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A Comparative study of the Attitudes of male and female head teachers towards devolution of education in Punjab

Abstract

The gender issues are figured prominently in the area of leadership and management of school now a day. The aim of the research was to investigate this question that whether there is significant difference between the perception and attitude of male and female HTs towards devolution in education. After devolution in education male and female head teachers of the government schools have different perception regarding controlling most of the academic, administrative and financial matters of the school. Out of 387 of the total head teachers 341 responded to the questionnaire in which 194 were males whereas 147 were females. By gender HTs perceptions regarding their influence on overall academic, administrative and financial matters show that approximately 81% of the both male and female HTs feel that they have influence over academic matters of the school from some extent to a large extent. So far as administrative matters are concerned 60 % of the male HTs (almost 5% more than females HTs) feel that they have influence from some extent to ever more. 58.4% of female HTs feel that they have influence from some to a large extent in all financial matters which is comparatively high than male HTs 53.25%. So far as power center regarding financial matters concerned male HTs wish to diminish powers more than female HTs.

Keywords:

Gender, Head teachers, Devolution in education, Academic, Administrative and Financial matter.

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Introduction

In the role of head teachers, the gender perspective is of outstanding importance. In fact stereotype way of thinking about gender issue is very much important in every sector. The study was conducted to investigate attitudes of male and female head teachers towards devolution of education in Punjab. Men and women may tend to think in different ways, but every individual thinks in his, or her, individual way - each of us uses our preferred mental strategy. Let us not come to believe that all women think in one way and all men in the other (Bland, 2003). Gender is the characteristics, whether biological or socially influenced, by which people define male and female (Myers, 2002). Gender differences delineate those differences that exist between men and women. Gender differences by definition take into consideration the fact that outside the test tube it is impossible to control for the interactions between people and their environment. Outcomes data therefore demonstrate gender difference because it is impossible to tell whether health outcomes are 100% attributable to the biology of males and females or whether they are some mixture of the interaction between biology and the environment within which men and women experience them (Nobelius, 2004).

Gender refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity (American Psychological Association, 2010). Explanation for gender differences have ranged from those which assume differences are inherent or biologically determined, to those which assume these differences are socially conditioned or a combination of both biologically and social influences (Francis & Skelton, 2005).

Devolution in Education

Education devolution is the transfer of decision-making 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 and 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 deconcentration, administrative and personnel functions are often transferred. Devolution can be part of political decentralization or a way for central governments to offload service responsibility (Gershberg, 2005). It is a complex process comprising the changes in the way school systems go about making policy, generating revenues, spending funds, and training teachers, designing curricula, and managing local schools. This, in a way, changes parents, students and teachers attitude towards the school. Such changes imply fundamental shifts in the values that concern the relationships of students and parents to schools, the relationships of communities to central government, and the very meaning and purpose of public education (Fiske, 1996). The purpose of decentralization in education is to raise learning achievement. The mechanisms for this, in theory, are increased efficiency and greater local accountability in the supply of education, leading to higher quality schools that are more in line with the population's preferences (Bray, 1994). Decentralization can contribute to improvement in service delivery and efficiency of resource utilization but successful implementation requires improvement in the other intervening variables such as leadership, teacher training, parent

support, availability of resources, students' and teachers' motivation. A variety of specific management functions may be distributed among different levels of a decentralized educational management system (Hanson, 1998).

Administrative devolution

Administrative devolution is the transfer of authority and responsibility of planning managing functions at local level (Manor dairy as cited in Khan, 2006). Under the devolved system, planning, management and monitoring/evaluation have been decentralized to district level. So far as the management of elementary and secondary schools is concerned, the district government is responsible for it (ADB, Dfid, WB, 2004, Zaidi, 2005 &GoP, 2001).

