Delivery of Educational Services: An Administrative Model

Zia uddin¹, Prof. Dr. Sareer Badshah²

Abstract

The study aimed at examining the administrative aspect of the delivery of educational services in KhyberPahktun Khwa, one of the provinces of Pakistan. The data was collected via self administered questionnaire from different stakeholders. The results revealed that all variables included in the model were significantly contributing to the satisfaction regarding delivery of education.

Keywords: Management, Performance, Monitoring, Transparency, Satisfaction.

1. Introduction and Literature Review:

Education is a key to a country's progress and is often neglected in many developing societies. Delivery of educational services is well recognized all over the world in terms of its contribution to the nation building. Provision of access to schools and quality of education provided in schools contributes to all other social and economic sectors such as health, nutrition, population, women development, skilled manpower etc. The right to education was already recognized in 1948 in the Universal Declaration of Human Rights. Article 26 of the Declaration states that education should be free and compulsory (Groot, 2010:1). Education is center stage because knowledge is viewed as essential to the formation of human capabilities and one of the essential elements of human life (Khan, 2005:ix). "The key to transforming a society into what it should be is apparently linked inextricably to education. Like freedom or democracy the term education invokes wholly good connotations which are difficult to question or challenge" (Edgar, Lyon 2010: xi). Additionally for student's satisfaction it is necessary to enhance the educational delivery system (Husein & James, 2005) at the basic level. It has also been noted by the researchers that effective education delivery system ensures better performance (Olmsted, 2008) at learning institutions.

According to Annual Status of Education Research report (2011) more than 20 million children from the age 6-16 are out of school and of them 15 million never enrolled and about 05 million are dropped out at grade one. Ironically sixty percent of them are girls. The same report mentions that government schools lack basic facilities, inadequate trained and often absent teachers, and a severe shortage of learning

¹ Professor, Iqra National University, Peshawar, Pakistan

² Assistant Professor, Department of Management Sciences, COMSATS Institute of Information Technology, Attock, Pakistan

material and books.

Moreover, according to the latest National Education Policy 2009, on the education development index, which combines all educational access measures, Pakistan lies at the bottom with Bangladesh and is considerably lower than Sri Lanka. A similar picture emerges from the gross enrolment ratios that combine all education sectors and by the adult literacy rate measures. The overall Human Development Index (HDI) for Pakistan stands at 0.55 which is marginally better than Bangladesh and Nepal but poorer than other countries in the region. The report also shows that while Pakistan's HDI has improved over the years the rate of progress in other countries has been higher. Bangladesh, starting at a lower base has caught up, while other countries have further improved upon their relative advantage (GOP, 2009:7)

The focus of this study is on the government schools. The government school system consists of primary, middle, high schools. Primary schools have five classes (1-5) for children of age 5-9 years. Middle school consists of classes 6-8 for children of age 10-12. Secondary or high schools offer education in 2 classes 09 and 10 for children of age 13-14.

In Khyber Pakhtunkhwa (KPK), among all schools 74 percent (26866 out of 36430) are government schools, 13 percent (4884 out of 36430) are non-government schools, and 13 percent (4680 out of 36430) are religious schools. From the perspective of students attending these institutions, 77 percent (3702276 out of 4820841) attend government schools, 19 percent (931762 out of 4820841) attend non-government schools, and 4 percent (186803 out of 4820841) attend religious schools (Go-NWFP, 2007-2008:4). Present study is conducted in Peshawar, capital of KPK. Peshawar has been a center of trade and commerce between sub continent and central Asian states.

Huge Investment of eighty one billion rupees is made in education in 2013 but there are poor academic results, high drop-out rate, and corruption in education department. Poor performance of government schools is a serious problem despite huge government funding; there was a scope for investigating into the reasons for that. Hence evaluations of education services become extremely important not only in terms of return on investment but also for the improvement of the educational services. This research is guided by the following research questions.

Research Questions

- How effective is the delivery of educational services in government schools?
- Is there any significant relationship between the delivery of educational services (dependent variable) and management, monitoring, performance, transparency

(independent variables) of the theoretical framework?

Significance of the Study

This study is empirical in nature and provides an empirical base for the future research in the delivery of educational services. It is unique in terms of an attempt to empirically design, implement, and analyze stakeholders' satisfaction level and their reasons for dissatisfaction with various aspects of government schools. This study hopes to contribute to the existing knowledge on local government system by giving stakeholders views on it. The study has contributed, to identify the problems and to suggest remedies, for better management of government school system.

In this study, an attempt has been made to design and test a model for the administrative system of the education department. This model has been designed in order to explain relationship of stakeholders satisfaction level regarding the delivery of educational services (dependent variable) with management, performance, monitoring, and transparency (independent variables). This model also highlights the significance of these independent variables with the delivery of educational services. To the best knowledge of this scholar, this type of model has not been designed and tested in the context of local government anywhere else. In this sense, this research also expects to contribute to the existing knowledge on administrative system of education department. In order to answer the above mentioned questions, a theoretical framework was formulated. The detail is as follow.

