

**A COMPARTIVE STUDY OF PAYING HEED TO RURAL
AND URBAN PUBLIC HIGHER SECONDARY SCHOOLS
BY EDUCATION DEPARTMENT SINDH**

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ABSTRACT

This paper renders the comparison of paying heed to rural and urban public higher secondary schools by Education department, Govt. of Sindh. For this purpose, qualitative and quantitative research approaches were applied. Population of the study based upon in service Principals of public higher secondary schools. The sample size was 70 Principals of higher secondary schools. A self made questionnaire was used as a research tool comprised six close ended questions. Data analysis was done by using SPSS. Through this study it was concluded that all public higher secondary schools were not received a proper attention from governing authorities. On the basis of findings, it is recommended that the education department should extend paying their attention to the rural and urban public higher secondary schools of Sindh in order to improve the standard of education.

Keywords: Paying Heed; Higher Secondary; Public Sector; Urban Area; Rural Area; Sindh

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INTRODUCTION

Education is the deliberate and systematic influence by the mature person upon the immature through instruction, discipline and harmonious development of the physical, intellectual, aesthetic, social and spiritual powers of the human being according to their essential hierarchy by and for the individual and social uses and directed towards the union of the educand with the creator as the final end. Beside individuals' development education plays a vital role to set moral, social and economic standards of any nation and has a very strong effect on thoughts, beliefs and planning of future policies of any country. Developed nations are marching forward because they have an organized educational structure whereas in under developed countries, demand proper changes in education system according to the needs and requirement of their society to accomplish their national aims. For this purpose they engage intellectuals and committed professionals to solve their social, economic and educational problems. The indispensable reason behind their progress and success is the optimum and judicious utilization of their human and material resources.

Basically, there are two systems of education in the world.

1. In Indo-Pak region, education system was divided in primary, secondary and college. This system was working successfully and satisfactorily.
2. Education was divided in elementary, secondary and higher education slabs. This was a new experience and it required proper homework for implementation which was not considered.

Upholding the increasing ratio of students the Government decided to launch 3-tier scheme of studies to educate the nation in 1979 (National Education Policy 1979). According to Policy the education was to be received in 3 steps:

1. Elementary Education Class I to VIII
2. Higher Secondary Education Class IX to XII
3. Graduate and Post Graduate Education
 Academic ---- B.A/B.Com/B.Sc and M.A/M.Com/M.Sc.
 Professional - B.E/MBBS/LLB/B.Ed,M.Ed etc.

In order to face these challenges of education system the federal and provincial governments initiate to establish a large number of educational institutions, like schools, colleges, polytechnic institutes, professional colleges and universities. These initiatives were highly be appreciated by the students, parents and community.

In continuance the Education Department Government of Sindh upgraded 64 secondary Schools as higher secondary school in 1991, (Notification No:-F.D. (SR-VI) 1-414/91 dated 7th September 1994) and this number gradually reached to 206 in November 2010. All public Intermediate colleges were to be merged in higher secondary schools and intermediate classes XI and XII of degree colleges were also to be shifted to higher secondary schools. It also left its effects on private sector.

In this way the government of Sindh had set up 49,125 educational institutions in all over Sindh; (Sindh Educational Management Information System 2010) but the educational standard is declining day by day because the Government of Sindh has upgraded many higher secondary schools on political basis in those areas where it was not needed. In some cases, single faculty public higher secondary schools (only science or arts subjects) were established with half SNE of teachers so these schools were facing shortage of teachers (Subject specialists), equipments, furniture and other necessary facilities.

Government had a serious concern to overwhelm these problems because higher secondary education (IX to XII) became an important sector in the entire educational system. This part of education provided the middle level work force for the economy on one hand and on other hand it acted as a feeder for the higher level of education. To overcome these problems, the Government established 12 higher secondary schools in 1987, (Up-gradation notification of secondary schools) to provide education up to XII in same secondary school to avoid disturbance in their continuity of education due to change of Institution which causes fall in examination results and involvement in political activities of student's organization in intermediate colleges.