Fiscal devolution

The transfer of fiscal resources and revenue generating resources to the lower levels in the system is called fiscal decentralization. It empowers the lower levels to have influence over budgets and financial decisions (Manor dairy as cited in Khan, 2006). Impact of devolution on educational financial system is positive, as they have better information the needs and cost of school. As, data collected in Philippians study after

devolution shows that there will be low cost in maintains and construction of school at local level because some funds are collect from community. In Brazil after decentralization of primary education has an absolute drop in the overall level of spending on education. Decentralized School finance system is based on taxation, income of government enterprises, grants from friendly countries, and user fees or tuition fees of students (Behrman, Deolalikar, &, Soon 2002).

Academic devolution

Curricular is more useful for teachers because they aware more about his pedagogical strength and weakness. In decentralized system teachers are able to give their point of view regarding curricular designs. What type of syllabus includes and what type of new technology adopted for the better results. It's all possible in decentralized systems. If every school adopt different curriculum strategy to improve quality of education that will be better for student's future life. This suggests that there should continue to be a role for some centralized education agencies even within a system of decentralized curricula (Behrman, & Soon.2002). Decentralization could help address some shortcomings in deploying and utilizing teachers, in monitoring and supervision, and other management arrangements (Naidoo, Kong, 2003).

Head Teachers' Role in Schools in the Punjab

Head teachers' role in schools is very pivotal in sustaining the change. If a head teacher is a part of the process of change, the chances of the success of any system become great. Similarly the quality and efficiency of school depends to a large extent on the effective school leadership. Plank (1987) in his study pointed out some of the cause of the failure of educational reform initiatives. One of them is the disregard shown to role of school heads in the making and implementation of these reforms. Decentralization in education in Pakistan is a new initiative where educational planners have to seek their role in the new scenario.

Head teachers have three main roles within the school in the Punjab; academic, administrative and financial. According to Punjab Education Code for the teachers and head teachers, they are expected to help their teachers in improving their pedagogical skills and improving their classrooms environment conducive to teaching learning. This is one of their academic roles as instructional supervisor.

The administrative or management roles of head teachers is considered as their central responsibility and require them to determine staffing needs, preparing time table, maintaining records required by district or provincial governments, school community relationship and

creating a conducive environment within the schools.

The financial roles of head teachers are preparing budgets for the school which he/she sends to local or provincial government and to act as drawing and disbursing officer of the salaries of the staff. They have to apply for re-appropriation (transfer of savings in the appropriations of one or more units of appropriations to meet excess expenditure anticipated under another such unit) of the budget to district government which takes a long time for approval

Head teachers in Punjab operate as linking agent between school and district or provincial government. Little is known about what head teachers of high schools in Punjab want through decentralization in education. What influence do they have on different academic, administrative and financial matters in the school and whether they want the decentralization of the authorities regarding different academic, administrative and financial matters to schools or not.

So far as two major studies conducted on the attitudes of the head teachers 'are concerned, it came out that majority of head teachers were in favor of giving more and more autonomy so far as decisions regarding

academic, financial and administrative were concerned. In a study conducted by Wright (1993) most of the participants favored budgeting decentralization to the grass root level. Brian (1993) has pointed out many surveys conducted in USA, Canada New Zealand and England where most of the principals and teachers have favored decentralizing most of the administrative, financial and academic functions from local authorities to school though some of them have mentioned an initial burden at the very outset.

The results of the decentralization survey conducted by the Arizona Department of Education in 1993, teachers and principals were of the opinion that "students would be best served if decisions were made at school sites with the exception of determining salaries." Moreover they also favored an increased role of parents and community in school.

In a study conducted by Gibton, Sabar and Goldring (2003) the principals feel uncertainty as to whom they should answer. They thought that the authorities were passing down more and more burden of students' achievement to principals and the staff in the ever changing sociopolitical arena. Decentralization added new pressure to them which was previously unknown to them. Moreover they had less power to

initiate change whereas it was actually more accountability on their part.

