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A Study to Identify Problems Faced by the Heads of Secondary Schools in Kohat in North-Western Frontier Province, Pakistan

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Abstract

This study was designed to make a survey of the difficulties faced by the heads of Secondary Schools in Kohat district in North-Western Frontier Province in Pakistan, with an objective to explore the factors leading to various difficulties.

The population of the study included all the Secondary Schools in Kohat district. The sample of the study was 32 secondary schools, 16 Rural and 16 Urban. Out of the 16 rural schools, 8 schools were Boys' and 8 Girls' schools. A questionnaire was developed for the heads of Secondary Schools for the collection of data. The questionnaires were personally given to the heads of Secondary Schools. The percentages of respondents were good for the purpose of the study.

The major conclusions of the study were as follows: The higher authorities did not co-operate with the heads in solving various problems of the schools. There was shortage of teaching staff and menial staff. Majority of the heads of secondary schools did not offer proper guidance and counseling services.

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The major recommendations of the study are as follows: Immediate attention should be given to solve the serious problems faced by the heads of secondary schools. The funds are not sufficient to provide adequate facilities for the students. Hence it is recommended that funds should be raised from the public.

Keywords: Heads, Teachers, Secondary Education, Secondary Schools, Social Economic

Introduction: Importance of Secondary Education

Secondary education is an important sub-sector of the entire education system. On the one hand, it provides middle level work for the economy and, on the other hand, it acts as a feeder for the higher levels of education. The quality of higher education, which is expected to produce high quality professionals in different fields of social, economic, and political life of the country, hinges on the quality of secondary education. This level of education, therefore, needs to be organized in such a way that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and productively (Govt. of Pakistan, 1959).

Headmasters of Secondary Schools must be given effective control over the affairs of their schools and should have the responsibility similar to the authority of headmaster elsewhere in the world. They must be the type of persons who can handle their staff and public, individuals whose ideas carry weight and whose character is an example for their students (Govt. of Pakistan, 1959).

The leader of a school can be successful only when the leader secures the willing cooperation from his or her co-workers and make them realize that they also have the responsibility to solve the problems the schools face (Morphet, 1960).

The relations of the headmaster and teachers must be characterized by reciprocity and not by rivalry. Both must share whether the enterprise fails or succeed because one cannot without others cooperation (Reavis, 1942).

Education System in Pakistan

The education system in Pakistan consists of a number of stages: primary, middle, secondary, higher secondary/intermediate, and college and university levels. These categories overlap and so does the administration of institutions overlap in each category. For example, there are schools/colleges offering education from nursery to degree level (class XIV), even to masters' level. Principals of such colleges are responsible for the overall administration of the colleges. But the staff of that college/school may be under the directorate of schools or colleges for the purpose of transfers, promotions and posting, etc.

The structure of formal education system in Pakistan can be summarized as follows.

Table: 1: EDUCATION SYSTEM IN PAKISTAN

S.No	Level	Schooling	Age
1	Primary	Five years	5-9 years
2	Middle	Three	10-13
3	Secondary	Two	14-15
4	Higher Secondary/Intermediate	Two	16-17
5	Higher (College)	Two	18-19
6	Higher (University)	Two to Five	20 and above

Source: (Rasul, 1998)

There was a proposal in the National Education Policy 1979 to make education a 3-tier system as: Elementary (I-VIII); Secondary (IX-XII); and Higher (XIII-above). The three-tier system could not be implemented effectively. But as a result of this exercise we have higher secondary schools with XI and XII classes in the secondary schools with very large enrolment.

Presently, the education system in Pakistan comprises the following tiers: Primary (I-V); Secondary (VI-X); College Education (XI-XIV); and Higher Education (XV and onward).

Apart from these regular tiers there are institutions for Engineering, Technical and Vocational Education; Medicine, Teacher Education, Agriculture; Business and Commerce and Law (Farooq, 1993).

