

## An Evaluative Study of Decentralization Practices of Head Teachers in District Kech Balochistan

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### **Abstract**

The purpose of the study was to evaluate the decentralization practices of head teacher at District Kech Balochistan. The nature of the study was quantitative and survey type. The population is comprised of 78 of which 45 Boys and 30 Girls' Secondary Schools, DEO Male, DOE Female and Divisional Director School. There are total 78 Girls and Boys Secondary School in Kech. Pilot testing was done in 10 schools out of 78. Questionnaire was used as research tool. The questionnaire was comprised of closed-ended questions. The reliability of these tools were calculated through SPSS (Version, 22). After finalizing and pilot testing, the questionnaire was distributed to the respondent for collecting data. The questionnaires were served through postage, email by hand in face-to-face meeting by the researcher to the respondent. The questionnaire was scrutinized for errors and omission, ambiguity and relevance. The reliability was calculated through SPSS (Version, 22). After finalizing and pilot testing from 10 head teachers out of 75, the questionnaire were distributed among respondents for collecting data. After their feedback and views, questionnaires were improved. The data were obtained through questionnaires and analyzed by using, Chi square, percentage and mean.

**Keywords:** Decentralization Practices, Evaluative Study, Head Teacher, Quantitative Research

### **Introduction**

Effective management of the school lies directly on the head teacher, whose main task is supposed to implement education policies in real field (Hallinger & Heck, 2010). A well-

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informed head teacher has vision and will strive to find solutions to the many challenges encountered at school (Harris, 2008). He may presume to have knowledge, skills and experience to engage his teachers. He may have the power to regulate, supervise and monitor different activities taking place in school. This simply means he should not only conceptualize the operation of the school but also act by possessing the knowledge and skills that are necessary to perform certain roles and tasks. School effectiveness and school improvement research have constantly emphasized on the importance of effective leadership in term of outcome (Day, Harris, Hadfield, Tolley, & Beresford, 2000). There are number of evidences to suggest that the quality of leadership positively enhances the decision making process (Brown & Wynn, 2009). Similarly, Khaki (2009) supported the idea and states that, the leadership is a catalyst to accomplish shared objectives. Thus, from the evidences, it may be revealed that the success of educational institution depends upon how vigilant and cooperative the leader is.

Decentralization is a term used when responsibility/power is passed to local communities and schools. They can then make their own decisions about many aspects of policy and practice. In centralized systems, a central body may control finance, personnel and resources and manage policy, curriculum and assessment (Androniceanu & Ristea, 2014). Many researchers (Busemeyer, 2012; Urbanovicc & Patapas, 2012) suggest that, in decentralized systems, resources can be used more efficiently. This in turn can lead to improved learner performance, higher parental satisfaction and stronger accountability with community involvement and support. Hence, it is a complex process comprising the changes in the way school systems go about making policy, generating revenues, spending funds, and training teachers, designing curricula, and managing local schools.

In the year, 2000 Pakistan introduced devolution of power program with due legislative support. Under the devolution program the district management and community has been empowered at the grass roots level in planning, management, resource mobilization, utilization, implementation, monitoring and evaluation of the education system. Decentralization of educational administration in Pakistan is a major innovation and reform in the political and educational system. It not only shortens the distance between the citizen-parent and policymaker but also shortens the distance between policymaker and the school. Let us discuss some important decentralization practice of head teachers that are often accompanied for the improvement of education such as accountability framework, community/parental involvement, budgeting/ tendering etc.

Decentralization policies that strengthen accountability for performance are often accompanied by other policies that improve quality by improving information, or contributing additional resources (Shah, Thompson, & Zou, 2004). Improved governance and accountability may lead to higher efficiency in the use of resources, which contributes to improve school performance (Ahmad, Brosio & Tanzi, 2008). The decentralization practice of head teacher is usually measured through school environment (Cheema et al., 2005). The way school is organized, teachers teach, and parents interact with the school all effect education quality and improvement (Busemeyer, 2012). In particular, decentralization practice that gives schools autonomy and responsibility for their performance appears to generate the characteristics of highly effective schools (Steiner, 2007). Thus, from the evidences of above research studies it can be revealed that external support as community

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involvement mainly facilitates change, but change will only occur when head teacher within the school regulate it.

