

**PROBLEMS OF EDUCATIONAL MANAGEMENT IN THE
PRIVATE SECTOR RELATING TO THE ELEMENTARY
EDUCATION IN SINDH**

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ABSTRACT

Although the provision of education in Pakistan is the responsibility of state, yet private sector is also making a major contribution in the expansion of education in Pakistan. The Government realizing its limitations has allowed the private sector to play its maximum role in the process of education. In particular, Sindh where the urban-rural divide is conspicuous in the socio-economic and cultural context, its educational needs vary according to these distinctions. To cater to this requirement, private schools in the province are run by private trusts, foundations and religious missions. However, with the expansion of education in private sector at elementary school level, a number of problems in educational management have also emerged. This paper is a primary study and attempts to analyze management related issues on the basis of random cluster sampling of senior teachers in 200 schools of Sindh and recommends solutions with regard to curriculum development, testing and evaluation and teacher training.

INTRODUCTION

Educational institutions in Pakistan are heterogeneous. A large number of public sector institutions are financed and run by the Government, while since the denationalization of education in Pakistan there has been significant growth in the private sector. The participation of private sector was encouraged in National Education Policy, 1979 (Hoodbhoy 2002). Thereafter, National Education Policy 1992 announced more incentives for private sector participation and the Education Policy 1998 has mandated the role of private sector in education. So much so that in 2002, under the Education Sector Reform Program the private sector was mobilized to help the government (Farooq 1994). However, the private school system is a mixed blessing. Some of the problems have cropped up due to mismanagement between the government functionaries and private educational institutions (PEIs), whereas,

some of the problems have arisen as a result of wrong policies of PEIs themselves. The regulatory control over these institutions though available in the province, has been unable to settle a number of issues and problems. In particular, where the private elementary school affords high financial returns to the owner, degradation of standards has been observed engendering number of problems in educational management. The teachers employed in PEIs are not necessarily trained, besides they have no security of service or adequate remuneration. Also, those who manage the PEIs do not necessarily belong to the profession of education, nonetheless, they select, supervise and instruct the teachers to deliver the goods.

HYPOTHESES

- There is no significant difference of management problems between elementary schools headed by owners and elementary schools headed by professionals hired on salary.
- There is no significant difference of management problems between registered elementary schools and unregistered elementary schools.
- There is no significant difference of management problems between elementary schools with adequate physical infrastructure and the elementary schools without.

METHODOLOGY

This study is primary in nature. A random cluster sample of 400 head teachers, 200 male and 200 female, of privately managed schools from 200 schools of Sindh (Table-1) is used. Of the 400 questionnaires administered to these head teachers, 170 from male and 106 from female were responded. The responses of this were collected through a questionnaire. SPSC was used to test the hypotheses.

Table-1
District Wise Sample of Head Teachers of Privately
Managed Elementary Schools

District	Male head teachers	Female head teachers	Total
Karachi	20	20	40
Hyderabad	20	20	40
Sukkur	20	20	40
Larkana	20	20	40
Dadu	20	20	40
Thatta	20	20	40
Jamshoro	20	20	40
Nawabshah	20	20	40
Mirpurkhas	20	20	40
Mithi	20	20	40
Total	200	200	400

FINDINGS AND DISCUSSION

Table-2
Existing Rules of Registration Easily Permit the
Registration of School

Responses	Frequencies	Percentage
Yes	40	40.8%
No	58	59.1%

Table-2 reveals that majority of head teachers (59.1%) of registered schools are of the opinion that existing rules of registration of private schools do not easily permit the registration of the school, while 40.8% head teachers of registered schools responded in affirmative.

Table-3
Curriculum Adopted in Private Schools

Ministry of Education		School Management		Other	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
40	14.4%	133	48.1%	103	37.3%

Table-3 shows that majority of private schools 133 (48.1%) follow the curriculum framed by school management committees, whereas 103 (37.3%) private schools follow the curriculum framed by different organizations, while 40 school (14.4%) school follow curriculum framed by Ministry of Education.

Table-4
Authorities Deciding the Syllabus
and Textbooks in Private Schools

Authority	No of responses out of 276	Percentage
School Management Committee	50	18.1%
Head of School	206	74.6%
Education Department	20	7.2%

Table-4 indicates that in 206 (74.6%) of sample schools, heads of the school decide about the syllabus and textbooks, whereas in 50 (18.1%) schools, the school management committees decide about the syllabus and textbooks, while in 20 (7.2%) schools education department takes this decision.

Table-5
Selection and Recruitment Procedure of Staff in Private Schools

Selection and recruitment Procedure of staff	No of responses	Percentage (276)
Advertising the post and assessing suitability	15	5.4%
Without any interview	25	09%
Hiring services any time as per requirement	236	85.5%

With regard to recruitment procedure (Table-5), majority of heads 236 (85.5%) hire services of the staff any time as per the requirement, where as 25 head teachers (09%) recruit the staff without any interview, while 15 (5.4%) heads recruit the staff by advertising the posts and assessing suitability.

Table-6
Appointing Authority of Teaching / Non-Teaching Staff

Appointing authority of staff	Frequencies	Percentage
Owner of the school	176	63.7%
Head Teacher	45	16.3%
Selection Committee	55	19.9%

Table -6 indicates that in 176 schools (63.7%) the appointing authority of staff is the owner of the school. While in 55 (19.9%) schools there is selection committee for making appointments, whereas in 45 (16.3%) schools the head teachers are the appointing authority. It is concluded that in most of the private schools, owners of the schools are the appointing authorities of the staff.