Initiatives taken by Education Department Govt. of Sindh are appreciable but school effectiveness is generally concerned with the judicious utilization of resources and facilities provisioned and effecting examination results.

In this study, a comparative view of amenities provisioned to rural and urban public higher secondary schools by education department Sindh was presented in accordance with the objectives set by the education department as per national education policy 2009.

STATEMENT OF PROBLEM

It is often experienced that parents seem unwilling to send their children to schools where basic facilities are not provided. Neither parents prefer to admit their children in such schools nor do students show any interest in attending such government operated schools mostly.

These schools were built to facilitate students from the increasing population on one hand and to bridge the gap produced by shortage of schools in rural areas of Sindh on the other hand and to provide convenience to female students in rural Sindh particularly. The education department of Sindh had to pay special attention to check the availability of fundamental facilities provided in these higher secondary schools in both rural and urban areas whether these schools were successful in achieving the objectives set by the Government at the time of their establishment.

RESEARCH HYPOTHESIS

The following hypothesis was formulated to solve the problem of the study:

- The education department paid same attention to the rural and urban public higher secondary schools of Sindh.

Null Hypothesis Ho

There is no significant difference between the opinion of Principals of rural and urban public higher secondary schools of Sindh about paying same attention towards their schools.

Alternate Hypothesis

There is a significant difference between the opinion of Principals of rural and urban public higher secondary schools of Sindh about paying same attention towards their schools.

METHODOLOGY

The survey method was used during the research. Both qualitative and quantitative approaches of research were used to analyze the outcomes of the study. The research was based upon descriptive study because it describes the comparison of paying heed to rural and urban public higher secondary schools by education department Sindh.

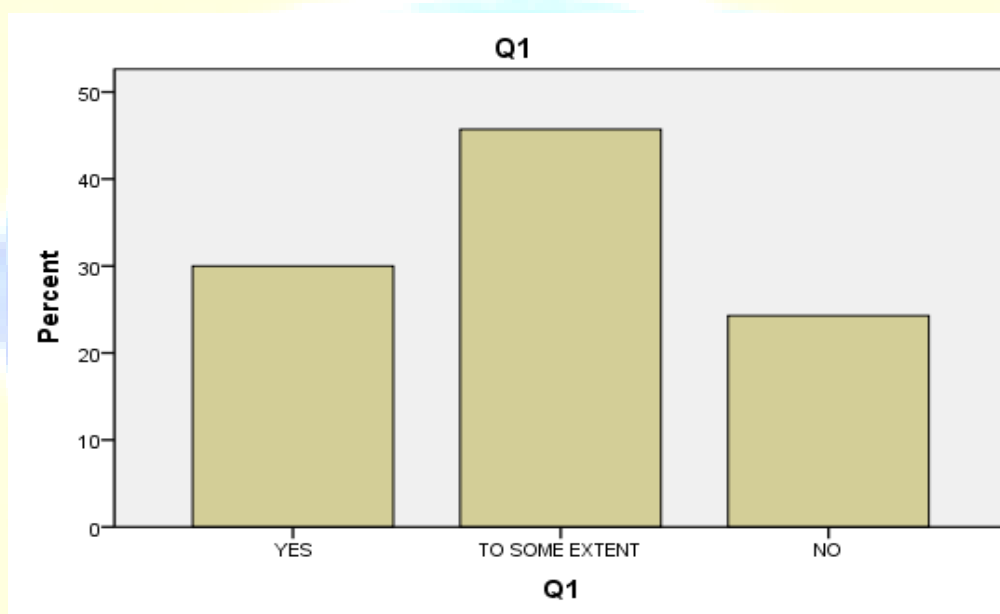
The population of the study was the on duty Principals serving in public higher secondary schools. Due to the time constraints and resources, the Principals from public higher secondary schools of Sindh province had been populated whose total number was 206. The random, equal and scattered scientific sampling technique was used. The researcher followed the set rules of research, selected 70 Principals of public higher secondary schools (30 rural and 40 urban principles) according to the standard to get data under stratified sampling. The number of Boys public higher secondary schools is 127 and Girls public higher secondary schools is 69. A self made questionnaire consisting 06 closed-ended questions was used to collect the data.

