

Administrative problems among secondary School Teachers

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ABSTRACT

The current study is planned to investigate the administrative issues in public and privately managed schools. The objectives were to identify the administrative problems at secondary level and to explore the impact of administrative problems on head teachers performance. Population of the study was consisted of all head teachers of public and private secondary schools in district Faisalabad. It was decided to choose head teachers from different public and private schools at secondary level. Multiphase random sampling was applied to select the head teachers for data collection. Sample of the study was consisted of 100 head teachers relating with the comparative study of administrative problems in public and private schools at secondary level. The results revealed that the teachers faced multiple social, physical, administrative, and academic problems. Keywords: Administrative problems, social problems, secondary schools.

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INTRODUCTION

Education is a process which is always in progress from the start and continues the whole life to create changes in behavior that are always desired and needed. It is an activity which has many dimensions. It spreads from physical to spiritual and scientific upbringing with a lot of knowledge acquisition. It provides chances to learn values and skills. It is the rebuilding of experiences to build superior communal modification to the accessible situation. The education which is intentionally designed and arranged through the procedure of educational programs and guideline is really called true education.

Educational institutions are the earlier and specific places for imparting prescribed or instructive education to the students. Education is the major agent which brings change in developing and developed societies. As a result the administration of educational organizations is regarded as one of the most considerable management perception (Mushtaq, 2011).

Experiences can be reconstructed with the keep of education. It enables man to adjust in the society. We can call tree if the education planned and follow the specific process of designed curriculum and instructions. Formal and academic education can be imparted to the learner only in specialized places which are called education instructions. In developing and developed societies education can be used as the major and main agent of change. The most important perspective of management, as a result, would be administration of educational organization (Mushtaq 2011).

Education is the key to create the quality of leadership in the society. Educational institutions work to develop physical, mental, psychological, social and spiritual aspects of people. It has an ability to improve and promote the life of a nation economically, socially, and politically. Role of secondary education in Pakistan is the preparation for tertiary education. Both education and development are strongly associated with each other. The formative pointers in Pakistan are not indicating great and positive outcomes through the previous seven decades. The problems of quality staff, students, library and laboratory are the hindrances in participation of the students at higher education. Universal guidelines do not meet with society needs, monetary emergencies, quality of expression, strength of arts students more than science students, flaws in examination, incapable administration and academic results (Colclough, 2000).

Quality of secondary education has a declining pattern in Pakistan now days. It is comprehended that science guideline particularly is accomplishing slightest ebb and ought to be upgraded urgently. At the time of partition and after that there remained extraordinary inadequacy of educators, examine focuses were poor and not all around administrative modules had little essentialness to present day needs. The incredibly low level of open wander is the critical reason behind the poor administrative execution in Pakistan's educational field. Public investment in education sector stayed very low as the years progressed. In current years, it has expanded to 2.2 percent. Likewise, the portion

of government funds are skewed towards advanced education with the goal that the advantages of public subsidy in education field is to a great extent reaped by the upper pay class (Rehman, 2004).

The Education Sector in Pakistan encounters lacking cash related data, low levels of efficiency of execution of undertakings, and low nature of organization, watching, supervision and training. In this manner, Pakistan has a standout amongst the most lessened rates of education on the planet, and the slightest among countries of comparable resources and monetary conditions. With a for each capita compensation of over \$450 Pakistan has a grown-up capability rate of 49%, while both Vietnam and India with less per capita wage have literacy rates of 94% and 52%, exclusively. Capability is higher in urban zones and in the domains of Punjab and Sindh among the higher pay in males. The education at all levels must be shared by private and in government fields to enhance the idea of preparing and addition the literacy rate. The flabbergasting adage 'Education for all' is yet to be recognized and if it is left on Government just it would never be recognized (Human Development Center, 1998).

The issues identified with specialists are those that have coordinate connection with government. Training is the obligation of state. The state of Pakistan is altogether different as it is demonstrated in various reviews and measurable figures. This information is a reasonable slap on the acculturated society and individuals. The standard of education, these government funded schools give is more awful, neither these schools have standard to give quality of education nor do they have ability to retain the new admission seekers. In this way it is a dire need to support and give help to private sector and quality to adapt the circumstance and it will without a doubt guarantee the entrance to education for all, at all levels and in every aspect of the nation. Rather than additionally illuminating, recognizing and valuing its part the administration organizations stayed ready and dynamic to make a move against these schools. The conditions and parameters set by government for these schools are not met even by the government possessed schools in many parts of the country (Adegun, 2002).