The study was designed to find out or to analyze the vital query regarding attitude of head teachers with respect of gender towards decentralization in education. The researcher through this research project give particular attention and tried to find out how head teachers of Punjab perceived their academic, financial and administrative responsibility at school level after the influence of devolution. The aim of the study is to define the perception of HTs' about devolution in education regarding their gender differences.

Objectives of the Study

Purpose of the study was:

- to explore the attitudes of male and female head teachers towards devolution of education in Punjab
- To find out how male and female HTs think differently so far as their administrative, academic and financial responsibility is concerned after devolution.

- To find out how male and female HTs think differently so far as power centers regarding administrative, academic and financial matters is concerned in future scenario

Sample of districts for head teachers

A two stage sampling technique was used. In the first stage districts were selected randomly out of three categories of districts with respect to literacy rate. Four districts were selected from each category. In this way 12 districts were included in the sample for administering the questionnaires to the head teachers.

Table 1 Selected Districts from each Category for Questionnaires

Sr. No	Category	Total districts	No. of selected districts	Sampled districts
1	A	12	04	Attock, Lahore, Rawalpindi, Chakwal
2	B	12	04	Mianwali, Okara Sargodha, Sheikhpura
3	C	11	04	Bhakkar Bahawalpur, Nankan Sahib, Bahawalnagar
	Total	35	12	

In the second stage schools were selected randomly out of selected districts. Head teachers of those schools constituted the sample. The minimum sample size required for 5% margin of error around the parameter estimation at the .95 confidence level was 387 (Ary,

Jacobs&Razavieh 2002). So sample for the study comprised a total of 387 head teachers (Male 223, Female 166) of the accessible population of 2070 head teachers (Male1250, Female 820).

Research Instrument

The instrument was composed of 30 items and the statements in each section were classified under three types of matters related to the school.

- a) Academic
- b) Administrative
- c) Financial

Eleven items were related to academic matters of the school, 13 to the administrative matters of school and 6 were related to financial matters.

Opinion and Perception of HTs towards Decentralization in Education

General characteristics of the respondents.

Of the 341 respondents to the survey questionnaire 56.9 % (N= 194) were male HTs and 43.1 % (N= 147) were female HTs.

By Gender HTs' Perceptions Regarding Their Influence on the Matters of School

Academic matters

HTs' perceptions regarding their influence on academic matters in school were elicited on a scale indicating the extent to which they had influence.

Table 4.21 *By Gender HTs' Perceptions Regarding Their Influence on Academic Matters of the School*

Academic Matters	Gender	Level of influence in percentages					\bar{X}	χ^2	Sig
		I don't know	Not at all	A little	To some extent	To a large extent	Max. value=5		
Selection of instructional material	M	4.1	15.5	9.3	39.7	32.0	3.79	6.0	.19
	F	0.7	18.4	6.1	45.6	29.3	3.84		
Content to be taught in a period	M	2.1	6.2	6.7	43.8	41.2	4.16	3.0	.54
	F	0.7	6.1	10.9	40.1	42.2	4.17		
Topics to be taught in a period	M	2.1	6.7	6.2	46.9	38.1	4.12	2.6	.61
	F	0.7	6.1	9.5	43.5	40.1	4.16		
Skills to be taught in a period	M	4.1	7.2	11.3	45.9	31.4	3.93	12.8	.01
	F	0.7	2.0	20.4	44.2	32.7	4.06		
Sequence of contents	M	3.1	8.2	10.3	41.8	36.6	4.01	7.0	.13
	F	2.0	2.7	16.3	41.5	37.4	4.10		
Sequence of topics	M	2.6	8.2	11.3	38.7	39.2	4.04	2.6	.62
	F	2.7	4.1	13.6	39.5	40.1	4.10		
Sequence of skills	M	4.1	10.8	10.3	42.8	32.0	3.88	6.9	.13
	F	2.0	4.8	15.6	46.3	31.3	4.00		
Grading system	M	1.5	15.5	11.3	29.4	42.3	3.95	4.5	.34
	F	2.0	8.8	12.2	26.5	50.3	4.14		
Classroom discipline	M	1.0	1.5	5.7	15.5	76.3	4.60	.8	.93
	F	1.4	2.7	5.4	16.3	74.1	4.59		
Use of classroom space	M	1.0	1.5	2.1	33.0	62.4	4.54	1.0	.90
	F	0.7	1.4	3.4	29.9	64.6	4.56		
Class assignment	M	1.5	2.6	4.1	30.9	60.8	4.45	7.7	.10
	F	2.7	4.8	5.4	41.5	45.6	4.20		
Total	M	2.67	7.63	8.01	37.11	44.56	4.13		
	F	1.73	5.62	10.82	37.66	44.15	4.17		

