

# Administrative Disparities And Executive Challenges For Head Teacher In School Operations At Secondary Schools Of Rural Areas Of Sindh, Pakistan

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## ABSTRACT

Education is the fundamental right to provide equally free and compulsory basis at the nook and corner for the public of the state (Article 25- A) despite of being fundamental concern it is under the grave discrimination through urban and rural education system. Undoubtedly rural education is gravely destroyed due to deep administrative ignorance and frail accountability and impotence government and institutional stake. Study explored the administrative disparities and executives challenges faced by head in execution school affairs and fair teaching learning activities at assigned secondary school. Study was conducted through qualitative method and narrative, data were collected through purposive sampling from the ten school heads of secondary school through semi structured interviews. Study explored that school administration faces shortage of resources in terms of material and human resources, arrogant attitude of teachers and community which badly affects the school operations and execution of school management. Teachers unions have created troubles and issues for the school and administration consequently which stimulates the dropout of students and absenteeism of teachers. Assessment and evaluation mechanism is deeply influenced by community and political activist teachers which deprived the smooth flow of school operations and dysfunctions the institutional activities in secondary schools of Sindh.

**Keywords:** Administrative Disparities, Executive Challenges, school Operation & Head Teacher

## Introduction

Education fundamental right to provide on equal basis and mandatory whether in urban or metropolitan cities It is matter of socio political consciousness among the masses to produce the well skilled and efficient human resources in the country (Shultz, 1961). OKumbe (1998) analyzes that schools should be ensured the fair and indiscriminately teaching learning attention effectively and efficiently managed and organized so that it may achieve the extra ordinary goals and objectives of the education. Public or private sector entities should be assured

effective and efficient school management practices through willful understanding of team and community to accomplish the overall goals and objectives of school and education (Olorisade,2011). Quality of education is matter of grave concern and a talk of the town because education system of Pakistan faces crisis and obstacles in overall functions and operations of the school such as teaching learning, administrative matters and quality of assessment further condition schools in rural areas is more critical and devastated as compare to urban schools where the basic facilities and teaching

learning environment is almost deprived and lost the standards of education (Hayes, 1987). School administration encounter sever challenges and hurdles in the operations of the school and unable to ensure the quality education and quality of administration due critical issues such as shortage of resources, infrastructure, meager number of professional teachers and supporting staff and poor community cooperation (Markley 2009).

School administration in rural areas is highly ignored and given less attention in maintenance of quality education, record development, staff training and skill development of teachers and students, appropriate facilitation and monitoring and evaluation gap which consistently deserted the quality education. Most of the schools are provided insufficient infrastructure, school budget is cut off and teacher political empowerment restrict the process of administration. Day to day schools lose their identity which stimulates poor enrollment and dropout of the students. Under such critical circumstance and poor facilitation teachers avoid working in those schools and most of the time they waste their time in reading newspaper and operating mobile phones (Government of Pakistan 2015). Authority has assigned the major roles and responsibilities to Head Teacher in order to maintain the operations of the school unfortunately school head is unable to fulfill such duties fairly, consecutively system of education in Pakistan badly suffers especially province of Sindh, which gravely victim of educational decline (Maleeha Rizwan, 2022). Head Teacher plays ground role to execute the policies and manifestation of school, it operates the indigenous functions and external activities of the school. Head Teachers at secondary schools of Sindh encounter challenges such as poor curriculum instructions and poor assessment procedures, insufficient resources, shortages of teachers, books and learning material, poor cooperation of teachers and community with

school administration and poor quality education etc therefore challenges create hindrance in smooth runoff teaching learning process at school.

### **Research Objectives**

1. To analyze the administrative disparities for head teacher in school operations at secondary schools of rural areas
2. To analyze the executive challenges for head teacher in school operations at secondary schools of rural areas

### **Research Questions**

1. What are the administrative disparities for head teacher in school operations at secondary schools of rural areas?
2. What executive challenges faced by head teacher in school operations at secondary schools of rural areas?