Privately managed schools share most of the state obligations anyway they go up against various issues related to physical offices. Immediately, getting a working for school that has right condition like cross ventilation system, play region, sensible green

zone, place or space for co curricular activities, sewerage and clean structure and sensibly wide and broad classrooms is amazingly dreary and tiring work. The rental building contracts between building proprietors and schools proprietors are reliably for brief period while specialists ask for a long time contract for enlistment then yearly addition in the rent, push portion of the rent similarly keep the proprietors tense and anxious, as they neither have some other decision nor sources to gather their own specific structures (Tess, 2003).

Generally these private schools are situated in populated territory where they are effortlessly open when contrasted with government schools. For the most part the understudies stroll to school as it is near their living arrangement. This facility is helped and increased in value by the vast majority of the parents as it is demonstrated by the proportion of the students enlisted in these private schools instructive organizations and by the disposition of the parents and students towards private schools. Then again, the government higher authorities do not appreciate so the owners of these schools endure a considerable measure. They stayed tense, stressed and restless, as they are indeterminate about their future. This vulnerability drifts all the time on the leader of the private school proprietors. The administrative issues of secondary school head teacher had been seen by Adegun (2002), as a factor restraining fulfillment of objectives in secondary schools (Adegun, 2002).

Tess (2003) guaranteed that heads must rouse staff to utilize their innovativeness and activity as essential in making contributions, towards the achievement of institutional objectives. The principals assume essential influential positions in building up school train, both by viable organization and by individual case. Principals of all around trained the students are typically exceptionally obvious models. They participate in what Duke portrays as "administration by strolling around," welcoming understudies and educators and casually observing conceivable issue ranges. Powerful principals are enjoyed and regarded, as opposed to dreaded, and impart administering to understudies and ability to force discipline if vital (NAESP 1983). Duckworth (1984) found that teachers' fulfillment with school teach arrangement was identified with their association with the foremost. Discipline as the support of the amount of the environment fundamental for accomplishment of the school objectives. School discipline ought to

perceive the natural respect and right of the individual, be dedicated to compassionate standards and beliefs, offer self course and be established on a comprehension of adequate conduct (Tess, 2003).

Indiscipline conduct in both private and public schools show itself in different courses going from stealing things, fighting, loitering, harassing, truancy, unpunctuality, absenteeism, drug abuse, examination acts of neglect assault, noncompliance, and disobedience and cult exercises. Akpan, Okey and Esirah (2005) hinted that in well disciplined schools, the principals give clear and wide based tenets, assign disciplinary issues and guarantee responsibility with respect to the teachers to building up and keeping up proper students' behavior (Akpan, Okey and Esirah 2005).

Great communication and shared values are essential components in this relationship. Ideally, a head teacher ought to have the capacity to make accord among staff on rules and their authorization. Schools that effectively actualized a test case program experienced unmistakable changes in discipline. Tabotndip (2005) opined that the quality and adequacy of each instruction framework anyplace on the earth is subject to the skills, viability, efficiencies and dedication of the educating power. Educators are viewed as the establishment whereupon the development and advancement of the general public depends (Ejiogu 1997, Afe 1992, Fafunwa 1991, and Ezeh 2004). The development of mass foundation of private schools has all the earmarks of being because of regrettable conditions in government schools. It was watched that many guardians appear to incline toward private schools since they thought they were more proficient and viable on their activity. It was trusted that staff of private schools was more devoted on their duty. Many research discoveries have uncovered that private schools were adequate for youngster's education. Gregory (1992), and Kenshaw and Blank 1993 revealed that private schools have bring down incidences of negative school conduct than public schools.

Adiotomre and Ekwevugbe (2005) presented that private schools were instructionally more viable than government schools with regards to powerful utilization of instructional materials, utilization of assortment of teaching strategies and student's assessment systems. Private schools are free schools, which are built up by private agencies, revenue driven making wander while schools were set up by government are

normal merchandise, opened to all individuals from the general public. Tabotndip (2005) recognized three classifications of private schools, private school proprietor's particularly secondary schools, who couldn't manage the cost of value schools, effective staff, laboratories and libraries (Tabotndip, 2005).