Summary of statistics in the above table reveals that value of χ^2 was not statistically significant at 0.05 levels of significance except on skills that are being taught in a period. It means that perceptions of HTs regarding their influence on academic matters were independent of their gender. Female HTs had comparatively stronger opinion that HTs were better empowered to influence the skills to be taught to students. Overall, more than 80% of both male and female HTs think that they have influence from some to high extent in academic matters of the schools.

Administrative matters

HTs' perceptions regarding their influence on administrative matters in school were elicited on a scale indicating the extent to which they had influence.

Table 4.22 By Gender HTs' Perceptions Regarding Their Influence on Administrative Matters of the School

Administrative Matters	Gender	Level of influence in percentages						\bar{X}	χ^2	Sig
		I don't know	Not at all	A little	To some extent	To a large extent	Max. value=5			
Hiring teachers	M	8.8	34.5	8.8	26.8	21.1	3.17			
	F	8.8	42.9	10.9	18.4	19.0	2.96	4.6	.32	
Firing teachers	M	9.8	38.7	9.3	25.3	17.0	3.01			
	F	8.2	45.6	12.9	17.0	16.3	2.88	4.8	.30	
Hiring administrative personnel	M	10.8	27.8	15.5	27.3	18.6	3.15			
	F	2.0	35.4	11.6	25.2	25.9	3.37	13.8	.00	
Firing administrative personnel	M	10.3	27.8	14.9	28.4	18.6	3.17			
	F	1.4	35.4	13.	25.2	24.5	3.36	13.7	.00	
Promotion of personnel	M	12.4	27.8	14.9	29.4	15.5	3.08			
	F	5.4	35.4	21.8	17.7	19.7	3.11	13.5	.00	
Controlling dropout	M		8.2	12.9	52.1	22.2	3.79			
	F	4.6						25.9	.00	
Length of class period	M	3.6	5.7	9.3	40.2	41.2	4.10			
	F	2.0	7.5	11.6	37.4	41.5	4.09	1.7	.78	
Length of school day	M	46	18.0	10.3	30.9	36.1	3.76			
	F	0.7	23.8	8.2	34.0	33.3	3.76	6.6	.15	
In-service teacher training	M	3.1	25.8	19.1	36.1	16.0	3.36			
	F	0.7	17.7	18.4	44.2	19.0	3.63	6.7	.15	
Contract with NGOs for development of school	M	9.8	47.7	7.2	25.3	10.3	2.79			
	F	12.2	51.0	12.2	13.6	1.9	2.60	8.5	.07	
Accountability of teachers	M	3.6	11.3	10.8	47.9	26.3	3.82			
	F	2.0	7.5	19.7	43.5	27.2	3.86	6.8	.14	
Community participation	M	2.1	7.7	12.4	43.3	34.5	4.01			
	F	1.4	7.5	10.2	47.6	33.3	4.04	.96	.91	
Supervision	M	0.5	3.6	3.1	26.3	66.5	4.55			
	F	1.4	2.0	4.1	25.2	67.3	4.55	1.6	.79	
Total	M	6.5	21.88	11.	33.78	26.4	3.52			
	F	4.08	27.68	12.3	28.15	27.73	3.53			