2. Theoretical Framework

The theoretical framework is the foundation on which entire research project is based. "It is a logically developed, described, and elaborated network of association among the variables relevant to the problem situation and identified through such processes as interviews, observations, and literature review" (Sekran, 2010:80). Good literature review provides foundation for theoretical framework. Sekran (2010) outlines basic features of a good theoretical framework. Variables relevant to study should be outlined and relationship between them is discussed as to why this relationship exists. A schematic diagram of theoretical framework helps to visualize this relationship.

Theoretical framework provides foundation for research between research questions

(Dependent variable) and factors affecting it (Independent variables). In this study, the satisfaction with delivery of educational services is dependent variable and management, performance, monitoring, transparency are independent variables. These variables have been identified from the literature review given earlier in this

chapter. Administrative aspect of the delivery of educational services is supposed to be related to these independent variables. This relationship has been shown in figure 1.

Figure 1: Hypothesized relationships.

This whole relationship has been considered in the perspective of management of education department. The delivery of educational services is measured through satisfaction level of stakeholders. The concept of satisfaction level is drawn from GOP (2002, 2004/5, and 2010) reports on social audit of governance and delivery of public services of year and paper titled “Are you being served? Popular satisfaction with health and education services in African” by Michael Bratton. This article is also based on measuring satisfaction (or dissatisfaction) of stakeholders regarding delivery of health and education services in selected African countries. GOP (2002, 2004/5, 2010) reports are more relevant to this study because these measure public satisfaction level regarding public services including education in district government system in Pakistan. The current research also tries to measure public satisfaction level regarding different aspects of administrative system of education department in district government system and also to find out reasons for dissatisfaction.

The concept of management has been mainly taken from literature. The concepts of educational administration and management, issue of management cadre and need of management training are important. Monitoring is also an important function. The issue of establishing monitoring committees or monitoring role of PTCs, and elected representatives is in practice. The concept of performance of school is measured in terms of drop-out rate and examination results. Transparency is an important variable becomes Transparency International (2010) ranks education department at 4th position in 2010, highest in 9 years time. Bratton (2007) seeks answer to this question on corruption; does official corruption always undermine popular satisfaction with public services? The response is that corruption has strong, consistence, and negative effect on service satisfaction. In order to corruption test

relationship between dependent and independent variables, these variables have to be converted in a measurable form through operationalization of variables as discussed in the following section.

3. Operationalization of variables

Measurement of variables in the theoretical framework is important in order to find out if there is any relation between dependent and independent variables or not. These independent variables have been further reduced in to elements in order to measure them through field survey questionnaires. There can be numerous other elements associated with each of these independent variables but elements for each variable given in diagram 2 are relevant to this study. Diagram 2 shows dependent variable, independent variables, and elements defining these variables.

Figure 2: Theoretical Framework and operationalization

Management can be measured through school discipline, teachers' and students' absentees, and provision of management training. Good school discipline is generally a result of an efficient school management system and students and teachers are present in school. Management can be improved if management training is provided to school managers. Second variable, performance, can be measured through examination results and drop-out of students in a school. Good examination results show good

performance of a school. Performance of a school can also be measured whether a school can retain its students. Otherwise, high drop-out of students shows poor performance of a school. Monitoring or inspection of school is mainly done by education officers. Number and regularity with which education officers visit schools indicate more or less monitoring. Antonio (2007) suggests participatory management by educational stakeholders produce good results. According to Ahmad (2010), parents' visits to school in order to find out progress of children from teachers can contribute to monitoring function. Regular school visits by PTC members can improve check on school. District elected representatives if regularly visit schools in their area, in order to know about their problems and raise voice in concerned assembly or in other relevant forums, can bring improvement in schools' affairs. Transparency in schools affairs is an important variable. Education department is the largest department of Go-K.P.K; therefore there are always chances of irregularity in staff appointments. Moreover, as a large portion of KPK budget is spent on education, therefore misuse of funds cannot be ruled out. School budget for every school is at the disposal of PTC; therefore use of fund in an open and transparent manner is essential in order to run schools affairs in a transparent manner. Survey questionnaires have been designed by incorporating these variables and elements in order to collect data from stakeholders in field survey for the measurement of these variables.

4. Methodology

4.1 Survey Area

District Peshawar has a population of 2,019,188 with 3.56 percent annual population growth rate according to the 1998 Population Census (Go-NWFP, 2008:5). District Peshawar ranks first among 24 districts and constitutes 12 percent of total population of KPK. District, Peshawar has four town committees. Town committee one is predominately urban, with a projected population of 569713 in year 2008 and comprises mainly the Peshawar city

Survey was carried out in Town one of District Peshawar and thus necessitated collection, collation, and analysis of data at macro, mezzo, and micro level, as will be indicated in the relevant sections. Since various distinct, and inter-related, researchable issues are to be addressed by this study, it was considered appropriate to adopt separate methodological approach for each of these, as far as possible. A common element in the methodological approach of various elements of the study is to use primary data to varying extent through sample surveys.