Another class of private schools which means to keep up more helpful environment for learning and third classification which are great private secondary schools that gives a challenging education. Gobir (2005) presented that superior in private schools is expected to a great extent to diligent work. Gobir (2005) additionally clarified that private schools have a tendency to accomplish high outcome with less consumption on education, which makes up the heft of private school use than public schools. Alt and Peter (2002) and Akpan et al (2005) uncovered that Private Secondary school directors are more powerful in keeping up train than their partners in Public schools. He focused on encourage that it was because of ace worker relationship combined with inflexible control and course which run of the mill the exercises of pioneers. Be that as it may, there was no huge distinction in teachers' activity execution in both private and public schools. Adegun (2005) additionally uncovered that there was no distinction in the managerial adequacy of head teachers out in the public and privately managed schools.

Besides Bassey and Ekpoh (2005) uncovered that there were similitude in the supervision of teachers and the appraisal of the understudies of scholastic action between the public and privately managed schools. Observations have demonstrated that a lot of individuals in public like to send their youngsters to privately managed schools. It was trusted that instructors in those schools indicate much commitment and seem to perform better on their activity. It was being estimated that the principals in those private schools were viable on their activity and they handle the staff adequately and make them to deliver great outcome. It was watched that albeit state funded schools appear to have more qualified educators and generally better offices, in any case, they didn't pull in much support particularly from the first class, rich and even the government servants' children Ekpoh (2005). The examination was to analyze the level of managerial viability in each of public and private schools and furthermore the distinction in their level of authoritative adequacy. Besides, individuals trusted that

government funded schools approve heaps of undisciplined students, and that overabundances could be abridged with successful organization (Ekpoh, 2005).

Considering the huge issues of education in Pakistan, the researcher has to chosen this topic as research. The label used to depict this field of study has modified after some time from instructive administration lastly to instructive initiative (Gunter, 2004). The purpose of this research is to investigate the administrative problems and the new challenges in public and private schools at secondary level. In this exploration, an exertion has been made to discover the Administrative issues looked by the principals or head teachers of schools at secondary level in Faisalabad.

Statement of the problem

The quality of education will be improved just when the resources are managed accordingly. Betterment of educational program, course readings and teachers are obviously essential venture to the bundle of improvement of value, till now the conveyance framework has a significantly more vital place to make these speculations to get the coveted outcomes. Indeed, unless the conventional administration and conveyance framework took an interest a basic change to address the issues of the quick extending optional training, as additionally to meet the issues of deficiency of assets, there is by all accounts little any desire for boosting the benchmarks of secondary education.

Administrative Problems

Most common educational administrative problems in the developing countries and in Pakistan are; social problems, physical facilities problem, lack of staff cooperation, academic problems, problems creates due to poor management, problems related to policy matters, politicization in education, financial problems.

1. SOCIAL PROBLEMS

There are many social problems in Pakistan. Major social problems are poverty, educational problems, health care conditions, food crisis, corruption, smuggling and terrorism etc. Poverty is the major problem in Pakistan. According to the analysis of 2007-2008, 17.2 % of whole population of Pakistan lived lower than the poverty line. This dilapidated tendency in poverty as seen in the state is due to the federal policies and corruption (Rehman, 2013).

2. Physical Facilities Problem

Larger part of government schools needed essential facilities, including clean drinking water. Like other past governments, the present government was likewise spending a huge piece of the financial plan on barrier. Rs 442.2 billion were dispensed for guard in the financial year 2010-2011. Government mainly focused on primary education at top priority basis. The state of the administration in public schools in the city and the nature of instruction being conferred there were going from awful to more regrettable.

Lack of staff cooperation

Teachers and head teachers played an important role in improving the standard of education in public and private sector. Head teachers are accused of the duty of directing the everyday operations of a school. Teachers then again were extremely instrumental with regards to giving learning, train, convictions and qualities of students. Throughout the years, various research studies have built up an association between high training execution among students and great connection between head teachers and teachers. In this way it is apparent that a decent connection between head teacher and teacher advances helpful learning condition that can prompt great execution among students. Fundamentally, a solid connection amongst teachers a and head teachers was one that was portrayed by shared regard, coordinated effort, trust and a shared objective (Harris, Day, & Hadfield 2003).