### **Research Method & Design**

Qualitative method with narrative design was used to conduct the study. Data was collected through purposive sampling and interviews were conducted from the ten school heads of secondary schools Sindh. Qualitative method is essential and appropriate to conduct such studies which are based on realities and true nature of the problem. Researcher directly comes into the contact of the participant and records responses at sight. Narrative research design adds up the true options of the public to be recorded and interpreted, it plays significant value in the domain of qualitative studies. Denzin & Lincoln (2004) analyzed that qualitative design approach focus the true and authentic involvement of the participants and researchers in the field and originally conduct the study in natural circumstances which might the validated form the data and findings as well. .

### **Challenges Faced by Head Teacher in School Administration**

Head teacher is only execution of school and sole representation of the institution and authorized to play role inside and outside of the school. School administration establishes school manifestation in the light of education policy and curriculum policy and develops plan to implement it accordingly. Such plan and execution require resources and support such as availability of physical means building, space, office room, water and electric facility and complete presence of teaching and support staff. Head leadership develops school policy and assigns duties to teachers and staff for the implementation of plan with efficiency and effectiveness. He timely counsels and guides the training for curriculum instructions and records maintenance moreover school head creates interactive environment with community members and constantly seeks support from them (Kochhar, 1988). Education system of Pakistan is facing severe challenges like political, social and economic deprivation specially in school of rural areas where the quality of education is dull and teaching learning activities are badly affected. School of rural areas deprived even basic facilities such as infrastructure, sanitation, water and electric facility which creates horrible circumstance for the school administration. School manager seeks suggestions and recommendations from the teachers and supporting staff and encourages the participation of teachers and civic citizens and converts all these efforts in team building assignment. The researches have been clearly identified that head teacher face the big challenge of quality education, quality education directly depends upon the well-developed curriculum instructions, it is a serious setback for school administration that it can't access the wide range of text book to distribute among the all students (Nayar & Salim, 2002). It has been notified through various studies that trained and skills are teachers are very meager in number specially

female teacher are unavailable for services of teaching (Sidiqi, 2007).

### **Insufficient Physical and Human Resources**

Schools of rural areas encounter the shortage of resources and poor utilization of given resources which create critical challenges and problem for school leadership. Insufficient infrastructure creates overcrowded classes which badly affect the learning outcomes and attention of students. School are provided insufficient funds and most of the time it is cut off therefore school management could not manage the infrastructure and facilitation for students and teachers. Further government authority pay less attention and accountability of such school therefore dropout and absenteeism are the worst problem of school (Bello et al, 2015). Teachers retention rate is poor because most the teachers are active in teachers unions and have political background that's why they ignore the school management and authority and authority seems feeble to take strict action them (Owate and Okpra, 2013).

### **Absence of Discipline and Political Pressure on Head Teacher**

Head teacher is accountable and responsible school discipline and all the disciplinary activities whether from teachers' side or from students side because it negatively affects the credibility of school administration (Seamus, 1995). Teachers create server resistivity when they are demotivated and dissatisfied from the behavior and attitude of the school administration, most of the time they stimulate other teachers and working staff against the school head so that they achieve the desired interests and serve their illegal motives (Foster, 1989). It is analyzed that sometime teachers are trained and highly professional and they are not fairly paid and respected which disturbs the classroom performance teachers such unhealthy practices big challenges for the head teacher in achieving

planned objectives and goals of school (Kingala, 2000).

**Dejected School Performance**

Quality performance of school depends upon the extra ordinary skills and efficiency of head teacher because he only liable and accountable for the success and failure of school. School management strives to maintain and improve the performance of school unfortunately server issues and challenges restrict it to perform the better job consistently school reduces the performance and unable establish the standards of education and achieve objectives of the institution (Hammond, 1997).

**Inadequate Assessment Mechanism**

Assessment is a most important tool of academic sustainability and achievement of objectives. Assessment plan and procedure should be appropriately developed with the consultation of the team and monitoring the progress and performance of students regularly. School administration should guide and counsel the teachers about the utilization of effective tools and techniques for proper assessment of students. Rono (2013) explore that system of examination is ineffective and poor in quality which is unable to evaluate the authentic performance of students.