Decentralization practices also promote both the formal and informal participation of parents for the improvement of school (Menon, Mutero & Macharia, 2008). Formally, parents participate in meetings to select their representatives on the school management committee. Informally, parents are encouraged to donate money to the school, gaining a stronger interest in monitoring its finances and becoming more involved in their children's education. Involving parents more directly in the education of their children may also lead to change their behaviors and it may positively affect students learning performance.

School level decentralization practices are often accompanied by policies emphasis on teachers, parents, and administrators for proper utilization of allocated funds or budget for school improvement (Eskeland & Filmer, 2002). The joint utilization, preparation, tendering of school budget may create a shared commitment to raise quality as well as incentives to work together to implement it. In addition, the increased power given to head teacher under decentralization gives them the opportunity, if not the obligation, to develop a vision and mission for the school that is shared by both the faculty and the community (Menon, Mutero, & Macharia, 2008). Under school autonomy, head teacher has given increased management powers to recruit, select, monitor, evaluate, and train teachers (Kristiansen & Pratikno, 2006). This combination of new powers allows head teacher to select teachers who share values and a common vision for the school's development. As decentralization seems unavoidable in many institutions, so it deals with number of indicators such as budgeting, profiling, quality insurance, transparency and accountability, monitoring, however, this study mainly focuses on three indicators such are budgeting, monitoring/ evaluation, and last parental involvement to see, decentralization practices of head teacher in District Kech Balochistan.

### **Purpose of the Study**

The purpose of the study was to evaluate the decentralization practices of head teacher at District Kech Balochistan.

### **Delimitation of the Study**

This study was delimited to head teachers at secondary level in the area of District Kech Balochistan.

### **Research Methodology**

The purpose of the study was to evaluate the decentralization practices of head teacher at District Kech Balochistan. It was quantitative study. The research design of the study was survey and descriptive. The population is comprised of 78 of which 45 Boys and 30 Girls' Secondary Schools, DEO Male, DOE Female and Divisional Director School. There are total 78 Girls and Boys Secondary School in Kech. Pilot testing was done in 10 schools out of 78. Questionnaire was used as research tool in this study. It cover the indicators of decentralization in education as budgeting, tendering, monitoring and community participation aspects of the devolution plan in reference to head teacher performance. The questionnaires was used for the head teachers have two parts i.e. part one was comprised of

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the head teachers' profiles, the part two was comprised of budgeting, monitoring and community participation. The questionnaires were comprised of both closed-ended questions. The data obtained through questionnaires were interpreted and analyzed by using, Chi square, percentage and mean. The data were analyzed by adding up all the respondents against SD, D, N, A and SA after multiplying the original response to their perspective weightage i.e. 1,2,3,4 and 5.

**Data Analysis and Results**

**Table 1** *You Think That You're Role and Responsibilities Are Linked with the Strong Management System of the School*

Description	SD	DA	UD	A	SA	Total	Mean Score	X <sup>2</sup>
Frequency	0	4	1	9	54	68		
Percentage	0.00	5.9	1.5	13.2	79.4	100	1.40	109.294

\* Significant df =3 X<sup>2</sup> at P-value 0.05=0.00

According to Table 1 shows that 79.4% teachers strongly agreed, 13.2% agreed, 1.5% undecided, 5.9% disagreed and 0.00% strongly disagreed with the statement that you think that your role and responsibilities are linked with the strong management system of the school. Value of mean score was (1.40), the value of X<sup>2</sup> was (109.294), which was bigger than table value (0.00) at significant level (0.05). Therefore, it is concluded that most of responded strongly agreed that you think that your role and responsibilities are linked with the strong management system of the school.

**Table 2** *You May Have the Power to Regulate, Supervise and Monitor Different Activities Taking Place in School*

Description	SD	DA	UD	A	SA	Total	Mean Score	X <sup>2</sup>
Frequency	2	5	0	3	58	68		
Percentage	2.9	7.4	0.0	4.4	85.3	100	1.38	132.118

\* Significant df =3 X<sup>2</sup> at P-value 0.05=0.00

According to Table 2 shows that 85.3% teachers strongly agreed, 4.4% agreed, 0.00% undecided, 7.4% disagreed and 2.9% strongly disagreed with the statement that you may have the power to regulate, supervise and monitor different activities taking place in school. Value of mean score was (1.38), the value of X<sup>2</sup> was (132.118), which was greater than table value (0.00) at significant level (0.05). Therefore, it is concluded that most of responded strongly agreed that you may have the power to regulate, supervise and monitor different activities taking place in school.