Academic Problems

Training was the back help in change of any nation. The countries with a fruitful plan of direction lead the world, both socially and monetarily. The best approach to progression is incredible direction structure. Pakistan is one of those countries where the game plan of preparing has dependably disintegrated. The condition at show was awful to the point that our plan of preparing was for all intents and purposes close fall. Understudy life isn't as less requesting as it shows up. Without a doubt, even it was hard to wake up for schools at a youthful hour in the morning normal that was a noteworthy obligation to reach in time. Here are some ordinary issues of students said underneath (Gobir, 2005).

Problems related to poor management

It's important to understand that since somebody was in an initiative position, doesn't really mean they ought to be. All leaders cannot bear the same qualities. The issue numerous associations are experiencing is an acknowledgment issue they can't perceive great leaders from terrible ones. A leader who has lost character or honesty won't persevere through the trial of time. It doesn't make a difference how clever, friendly, enticing, or astute a man was, whether they were inclined to supporting deceptive conduct in light of present or future needs they will in the long run fall prey to their own particular fixing. Nobody is flawless, however leaders who reliably fall flat were not leaders, regardless of the amount you wish they were. While past execution isn't generally a specific pointer of future occasions, a long haul track record of progress ought not to be trifled with. Somebody who has reliably experienced achievement in positions of authority has a vastly improved possibility of accomplishment than somebody who has not. It's critical to recollect doubtful head teachers accompany a high hazard premium (Spring, 2007).

Public and private school's administrative authorities like principals, senior head masters, senior head mistresses, head masters and head mistresses have to face many administrative problems like social problems, lack of physical facilities problem, political interference problems, financial problem, lack of staff cooperation problem, academic problem and problems related to policy matters and so on. Hence the current study is planned to investigate the administrative issues in public and privately managed schools.

Objectives of the study

Current study was carried out the following objectives:

1. To identify the administrative problems at secondary level.
2. To explore the impact of administrative problems on head teachers performance.
3. To give recommendation to solve administrative problems of head teachers.

Population of the Study

Population of the study was consisted of all head teachers of public and private secondary schools in district Faisalabad. There are 24 public boy's higher secondary schools and 36 public girl's higher secondary schools (Total 60) in district Faisalabad whereas 206 public boy's high schools and 247 public girl's high schools (Total 453) are

working in district Faisalabad. Total 513 public higher secondary and secondary schools for both male and female are working in district Faisalabad. According to the information of Board of Intermediate and secondary Education (BISE) Faisalabad, there are 758 private secondary schools are working in district Faisalabad. All these 513 public and 758 private secondary school's head teachers (Total 1271) are included the population of this study.

Sample and Sampling Technique

It was difficult for the researcher to collect data from all the head teachers of public and private schools at secondary level in district Faisalabad. It was decided to choose head teachers from different public and private schools at secondary level. Multiphase random sampling was applied to select the head teachers for data collection. Sample of the study was consisted of 100 head teachers relating with the comparative study of administrative problems in public and private schools at secondary level. All the respondents were belonged to the public and private secondary schools.

Research Instrument

Questionnaire was used for collecting data. The questionnaire consisted of 45 objective type questions. One questionnaire was used for a head teacher to collect data. Both the qualitative and quantitative data was collected simultaneously. This section describes the questionnaire that was used in this study.

Validity and Reliability

Setting up validity and reliability inside subjective research is testing, however is critical to successful research. Legitimacy is accomplished by guaranteeing the key destinations or genuine research points are firmly lined up with the ideas around which the information is assembled, that is, it quantifies what is really embarked to gauge. To guarantee unwavering quality in subjective research, examination of reliability is essential. Dependability can be set up through the utilization to triangulation of information. Unwavering quality inside quantitative research is shown when a test can be duplicated and creates predictable outcomes (punch, 2005). The poll, which could undoubtedly be reproduced, guaranteed consistency as far as the phrasing and request of inquiries and furthermore empowered educators to finish the survey without inclination and the impact of others.