Table-7
Basic Physical Facilities

Basic Physical facilities	Adequate	Inadequate	Not available
Play ground	60	88	128
Boundary wall	188	48	40
Place for assembly	53	176	47
Science lab	40	30	206
Water room	86	173	17
Lavatories	43	192	41
Computer lab	189	72	15

As to the provision of basic physical facilities available in the private schools, Table-7 shows adequacy, inadequacy and unavailability in the surveyed schools.

Table-8
Reason of Increasing School Fees

Frequency	Frequencies	Percentage
Increasing cost of providing quality education	152	55%
Increasing utility charges	79	28.6%

For increase in school fees, Table-8 shows that 152 (55%) private schools increase fee due to increase in cost of providing quality education, while 79 (28.6%) private schools increase fee due to increasing utility charges.

Table-9
Professional Support of Government
Functionaries to Staff

Responses	Frequencies	Percentage
Yes	33	11.9%
No	243	88%

As shown in Table-9, 243 (88%) respondents are of the opinion that there is no Professional support of Government functionaries to staff, while 33 (11.9%) believe that there is Professional support of Government functionaries to staff.

ANALYSIS

After analyzing the data according to statistical techniques, the following inferences are made:

- The process of school registration is lengthy and complicated.
- School inspection is not carried out by education department as a part of their function.
- The representatives of associations, operating/running schools are not properly involved all cases of harassment and black mail reported by various government functionaries and not in addressing problems.
- Public sector interventions are not defined. Service conditions and fees structures are different.
- The private sector schools are not allowed to vander their services tension-free and in congenial and conducive atmosphere.
- Private sector is not involved in the policy making and maintaining and evaluation of results.
- There is over regulation and excessive control imposed on the private sector.
- Grant-in-aid or any financial assistance is not provided by the government.

- There is no recognition on the part of the government of services provided by the private sector.
- School fee is the only source of income of Private Educational Institutions (PEI).

RECOMMENDATIONS

Concerning Specific Incentives for the Private Sector

- Encouragement of the private sector be given in the form of reduced rates for utilities such as electricity water, and gas.
- Withholding tax on school construction should not be charged.
- Grants be given to private schools serving backward classes in urban slums and in rural area.
- Reasonable fee increases should be allowed annually, tied to the rate of inflation.
- Non-Profit schools should be exempted from all taxes.

Concerning Management and Administration

- The process of registration should be simple and completed within a reasonable time.
- The Private Institutions Education Board should be empowered to intervene in all cases of harassment and blackmail resorted to by various government functionaries and after proper investigation, action should be taken so as to allow private education institutions to render their educational service in a tension-free atmosphere.
- Regulatory bodies encourage public-private partnership for improving the quality and quantity of education.
- The four issues of tuition, fees, medium of instruction, working for an egalitarian society, and curriculum should involve the participation of the private sector in policy making and monitoring and evaluating.
- The Sindh Private Education Institutions Registration and Control Act of 1976 may be adequately amended.

Concerning the Curriculum

- At the primary school level, skills of listening, speaking, reading and writing should be stressed, rather than mere memorization of contents. By the end of class V, the child should have skills of learning and self-expression, which is the key of knowledge with which it will be able to open many doors to proper education.
- Co-curricular activities such as sports and games, arts and crafts, music and drama, should be encouraged. Facilities like gymnasias, auditoria, and playgrounds could be shared by a cluster of schools, by mutual agreements between the managements.
- Special stress should be laid upon quality education where moral and spiritual values are inculcated, not just intellectual knowledge. This should include moral education.
- To make textbooks and exercise books affordable, taxes on them should be reduced.
- Curriculum and syllabus should be available to every teacher and every school and every teacher may be enabled to work this out in the daily lesson plans.

Concerning Teacher-Training

- To improve the total school situation in every school, the principal needs special training in management and administration so that help is obtained for the better functioning and improvement of the school in all curricular and co-curricular activities and for implementing and monitoring all good initiatives practised in institutions of high repute.
- Regular in-service training should be given to all teachers.
- Teacher training should include teacher educations.

Concerning Evaluation and Assessment

- The private sector may evolve an independent creditable alternative assessment body which can evaluate the products of the education system. This will encourage learning rather than

teaching, critical thinking not mere memorization, problem-solving, not just theoretical concepts, current needs, not obsolete ideas, creativity, not just readymade information, and finally character building not just academic success.

- There should be proper and reliable information system regarding the genuineness and value of the many private educational bodies conducting all kinds of courses and awarding certificates, diplomas and degrees, claiming foreign linkages. The average person in the country is not able to judge the genuineness of what is claimed!

CONCLUSION

Private schools are facing many problems. The majority of private schools are unregistered and working without any legal authority. The problems are found more in unregistered schools. In many schools rather than to hire professionals, the owners are working as head teachers. Due to lack of professional knowledge, they face comparatively more problems. The owners do not have the basic knowledge about planning, staffing, organizing, controlling, decision making, budgeting and motivating the stake holders. Similarly the schools running in rural areas are also facing more problems when compared to urban area schools. The rural area schools do not have access to basic facilities necessary for the smooth running of schools. The most of the schools do not have their own building. The furniture and fixture is also not adequate. The position of availability of basic facilities like play ground, place for assembly, science lab, water room, lavatories and computer labs are not satisfactory. Moreover there is shortage of resources, lack of co-operation among parents, community and educational authorities and overcrowded classroom. Government provides no professional encouragement or any other kind of support to private schools. There is no proper monitoring and evaluation mechanism on the part of government to enhance effectiveness and performance of schools. Necessary inputs, in the shape of amenity plots, financial aids, concession in utilities charges and rebate in the tax should be given a serious thought.

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