Importance of Secondary Education in the Life of Students

Secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behaviour start taking shape and problems of adjustment with the new roles in life assume critical significance. Four years of secondary education, therefore, provide an excellent opportunity for the educationists to conceive and launch programs that initiate the learners into proper forms of behaviour and attitudes (Baloch and Khalid, 1990).

In the past, secondary education could not attract attention in terms of efforts and investment. The perennial problem of illiteracy and the legacy of backwardness in the field of science and technology have forced the governments to give greater priority to these two areas. Now, we have reached a stage, where the number of universities in the public and private sectors has raised to 110 including degree-awarding institutes, the number of primary schools has crossed the mark of 2,60,000. It is, therefore, most appropriate to address the problems of secondary education seriously. With increased emphasis on quality of primary education and renewed efforts to check the high drop-out rate at primary level, the secondary level of education now needs to be prepared for comparatively heavier influx of aspirants to this level (Iqbal, 1993).

Aspects of Secondary Education in Pakistan

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Compared to primary and elementary education, the base of secondary education is very narrow. The enrolment of girls is particularly low. Due to lack of planning in identifying the schools, the areas of highest concentration are overlooked. On the other hand, there are also large areas, which are not covered by adequate facilities. Expansion of schools in an unplanned manner, therefore, needs to be discouraged and we need to proceed very cautiously and in a planned manner (Govt. of Pakistan, 1979).

There are two sectors working side by side in the field of secondary education, i.e. private sector and government sector in Pakistan. The National Education Policy (1979) states that private sector plays an important role in the development of education in the country. It helps both in the qualitative improvement and the qualitative expansion. Private sector bears a good deal of burden of the expenditures on this important social cause even in the most advanced countries. In a country like Pakistan where the population growth rate is about 3 percent, annually and only about 20 percent of the existing children are in the secondary schools, the support of the private sector is needed to share this huge burden (Quddus, 1990).

Regulating the Secondary Education in Pakistan

The nation also needs assurance that the private institutions would maintain high quality and provide the required physical facilities (Govt. of Pakistan, 1979). In pursuance of the National Education Policy of 1979, the Punjab Private Education Institutions (Promotion and regulation), Ordinance No. 11 was passed in 1984. The governments of NWFP and Sindh adopted similar Ordinances. These Ordinances demand the registration of all private institutions with a Registration Authority, the constitution of a managing body for each institution, and spell out the conditions for registration. Under these conditions, the government approval was considered mandatory for the adoption of a fee structure by each private institution.

The Need for a Re-orientation of Secondary Education

The secondary education is the most defective stage in our entire educational organization and it needs urgently a thorough examination and complete reorientation. During the vital period of secondary education, the objective should be more inclusive, embracing the needs and problems of adolescent life, which is the most critical period of the individual development. The allied problem of the determination of the impact of society upon the individual and the reaction of the individual to society should be carefully resolved (Mohiyuddin. 1956).

The fact cannot be overlooked that during the period of secondary education, individuals exploit the young boys and girls of the country. The energies of students, instead of being channeled into worthy social purposes, are harnessed to destructive activities. We need to recognize that the large body of youthful students provide raw material for the future leaders of every wall of life. Education of the youth constitutes the biggest challenge to the nation and the salvation of the nation depends on facing and successfully meeting this challenge (Spears, 1950).

Another point, which may be mentioned in connection with the secondary education, is the great importance of programs of educational and vocational guidance and of the provision of variety of curricula to suit different talent and aptitude (Louis, 1987).

It is a fact that the destiny of every nation is shaped in the classrooms. This implies that education is the main source of progress and development. It can be said without hesitation that education is mostly responsible for the future of Pakistan. Through education, nation building process for the future citizens of the country takes place. From this point of view, a lot of responsibilities lie with the educationists to improve the quality of education and make it relevant. Therefore, the education must be so organized that the students would develop necessary knowledge, skills, and attitude to perform their duties effectively. It is in this context that quality education becomes the most important ingredient to enhance the quality of life in any country. It is so worthwhile to raise some issues in this regard and think of their solution (Spain, 1956).