Data collection

The data was collected by the researcher personally. The researcher himself went to each school and get permission from the head teacher of the school for the collection of data. The questionnaire was given to the head teacher by the researcher personally. Firstly the researcher introduced himself to the head teacher and the topic of the research and introduction regarding research was also conveyed to the head teacher. The instructions for filling the questionnaire were also given to the head teacher. The head teachers who were not willing to fill the questionnaire were not given the questionnaire. The researcher was present meanwhile the head teachers were filling the questionnaire to clear any ambiguities and problems in giving the response. Researcher gave them help in each step, if they need in filling up the questionnaire.

Data Analysis

Data collected by the head teachers was analyzed using SPSS (Statistical Package for Social Sciences) of version 22.0. The frequencies and percentages for each response were calculated to know about the head teachers who were in favor of the statement and who were not agree with the statement. The data was collected in a master sheet and was analyzed by the statistical methods like mean, standard deviation, t-test, ANOVA and sample table for analysis.

Table 1

Head Teachers response in percentage to show the social Problems

S	Statements	S	D	U	A	S
r		D	A	D		A
#		A				
1	Illiteracy is a cause of drop out.	12	6	2	4	3
					7	3
2	Mostly students have no access to the school.	25	4	7	1	1
			6		2	0
3	Medium of	4	2	3	5	1

	instruction leads to drop out.		8		0	5
4	Students leave my school due to bad environment of my school.	41	3	1	1	1
			4		4	0
5	Transport/conveyance is an issue of drop out.	27	2	7	4	2
			2		2	
6	Students fail many times in the same class so they do not come in school.	2	2	5	4	2
			4		9	0

Accumulation of mean score is 3.2.

It confirms through results that 12 % of the head teachers are strongly disagreed with the statement “illiteracy is a cause of dropout”, 6% of them are disagree, 2% of them are undecided, 47% are agreed and 33% are strongly agreed with this statement. 25% of the head teachers are strongly disagreed with the statement “Mostly students have no access to the school”, 46% of them are disagreed, 7 % of them are undecided, 12% are agreed and 10% are strongly agreed with this statement. 65% head teachers thought that medium of instruction is a cause of dropout while 32% disagreed and 3% are not clear about this statement. The head teachers perception about the social problems showed that 4% of the head teachers are strongly disagreed with the statement “Medium of instruction leads to drop out”, 28% of them are disagreed, 3% of them are undecided, 50% are agreed and 15% are strongly agreed with this statement. 41% of the head teachers are strongly disagreed with the statement of “Students leave my school due to bad environment of my school”, 34% of them are disagreed, 1% of them are undecided, 14% are agreed and 10% are strongly agreed with this statement. There were

69% of the head teachers agreed with the statement “Students fail many times in the same class so they do not come in school”.

The Mean score is 3.2 which is favorable to the statement.

Table 2

Head Teachers response in percentage to show the Physical facilities Problems

S	Statements	SD	D	U	A	S
r		A	A	D		A
#						
1	Insufficient class rooms hinder the new admissions in school.	2	8	5	4	3
					6	9
2	Overcrowded class rooms affect the class results.	3	6	4	5	3
					1	6
3	Lack of subject specialists is a problem which is faced by the head teacher while making	1	1	9	3	3
			8		5	7

	time table.					
4	Lack of innovative technology/ Audio visual aids is a great hurdle in the way of educational progress.	3	9	6	4 7	3 5

Accumulation of mean score is 4.0.

It revealed through the outcomes that 2% of the head teachers are strongly disagreed with the statement “Insufficient class rooms hinder the new admissions in school”, 8% of them are disagreed, 5 % of them are undecided, 46 % are agreed and 39% are strongly agreed with this statement. Results displayed that 87% of the head teachers were agreed with the statement of “Overcrowded classrooms affect the school results”. In this statement “Lack of subject specialists is a problem which is faced by the head teacher while making time table” 35% head teachers were agreed and 37% were strongly agreed. In this inquiry “Lack of innovative technology/audio visual aids is a great hurdle in the way of educational progress”, there were 34% of the respondents disagreed, 1% of them are undecided, 14 % are agreed and 10% are strongly agreed with this statement.