A questionnaire is per formulated written set of questions to which respondents record their answers, usually within closely defined alternatives (Sekran, 2008:197).

Survey was carried out through questionnaires, designed to answer research questions, cover survey objectives and test theoretical framework. Elements of variables of theoretical framework were incorporated in questionnaire.

4.2 The Respondents

Table 1 presents the categories of survey respondents of the catchments area of sample schools.

Table 1: Survey respondents

S. No.	Catchment area	Category
1	District Elected Representatives	Male and Female
2	District and Town Education Office Staff	Male and Female
3	Parents	Male and Female
4	School teachers (Head Masters/Teachers)	Male and Female
5	Students	Male and Female

Source: Field study

4.3 Sample of Survey Respondents:

The sample of teachers, students, and parents of students were drawn from each of the sample schools. Number of District Education Officers both Male & Female assigned to Town 1 are 5. Three parents, three students, and three teachers from each sample, school were drawn. Sample of district elected representatives was 10. Total number of sample schools and sample of stakeholders is provided in table 2.

Table 2: Survey respondents

S. No.	Sampled schools and stakeholders	Numbers
1	Total number of sample schools	24
2	Total number of district education officers	5
3	Total number of district elected representatives	10
4	Total number of parents (3x24)	72
5	Total number of students (3x24)	72
6	Total number of teachers (3x24)	72

Source: Field study

Field survey was carried out in 24 sample schools (12 boys' and 12 girls' schools) in town one Peshawar. The survey was conducted from five categories of stakeholders. Students and teachers were surveyed within the premises of schools. Parents were surveyed outside the schools. Survey of mothers of girls' students was held in their

houses as they lived near the schools. Survey of fathers of boys was conducted in their homes, shops, and places of work. Survey of educational officers and district elected representatives were held in their offices. Maximum precautions were taken in order to get unbiased views. Field survey was carried out in September - October 2008.

5. Data Processing

Research Scholar in collaboration with Research Investigators reviewed all collected questionnaires and edited them for completeness and consistency. Questionnaires were conducted on personally administered basis so that all questionnaires were received back with little editing needed. After editing all questionnaires, these were properly entered in the computer. After properly entering data, it was made ready for analysis. Statistical package of SPSS was used to perform certain statistical tests.

Data processing was mainly computer based, supplemented by manual processing for descriptive data. The data was presented in the form of statistical tables and figures, as appropriate, and relevant analytical tools were used for analysis and interpretation. Besides the standard statistical procedures and tests of significance, recourse to non-quantitative description and analysis was also done.

6. Analysis and Results

Association of stakeholders' satisfaction in delivery of educational services with management, performance, monitoring, and transparency have been tested by developing a framework. Findings are given in Table 3.

Table 3: Statistical Results of Theoretical Framework

S. No.	Variables	Chi-Square	p-value	Association
1	Management	09.660	0.047	Significant
2	Performance	14.316	0.006	Significant
3	Monitoring	18.586	0.001	Significant
4	Transparency	17.892	0.001	Significant

Source: SPSS results.

Table 3 shows that association between dependent variable and independent variables has been found significant. But there is negative significance i.e. stakeholders have shown high level of dissatisfaction in delivery of educational services with regards to these variables. Negative significance i.e. dissatisfaction is greater with regards to monitoring (Chi-Square = 18.586, p-value = 0.001) followed by transparency (Chi-Square = 17.892, p-value = 0.001), performance (Chi-Square = 14.316, p-value = 0.006) and management (Chi-Square = 9.662, p-value = 0.047).

7. Conclusion

The results show that all the factors (management, monitoring, performance and transparency) were having relevance. There is a need to improve the management system within the schools for better delivery of education as the private sector schools are doing. Similarly it is important for the enhancement of the performance of teachers at schools to monitor their attendance via fair and unbiased manner.

At the same time it is evident that the monitoring and transparency in the delivery of education at government schools can be a useful tool for the survival and improvement of schools in the district.

8. Limitations of Study

The district government system was spread over the whole country and it was not possible to cover the entire country. Therefore, this study aimed to cover only the proposed study area. The current study focused only on review of delivery system of educational services in the study area: with focus on primary, middle and secondary education, which fall in the domain of district governments. Moreover administrative aspects of the delivery of the educational services formed the main focus of the study

9. Further Research:

This research has contributed in designing and testing a model for administrative system in education department in the context of district government system. The model has taken in to consideration four independent variables and their associated elements. This can be improved further by taking in to account additional variables and by inserting further required elements in existing variables. There is also a need for further research in the area of alternative models/ systems/ structures for education department within government setup as well as outside. It will be useful to study administrative systems of education departments of other countries in order to benefit from experiences of other countries.

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