Summary of statistics in the above table reveals that value of χ^2 was not significant at 0.05 level of significance except on four aspects. It means that perceptions of HTs regarding their influence on administrative matters were independent of their gender i.e. male and female HTs had same opinion almost on all aspects except on hiring and firing of administrative personnel, controlling dropouts of students and promotion of the personnel. Majority of male HTs believed that they had influence to some extent on matters like decreasing dropout, firing of administrative personnel and promotion of personnel whereas female HTs thought that they had no influence at all on these administrative matters of the school. Controlling dropout was the only administrative matter in which majority of female HTs believed that they had more influence.

Total shows that approximately 60% of the male HTs feel that they have influence over academic matters of the school from some to a large extent which is comparatively high than female HTs (56%).

Financial matters

HTs' perceptions regarding their influence on financial matters in school were elicited on a scale indicating extent to which they had influence.

Table 4.23 By Gender HTs' Perceptions Regarding Their Influence on Financial Matters of the School

Financial Matters	Gender	Level of influence in percentages					\bar{X}	χ^2	Sig
		I don't know	Not at all	A little	To some extent	To a large extent			
Allocation of funds	M	3.1	12.4	11.9	43.8	28.9	3.83	3.6	.45
	F	2.0	16.3	11.6	35.4	34.7	3.84		
Raising school funds	M	6.7	23.7	16.0	35.6	18.0	3.35	1.6	.79
	F	4.8	28.6	13.6	36.1	17.0	3.32		
Determining teacher's salary	M	11.9	49.0	4.6	16.5	18.0	2.80	3.9	.41
	F	6.1	48.3	5.4	17.7	22.4	3.02		
Re-appropriation of budget	M	6.2	19.6	16.5	47.4	10.3	3.36	3.9	.41
	F	9.5	23.1	14.3	39.5	13.6	3.24		
Excess and surrender	M	7.2	23.2	20.1	39.2	10.3	3.22	3.4	.48
	F	5.4	19.0	19.7	39.5	16.3	3.42		
Special grants	M	5.7	26.8	16.0	30.9	20.6	3.34	2.9	.56
	F	8.8	21.8	15.6	28.6	25.5	3.39		
Total	M	6.78	25.77	14.17	35.56	17.69	3.31		
	F	5.21	20.52	16.21	34.69	23.35	3.37		

Summary of statistics in the above table reveals that value of χ^2 was not significant at 0.05 level of significance. It means that perceptions of HTs regarding their influence on financial matters were found to be independent of their gender i.e. male and female HTs had same opinion

on all aspects. There was not a single financial matter in which the HTs had influence over a large extent. Only in allocations of funds for school they believed that they had influence to some extent otherwise, they thought that they had a little influence over all other financial matters. Total reveals that 58.4% of male HTs feel that they have influence from some to a large extent in all financial matters which is higher than female HTs 53.25%. Similarly, 25.77 % male HTs think that they have no power on financial matters of the school.

By Gender HTs' Opinion Regarding Desired Power Center of Various School Matters

Academic matters.

HTs attitude was elicited on a scale to find out the level to which they wanted academic powers of the school to be devolved.

Table 4.24 By Gender HTs' Opinion Regarding Desired Power Centre of Various Academic Matters