Statement of the Problem

The main purpose of this research paper is to find out the problems faced by the Heads of secondary schools in district Kohat.

Objectives of the Study

The objectives of the study were as follows:

1. To identify the problems faced by the Heads of secondary schools in district Kohat.
2. To investigate the qualification of teachers, the enrolment of students as well as student-teacher ratio in secondary schools.

Method and Procedure of the Study

The study was designed to make a survey of problems faced by the heads of Secondary Schools in Kohat district with an objective to explore the factors leading to various problems.

Population

All heads of the Secondary Schools in Kohat District were included in the population of the study.

Sample

The sample of the study consisted of 32 heads of secondary schools: 16 Rural and 16 Urban. Furthermore out of 16 rural schools 8 schools were Boys' schools and 8 were Girls' school. Similarly, out of 16 urban schools, 8 schools were Boys' schools and 8 were Girls' schools. Random sampling techniques were used for selecting sample of the study,

Research Instruments

A questionnaire was developed for the heads of Secondary Schools for collection of data. The questionnaires were personally given to the heads of Secondary Schools. The percentages of respondents were good for the purpose of the study.

Data Collection

Questionnaire was got validated from the five heads of Secondary Schools. Their suggestions were incorporated in the questionnaire. Questionnaire was distributed by the researchers and to some place through mail. In this way the data were collected from the entire sample Schools.

Data Analysis

Data collected through questionnaire were tabulated and analyzed by using percentages. Then interpretations were made. Recommendations were made in the light of the conclusions and objectives of the study.

Results

1. Analysis of academic and professional qualification

Table 1: Distribution of respondents according to academic and professional Qualification

S.No	Academic & Professional Qualification	No. of Teachers	Percentage
1	B.A., B.Ed	8	25.00%
2	B.Sc., BEd	7	21.88%
3	M.A., BEd	4	12.50%
4	M.Sc., BEd	1	3.13%
5	M.A., M.Ed	4	12.50%
6	B.Sc., MA, B.Ed	2	6.25%
7	B.S.Ed	2	6.25%
8	M.A. Edu	2	6.25%
9	B.A., B.Ed., M.Ed	1	3.13%
10	B.Sc., B.Ed., M.Ed	1	3.13%
TOTAL		32	100%

Table 1 show that 25% percent of the teachers were B.A., B.Ed. The second largest group was with 21.88 percent of the teacher were M.A., B.Ed. The other group of teachers at Sr. No. 4, 9,10 were just 3.13% each having the qualification of M.Sc., B.Ed, BS, B.Ed., M.A. Education, B.A., B.Ed, M.Ed, and B.Sc, Bed., M.Ed., respectively.

2. Analysis of Questionnaire of Heads

Table 2: Overall Problems Related to Teachers

S.No	Statements	Yes Percent	No Percent	Cumulative Percent
1	Cooperation of Staff	66.7	33.3	100%
2	Obedience of Teacher	58.3	41.7	100%
3	Time Table adjustment	45.8	54.2	100%
4	Teachers transferred with permission.	58.3	41.7	100%
5	Teachers work regularly.	41.7	58.3	100%
6	Teachers take part in co-curricular activities	32.5	62.5	100%
7	Teachers conduct class outside school	25.0	75.0	100%
8	Teachers force the students to serve them personal affairs	62.5	37.5	100%
9	Majority of teachers has mastery over the subjects	29.2	70.8	100%
10	Refresher courses held to refresh the knowledge	41.2	58.3	100%
11	Subject wise properly qualified teachers available	37.5	62.5	100%
12	Teachers avoid teaching to 9th and 10th class due to ACRs.	70.8	29.2	100%
13	Teachers cover the course	70.8	29.2	100%
14	Teachers cooperate with their colleagues	58.3	41.7	100%
15	Teachers investigate students against the other teachers	54.2	45.8	100%
16	The curricula being taught at school is according to growing needs of the society.	37.5	62.5	100%
17	The curricula is revised regularly	33.3	66.7	100%
18	Subjects and content being taught is relevant to the present and future needs to society.	62.5	37.5	100%

Item 1: Over all responses indicate that cooperation of their staff enhances the performance of their principals.