**Challenges for School Administration**



**Findings of the Study**

**Social Issues in School of Rural Areas**

Participants perceived that school head severely encounters socio cultural challenges and restrictions such as extreme parda (veil) culture, stereo types approach of the rural community, cruel behavior of community members and harsh attitude and mentality of parents against school administration create such administrative disparities and executes hurdles for school head. School administration seems feeble to counter social & cultural issues especially at girls'

secondary schools of rural areas. Furthermore participants perceived that girls perceive risk and security threats while going to school which trigger the negative attitude of parents and community to restrict their female children to pursue education and extends the dropout and absenteeism of students. One of the participants perceived that, Parents restrict their children from school and force them to stay at home rather seek education because seek education is consider as an abnormal and ill act in such societies.

### **Shortage of Physical and Human Resources**

Participants perceived that schools have meager availability of physical such as furniture, spacious building, labs, workshop, washroom and stationary and human resources such as availability of trained teachers, subjects specialists and training supporting staff in rural areas secondary schools. Schools are deliberately ignored of district and talka management (DEO & TEO) because most of the schools are situated in far flung rural areas of Kachha where the basic facilities are deprived such as roads, transport and security are the big issue therefore government representative avoid to visit certain schools. Infrastructure of the school building of school are poor and necessary facilities are missed such as furniture, washrooms and clean water due to insufficient SMC and funds and rural community victim of poverty so it can not contribute in the physical resources. Insufficient and poor quality of teachers in school because teachers avoid to work in rural school therefore they immediately transfer themselves to urban schools. Teachers are untrained and unprofessional in teaching services moreover they are not provided opportunities of training and professional development. Participants perceived that there is also shortage of supporting staff such as watchman, peon and clerk therefore head teachers works himself in preparation of document, results and record of the school moreover students are made responsible for cleaning and weeping of the classroom and school.

### **Deficit Retention rate of Teachers & Students**

Participants perceived that there is low retention rate of teachers due to poor accountability and check & balance of government authority therefore they hardly come to school and if they come to school they leave the school before school time furthermore they do not take classes as per the schedule of time table. Unavailability of teachers and poor retention rate of teachers stimulates

dropout and poor retention of students although they belong to rural community therefore they prefer to visit cattle farm and agriculture field than school consequently it deserts the school moreover in the result school goes to be closed.

### **Unprofessional Teachers Attitude & Communication**

Participants perceived that teachers attitude and behavior with students and school administration harsh and horrible which creates hatred among the students and threatens the school administration. Participants perceive teachers use abusive language for students and insult in classroom with abusive words. Participants perceived that most the time conflicts arose due to abrupt behavior and misconduct of teachers with students and their parents. Furthermore misbehave and terrorize the school administration when it asks them about the regularity and punctuality from the teachers. Participants perceived that this is the only reason behind the teachers and school administration disputes and school administration feel helpless and weak in term of action and control of such attitude.

### **Dropout and Absenteeism of Students and Teachers**

Participants perceived that dropout of students is grave challenge for the school administration, students of areas give up education & remain absent due to various factors such financial deprivation therefore they could afford the expenditures of books, uniform, stationary and transport expenses. Secondary school in rural areas are centrally established where the number of villages are surrounded and covers large number of area and population of rural areas therefore it becomes very difficult for the students to travel ten KM and twenty KM daily outback. Rural community is largely victim of poverty and unemployment therefore they prefer to send their children for cattle grazing & agriculture rather school. Participant perceived that low retention of teachers, meager facilities, financial constrain, and distant school and inappropriate school environment

are extremely responsible for students' absenteeism and dropout.

### **Involvement and Interference of Rural Community in School Matters**

Participants believed that community wants social and political influence inside school and create pressure on school head therefore it interferes in the matters of school such as in school budget, school record, students' attendance and grading matters. Community expects illegal favor from the school administration therefore it interferes in the decision of school for teachers' accountability, students' exams & result and resources of school. Most of the working teachers are from local community therefore they are strongly supported by community members against the school administration. School administration seems helpless to take action against teacher's misconduct, irregularity and arrogant attitude because community stands with teachers in all unhealthy activities against the school head. Community thrust social and political threats to school head and threatens and terrorize to school head when he takes action against teachers and students. Head teacher faces social insecurity and life risk therefore he could not perform his duties and responsibilities fairly and independently.