											Power Centre Within School (In percent ages)	χ^2	Sig
Academic Matters		Gender	Federal governme nt	Provincial governme nt	District governme nt	Teacher training institute	School council	Head teacher	Teacher	H.Teach ers+teachers= Total			
Selection of instructional material.	M	16.	25.3	3.1	13.9	1.5	13.9	26.3	40.2				
	F	6.8	27.9	6.8	9.5	3.4	12.2	33.2	45.4		12.6	.04	
Content to be taught in a period.	M	4.1	23.2	1.0	14.9	1.0	20.6	35.1	55.7				
	F	6.1	19.0	1.4	9.5	2.0	24.5	37.4	61.9		4.6	.59	
Topics to be taught in a period.	M	3.6	22.7	1.0	15.5	1.0	21.6	34.5	56.1				
	F	8.2	17.0	0.7	9.5	1.4	24.5	38.8	63.3		7.6	.26	
Skills to be taught in a period.	M	2.1	21.1	4.1	16.5	1.5	21.1	33.5	54.6				
	F	5.4	15.6	1.4	10.9	4.1	12.8	38.8	51.6		11.0	.08	
Sequence of contents.	M	4.6	12.9	4.6	16.5	2.6	25.3	33.5	58.8				
	F	3.4	5.4	5.4	10.2	5.4	27.9	42.2	70.1		11.3	.07	
Sequence of topics.	M	4.6	12.4	3.6	17.5	3.1	25.8	33.0	58.8				
	F	2.7	4.8	4.8	12.2	3.4	26.5	45.6	72.1		11.4	.07	
Sequence of skills.	M	4.6	11.9	3.6	18.6	2.6	25.8	33.0	58.8				
	F	2.7	4.8	4.8	12.2	3.4	29.3	42.9	72.2		10.7	.09	
Grading system.	M	2.6	16.5	5.2	4.6	4.6	43.8	22.7	66.5				
	F	4.8	8.8	2.0	6.8	2.0	40.8	34.7	75.5		13.7	.00	
Classroom discipline.	M	1.0	3.6	5.2	5.2	5.2	58.8	21.1	79.9				
	F	2.0	1.4	0.7	0.7	3.4	58.5	33.3	91.8		17.8	.00	
Use of classroom space.	M	0.5	2.6	1.5	2.1	9.8	26.3	57.2	83.5				
	F	1.4	1.4	0.7	2.0	2.7	20.4	71.4	91.8		11.9	.06	
Class assignment.	M	1.5	3.6	2.6	2.1	2.1	56.7	31.4	88.1				
	F	0.7	4.1	2.7	1.4	6.1	55.1	29.9	85		4.5	.60	
Total	M	4.1	14.2	3.7	11.1	3.4	31.0	33.1	64.0				
	F	4.0	10.2	3.1	8.5	3.5	31.0	40	71.0				

Summary of statistics in the above table reveals that value of χ^2 was not statistically significant at 0.05 level of significance except on three aspects.

It means that the opinions of the head teachers regarding power centers of various academic matters of the schools were independent of their gender i.e. male and female HTs had same attitude on almost on all academic aspects of school except on the selection of core instructional material, grading system and classroom discipline. Majority of male HTs supported to give powers regarding grading system of assessment, discipline within the classroom to HTs. Majority of female HTs favoured to give powers regarding selection of core instructional material to teachers.

Frequency of respondents given in data revealed that majority of female HTs supported decentralization of academic matters like selection of core instructional materials, use of classroom space, content, topic and skills that are taught in a period and the sequence in which content, topics and skill that are taught to teachers whereas majority of male wanted to give powers related to grading system and classroom discipline to head teacher. It may be concluded that female HTs are more in favour of decentralization of most of the academic issues to teachers than male HTs. Overall, female head teachers (71%) wish to devolve power centre in the school for all academic matters than male head teachers (64%).

Administrative matters

HTs attitude was elicited on a scale to find out the level to which they wanted administrative powers of the school to be devolved.