**Table 3** *You Assign Responsibilities According To Staff Strengths*

Description	SD	DA	UD	A	SA	Total	Mean Score	X <sup>2</sup>
Frequency	2	6	11	7	42	68		
Percentage	2.9	8.8	16.2	10.3	61.8	100	1.81	77.147

\* Significant df =4 X<sup>2</sup> at P-value 0.05=0.00

According to Table 3 shows that 61.8% teachers strongly agreed, 10.3% agreed, 16.2% undecided, 8.8% disagreed and 2.9% strongly disagreed with the statement that you assign responsibilities according to staff strengths. Value of mean score was (1.81), the value of X<sup>2</sup>

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was (77.147), which was greater than table value (0.00) at significant level (0.05). Therefore, it is concluded that most of responded strongly agreed that you assign responsibilities according to staff strengths.

*Table 4 You Get Consultation with Staff Regarding all Financial and Administrative Matters*

Description	SD	DA	UD	A	SA	Total	Mean Score	X <sup>2</sup>
Frequency	3	0	5	10	50	68	1.47	86.941
Percentage	4.4	0.00	7.4	14.7	73.5	100		

\* Significant df =3 X<sup>2</sup> at P-value 0.05=0.00

According to Table 4 shows that 73.5% teachers strongly agreed, 14.7% agreed, 7.4% undecided, 0.00% disagreed and 4.4% strongly disagreed with the statement that you get consultation with staff regarding all financial and administrative matters. Value of mean score was (1.47), the value of X<sup>2</sup> was (86.941), which was greater than table value (0.00) at significant level (0.05). Therefore, it is concluded that most of responded strongly agreed that you get consultation with staff regarding all financial and administrative matters.

*Table 5 Refers To Transfer of Powers and Responsibilities from Higher To District and School Level*

Description	SD	DA	UD	A	SA	Total	Mean Score	X <sup>2</sup>
Frequency	0	2	2	9	55	68	1.28	115.176
Percentage	0.0	2.9	2.9	13.2	80.9	100		

\* Significant df =3 X<sup>2</sup> at P-value 0.05=0.00

According to Table 5 shows that 80.9% teachers strongly agreed, 13.2% agreed, 2.9% undecided, 2.9% disagreed and 0.00% strongly disagreed with the statement that Refers to transfer of powers and responsibilities from higher to district and school level. Value of mean score was (1.28), the value of X<sup>2</sup> was (115.176), which was greater than table value (0.00) at significant level (0.05). Therefore, it is concluded that most of responded strongly agreed that you think that Refers to transfer of powers and responsibilities from higher to district and school level.

*Table 6 Complex Process Comprising the Changes in the Way School go about Spending Funds, Training Teachers and Designing Curriculum*

Description	SD	DA	UD	A	SA	Total	Mean Score	X <sup>2</sup>
Frequency	6	2	11	14	35	68	1.97	48.324
Percentage	8.8	2.9	16.9	20.6	51.5	100		

\* Significant df =4 X<sup>2</sup> at P-value 0.05=0.00

According to Table 6 shows that 51.5% teachers strongly agreed, 20.6% agreed, 16.9% undecided, 2.9% disagreed and 8.8% strongly disagreed with the statement that Complex process comprising the changes in the way school go about spending funds, training teachers and designing curriculum. Value of mean score was (1.97), the value of X<sup>2</sup> was (48.324), which was greater than table value (0.00) at significant level (0.05). Therefore, it is concluded that most of responded strongly agreed that Complex process comprising the changes in the way school go about spending funds, training teachers and designing curriculum.

*Table 7 Causes Development and Work Speed without Wastage of Time and Resources*

Description	SD	DA	UD	A	SA	Total	Mean Score	X <sup>2</sup>
Frequency	1	6	11	7	43	68		



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more empowered. There empowerment should be 'teacher - specific' not 'scale- specific'. At least the appointing authority may also have the powers of transfer and posting of respective category of teaching or non-teaching staff in real sense not in papers only.

2. Teachers and head teachers are being awarded with cash prizes but the educational managers are deprived of it. Performance bonuses are recommended for the efficient educational managers, along with the teachers and head teachers for their better performance.

3. School management committee should organize for regular meetings with all school stakeholders.

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