Item 2: This shows that most teachers feel proud to obey the principals' orders.

Item 3: Third item showed that principals agreed that some of their teachers were happy with the timetable adjustment, and many others are not happy with timetable adjustment. It means that improper schedule of timetable is unacceptable to their staff members, which causes the low performance of their teachers.

Item 4: The principals agreed that teachers got themselves transferred with the permission of the principals. Most of the teachers obey their orders.

Item 5: Fifth item shows that most of the teachers are not willingly taking part in co-curricular activities.

Item 6: Sixth item shows that many of the teachers were not performing their duties well in the absence of the principals. Most of the principals indicate that their teachers were not cooperative.

Item 7: This item indicates that only a few school teachers show interest in conducting classes outside the school hours.

Item 8: Teachers force the students to help them in carrying out their personal work.

Item 9: Majority of teachers have no mastery over the subjects.

Item 10: No refresher courses were held annually for years for the teachers, so there was shortage of subject specialists in the schools.

Item 11: A number of teachers avoids teaching 9th and 10th class, because the annual examination results (which may be poor) are entered in their service registers.

Item 12: Subject-wise properly qualified teachers were not available.

Item 13: Most of teachers covered the portions of the course in time.

Item 14: Principals indicate that teachers cooperate with and help their colleagues when they face any problems.

Item 15: It is habitual that some teachers instigate students against the other teachers.

Item 16: The curricula did not being taught at school did not meet the growing needs of the society.

Item 17: It is the opinion of the respondents that the curriculum is not revised regularly at regular intervals.

Item 18: The last table indicates that 62.5 % of the principals agree that the subjects and the content taught are relevant to the present and future needs to society, while the remaining 37.5 % disagree with this statement.

Conclusion

The study results revealed that the heads of secondary schools enjoy the cooperation of their staff and stated that their teachers feel proud in obeying their orders. The heads expressed that their teachers take part in co-curricular activities and teachers cover the courses adequately.

Majority of the heads expressed that their teachers were unhappy with the time table and also their teachers do not work well in the absence of the heads of schools. All the heads said that teachers do not conduct classes outside the school hours and many expect the students to help them with their personal (non-academic) work.

On the basis of the analysis, it was concluded that majority of the heads of schools felt that the school building did not adequately meet the needs of the students and that the higher authorities did not co-operate with the heads of schools in solving various problems of the schools. The study results revealed that majority of the heads of schools felt that there was shortage of teaching staff and/or menial staff.

Majority of the heads of schools opined that proper guidance and counseling services were not available for the students in their schools and the provision of medical facilities for the students is generally inadequate. Moreover, the provision of funds was insufficient to meet the needs of the schools and students.

It was found that the heads of schools felt that audio-visual aids and teaching aids in the schools were insufficient. The heads were consulted while transferring their teachers. There was no librarian in many schools and also science laboratories were not well equipped.

Recommendations

Following recommendations are given for solving the problems faced by the heads of secondary schools in District Kohat. These recommendations also aim at improving the teaching-learning situation in the Secondary education institutions.

The funds are not sufficient to provide adequate facilities for the students. Hence it is recommended that funds should be raised from the public.

A committee may be constituted comprising of the representatives of teachers, students and parents.

It has been stated that a heavy load of teaching work is assigned to teachers. So, it is suggested that more teachers may be appointed in each school.

Financial problems should be given priority while solving the problems. Facilities such as buildings, play grounds, apparatus and equipment, and audio-visual aids should be provided.

Parent-Teacher Association and other cooperation techniques should be adopted to make the parents, teachers and students come closer in order to solve the problems.

More facilities should be provided to rural schools.

The heads of secondary schools should adopt democratic behaviour and try to solve the problems cooperatively with the help of their teachers. The concerned authorities should provide immediate assistance to heads of schools in administrative matters.

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