Table 4.25 By Gender HTs' Opinion Regarding Desired Power Center of Various Administrative Matters

Power Centre (In percentages)									Power Centre Within School (In percenta ges)	χ^2	Si g		
Administrative Matters	Gender	general	governm ent	1	governm District	governm ent	Teacher training institute	School council	Head teaches	Teacher	H.Teach ers+Teach ers= Total		
Hiring of teachers	M	2.1	32. 5	28. 4	5.7	7.7	22. 2	1. 5	23.7			2.2	.8 9
	F	2.0	27. 2	32. 7	8.2	8.2	20. 4	1. 4	21.8				
Firing of teachers	M	2.1	33. 0	28. 9	4.6	7.2	22. 7	1. 5	24.2			2.6	.8 4
	F	2.0	26. 5	32. 0	7.5	8.2	22. 4	1. 4	23.8				
Hiring of administrative personnel	M	0.5	38. 7	16. 5	2.1	3.6	36. 6	2. 1	38.7			12. 8	.0 3
	F	0.7	21. 8	19. 7	4.8	7.5	44. 2	1. 4	45.6				
Firing of administrative personnel	M	0.5	38. 7	17. 0	2.1	3.6	36. 1	2. 1	38.2			17. 7	.0 1
	F	0.7	20. 4	20. 4	5.4	7.5	44. 2	1. 4	45.6				
Promotion of personnel	M	0.5	43. 8	28. 9	3.6	4.1	16. 0	3. 1	19.1			17. 5	.0 0
	F	1.4	25. 9	32. 0	8.2	8.8	22. 4	1. 4	23.8				
Controlling dropout	M	1.0	4.6	7.7	0.5	14.	45.	25	71.2			15.	.0

							4	.		0	2
		F	1.4	9.5	1.4	2.7	10.	43.	31	74.8	
							5	.			
		M	2.1	12.	6.7	1.5	5.2	62.	9.	71.7	
				9				4	3		.0
		F	0.7	5.4	10.	5.4	4.1	65.	8.	74.1	11.
				2				3	8		3
		M	2.1	19.	14.	2.1	3.6	52.	5.	58.3	
				6	4			6	7		.2
		F	1.4	13.	19.	6.8	4.1	49.	4.	54.5	8.2
				6	7			7	8		1
		M	0.5	22.	13.	38.7	5.2	18.	1.	20.1	
				2	4			6	5		.2
		F	1.4	12.	14.	41.5	4.1	25.	1.	26.6	7.2
				2	3			2	4		8
		M	1.5	17.	19.	4.1	13.	41.	2.	43.8	
				5	1		9	2	6		.5
		F	4.8	21.	19.	3.4	12.	35.	2.	38.1	4.7
				8	7		2	4	7		7
		M	1.0	5.2	10.	1.5	5.7	72.	3.	76.3	
				3				7	6		.9
		F	2.0	4.8	10.	2.0	7.5	70.	2.	73.4	1.3
				2			4	7	7		6
		M	3.6	4.1	10.	1.0	37.	39.	3.	43.3	
				3			6	7	6		10.
		F	3.4	4.1	7.5	2.0	23.	54.	4.	59.2	5
							8	4	8		0
		M	1.0	5.2	7.7	3.6	9.3	69.	3.	73.2	
								6	6		13.
		F	2.0	2.7	4.8	1.4	2.7	84.	2.	86.4	2
								4	0		4
		M		21.	16.		9.3	41.	5.	46.11	
			1.5	3	0	5.51	1	0	1		
		F		15.	17.		8.3	44.	5.	49.82	
			1.9	0	2	7.58	2	7	1		

Summary of statistics in the above table reveals that value of χ^2 was not significant at 0.05 level of significance except on five aspects. It means that the opinions of the head teachers regarding power centers of various administrative matters of the schools were found to be independent of their gender i.e. male and female HTs had same attitude on almost on all administrative aspects of school except on hiring and firing of administrative personnel, promotion of personnel, controlling dropout and supervision. Majority of the male HTs were in favour of retaining hiring, firing and promotion of personnel to provincial government whereas female HTs supported to give powers regarding promotion of the personnel to district government and hiring and firing of the personnel to HTs. It may be concluded that female HTs were significantly more in favour of decentralization of these aspects than male HTs. Female HTs wanted to give powers regarding hiring and firing of administrative personnel to HTs which meant that they were more in favour of decentralization of these matters than male HTs.

