPS Basti Sadat
439	GGHS Kot Qaisarani
440	GPS City No. 12 D.G.Khan
441	GES Ismail Wala

442	GES Kot Haibat
443	GGHS Jalo Wali
444	GGHS Jhok Uttra
445	GGHS No.2 D.G.Khan
446	GGHS Pir Adil
447	GGHS Tibbi Qaisarani
448	GGHS Yaroo Khosa
449	GGPS Nooran Naseer
450	GHS Basti Buzdar
451	GHS Kot Mubarak
452	GHS Mana Ahmedani
453	GHS No.1 D.G.Khan
454	GHS Shahdad Talpur
455	GHS Shahu Buzdar
456	GPS Bela
457	GPS City No. 8 D.G.Khan
458	GHSS Shadan Lund