### **Teachers Unions & Political Support**

Participant perceived that teachers have made unions and political support from the affiliated party in order to put pressure on school management. Teachers are united through the platforms of teachers unions such as GSTA, YTA and SST which deliberately support teachers against the school management which empowers the teachers and stimulates them for the violation the norms and rules of the school and blackmail the school management, talka educational

management and executive management. Teachers who actively participate in union and political parties disturb the school environment, teaching learning activities and monitoring process of the school. Head teachers are severely blackmailed and punished by such union activists.

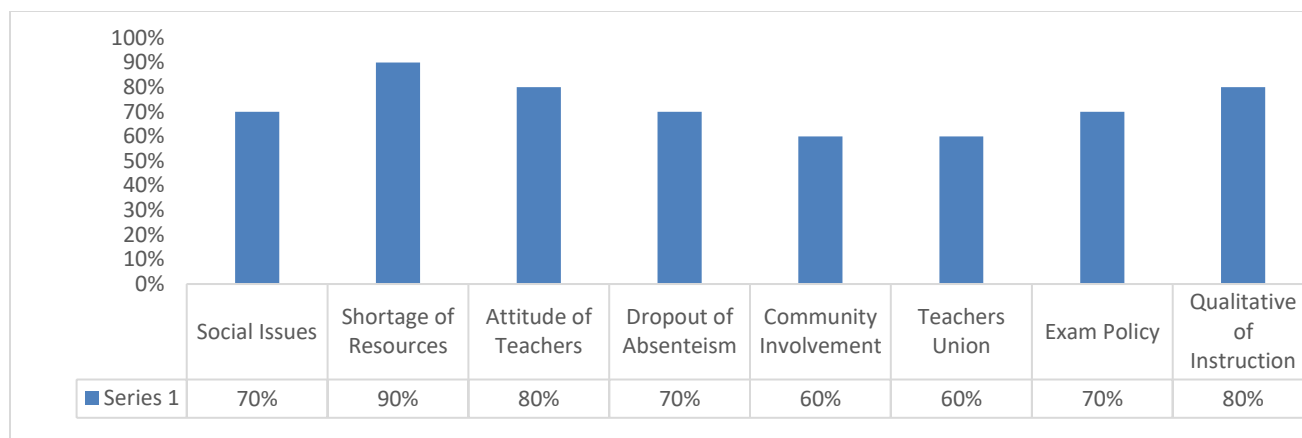
### **Assessment & Evaluation Policy in School of Rural Areas**

Participants perceived that examination policy is lenient and unfair in rural school because students remain absent throughout year and appear in exam and administration is forced by teachers and community to give freedom and illegal support to students in examination and results. Participant perceived that examination and assessment activities are rigged by local people & school teachers.

### **Quality of Classroom Instructions & Teaching Learning Strategies**

Participants perceived that schools of rural areas have poor quality of teaching learning and low quality of classroom instructions because teachers are untrained and lacking in appropriate delivery curriculum instructions. Syllabus is not properly covered in given time because of absenteeism of teachers and students. Teaching learning activities are abrupt and traditional in scope. School administration is helpless to bring change and modification in delivery and teaching style. Most of teachers are not willing to take classes on time if they are forced to conduct classes either they pass time in classroom through reading newspaper and using Mobil phone or refused to take classes because they are strongly supported by teachers union and political parties.

### **Administrative Disparities & Executive Challenges for Head Teacher**



### Conclusion

Schools administration of rural areas of Sindh province are facing diverse critical challenges and issue such as financial deprivation in terms of physical and human resources, social issues as attitude of community members and stakeholders and their extreme involvement in school affairs, teacher union & political support to teachers, constant absenteeism & dropout of students, low quality of curriculum instruction & assessment & evaluation mechanism which weakens the school administrative and restrict school administration fair execution teaching learning activities and school affairs consequently it victimizes the school generally and school administration particularly through loss of quality education and educational goals & objectives as per the government policy.

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