The Mean score is 4.0 which is most favorable to the statement.

Table 3

Head Teachers response in percentage to show the Lack of Staff Cooperation

S	Statemen	SD	D	U	A	S
r	ts	A	A	D		A
#						
1	Lobbing and	15	11	4	5 5	1 5

	grouping between staff members create problems.						
2	Less cooperati on of teachers with students affects the results of school.	2	20	0	5 4	2 4	
3	Political interferen ce creates problems for head teacher.	5	15	6	4 5	2 9	
4	Teacher' s personal affairs with students create problems for the head	2	30	15	3 4	1 9	

	teacher.					
5	Non teaching staff creates problems on regular basis for head teachers.	7	29	12	2	2
					4	8
6	Unskilled and indolent teachers are the serious cause of bad result.	4	9	5	5	3
					0	2

Accumulation of mean score is 3.7.

The results are shown in the above table that 70% of respondents agreed with the statement “Lobbing and grouping between staff members create problems”. It revealed that the head teachers perception about the Lack of Staff Cooperation show that 2% of the head teachers are strongly disagreed with the statement “Less cooperation of teachers with students affects the results of school.”, 20% of them are disagreed, 54 % are agreed and 24% are strongly agreed with this statement. Outcomes exposed that the 45% respondents disclosed their perceptions towards agreement about the statement “Political interference creates problems for head teacher” 29% are strongly agreed with this statement. Investigation of data revealed that 4% of the head teachers indicated their perception towards strongly disagree with the statement “Unskilled and indolent

teachers are the serious cause of bad result”, 9% of them are disagreed, 5% of them are undecided, 50% are agreed and 32% are strongly agreed with this statement.

The Mean score is 3.7 which is favorable to the statement.

Table 4

Head Teachers response in percentage to show the Academic Problems

Statements

Head Teachers mostly remain busy in managing “daak” issues which badly affects the academic work of school.

Irrelevant curricular activities are barriers to achieve academic goals.

Teachers do not take interest in teaching due to over work load.

Undisciplined students are one of the major problems for head teacher.

Lack of devoted teachers affects the result.

Accumulation of mean score is 3.9.

In Table 4 Head teacher’s perception shows that 2% of the head teachers are strongly disagreed with the statement “Head Teachers mostly remain busy in managing “daak” issues which badly affects the academic work of school”, 10% of them are disagreed, 3% of them are undecided, 34% are agreed and 51% are strongly agreed with this statement. Most of the respondents are agreed with the statement of “Irrelevant curricular activities are barriers to achieve academic goals”. Investigation of data reveals that 30% of participants are disagreed with the statement “Teachers do not take interest in

teaching due to over work load” 12% of them are undecided, 46% are agreed and 11% are strongly agreed with this statement. Interpretation of results shows that 2% of the head teachers are strongly disagreed with the statement “Undisciplined students are one of the major problems for head teacher”, 26% of them are disagreed, 10% of them are undecided, 40% are agreed and 22% are strongly agreed with this statement. It proves through results that 1% of the head teachers are strongly disagreed with the statement “Lack of devoted teachers affects the result”, 19% of them are disagreed, 1 % of them are undecided, 45 % are agreed and 34% are strongly agreed with this statement.

Conclusions

Mostly head teachers were belonging to government schools and minority of head teachers were belong to private schools. The results established that maximum respondents showed their perceptions towards agreement about the statement that “Illiteracy is a cause of dropout”. The outcomes uncovered that majority of participants presented their perceptions towards disagreement about the item that “Mostly students have no access to the school” whereas minority of head teachers were agreed to the item. It was proved through results that a huge number of respondents were agreed to the statement of “medium of instruction leads to dropout”. The outcomes declared that majority of respondents were disagreed to the statement of “students leave my school due to bad environment of my school”. The results declared that maximum head teachers were agreed with the major issue of “lack of physical facilities in schools like insufficient class rooms, lack of subject specialist teachers, lack of innovative technology and lack of audio visual aids. The outcomes declared that majority of respondents agreed with the statement of “political interference creates problems for head teacher”. The data declared that larger in number respondents were agreed with the statement that “Unskilled and indolent teachers are the serious cause of bad results.

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