Frequency of respondents given in data revealed that majority of male HTs supported to give administrative powers like length of the school day, contracting with private parties and accountability of the teachers to HTs. So far as hiring and firing of teachers were concerned the attitudes

of both male and female HTs were more towards centralization than decentralization. Another important aspect was the in-service teacher training, where, both male and female HTs, favoured to give it to the teachers training institutes. Total reveals that almost 50% of the total female HTs wish to decentralize power centre for the administrative matter of the schools within the school.

Financial matters

HTs attitude was elicited on a scale to find out the level to which they wanted financial powers of the school to be devolved.

Table 4.26 By Gender HTs' Opinion Regarding Desired Power Center of Various Financial Matters

Administrative Matters	Power Centre (In percentages)								Power Centre Within School (In percentages)	χ^2	Sig
	Gender	regal governme nt	Provincial governme nt	District governme nt	training institution	School oncil	Head teacher	Teacher	Head teacher+ Teacher total		
Allocation of funds	M	1.0	18.0	32.5	3.1	6.2	33.0	6.2	39.2	11.2	.08
	F	3.4	24.5	26.5	6.1	8.2	22.4	8.8	31.2		
Raising school funds	M	1.5	33.0	31.4	1.5	11.9	18.6	2.1	20.7	8.3	.21
	F	5.4	34.0	32.0	2.0	8.8	12.9	4.8	17.7		
Determining teacher's salary	M	5.2	47.9	18.6	1.0	5.7	18.0	3.6	21.6	11.3	.07
	F	4.8	36.7	18.4	5.4	9.5	17.7	7.5	25.2		
Re-appropriation of budget	M	1.0	26.3	34.0	2.1	6.7	28.9	1.0	29.9	3.9	.67
	F	2.0	25.9	38.1	2.7	9.5	19.7	2.0	21.7		
Excess and surrender	M	0.5	27.3	37.6	1.5	6.7	24.2	2.1	26.3	.6	.99
	F	0.7	25.9	38.1	2.7	9.5	21.3	2.0	23.3		
Special grants	M	2.6	34.5	30.9	1.0	7.7	21.6	1.5	23.1	2.8	.82

Total	F	0.7	27.9	36.1	1.4	8.8	23.8	1.4	25.2
	M	2.4	31.0	30.4	2.06	7.47	23.3	3.0	26.0
	F	3.1	29.5	30.0	3.28	9.41	19.8	4.6	24.4

Summary of statistics in the above table reveals that value of χ^2 was not statistically significant at 0.05 level of significance. It means that the opinions of the head teachers regarding power centers of various financial matters of the schools were independent of their gender i.e. male and female HTs had same attitude on almost on all financial aspects of school. Overall total shows that approximately 60% of both male and female head teachers wish to retain centralization of financial matters to district or provincial government.

Table 4.27 presents the data.

Implications of the study

This study explores the attitude of HTs towards devolution in education with respect of their gender difference in the province of Punjab and to find out how male and female use their authority of decision making in their organization. The perceptions of HTs regarding their influence on academic, financial and administrative matters were dependent of their gender. The results of the study regarding academic matter of the organization shows that Female HTs had comparatively stronger opinion those HTs were better empowered to influence the skills to be

taught to students. Majority of male HTs believed that they had influence to some extent on matters like decreasing dropout, firing of administrative personnel and promotion of personnel whereas female HTs thought that they had no influence at all on these administrative matters of the school. Total shows that approximately 60% of the male HTs feel that they have influence over administrative matters of the school from some to a large extent which is comparatively high than female HTs (56%). Total reveals that 58.4% of male HTs feel that they have influence from some to a large extent in all financial matters which is higher than female HTs 53.25%. Similarly, 25.77 % male HTs think that they have no power on financial matters of the school. This leads to conclude that male and female head teachers had differently perceived their authority and duty. Mostly, the male head teachers are not satisfied for their current power. On the other hand some female heads complain for their less authority in their administrative matters.

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