PROCEDURE

The study was conducted on the public rural and higher secondary schools of Sindh. A self made questionnaire was devised for data collection. The content validity of the questionnaire was counter check by the review of literature. The instrument having 06 items was given to Principals serving in public higher secondary schools. The questions were asked about the facilities provided by education department Sindh. The recorded responses of the Principals are as under:

Q1: Do you have proper Teachers for the subjects taught at your Higher Secondary School?

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
YES	21	30.0	30.0	30.0
TO SOME EXTENT	32	45.7	45.7	75.7
NO	17	24.3	24.3	100.0
Total	70	100.0	100.0	-



School Category	Frequency	Q1			Total
		YES	TO SOME EXTENT	NO	
Schools of Urban area	Count	10	22	8	40
	Expected Count	12	18	10	40
Schools of Rural area	Count	11	10	9	30
	Expected Count	9	14	7	30
Total	Count	21	32	17	70
	Expected Count	21	32	17	70

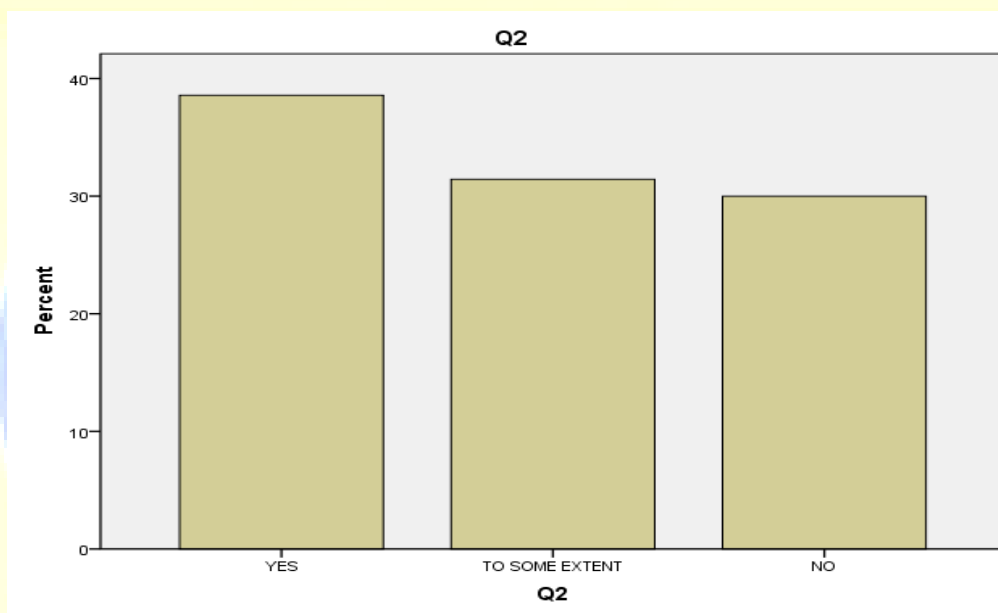
Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.244(a)	2	0.197

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.29.

Q2: Is proper maintenance of building being done in your Higher Secondary Schools?

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
YES	27	38.6	38.6	38.6
TO SOME EXTENT	22	31.4	31.4	70.0
NO	21	30.0	30.0	100.0
Total	70	100.0	100.0	-



School Category	Frequency	Q2			Total
		YES	TO SOME EXTENT	NO	
Schools of Urban area	Count	15	14	11	40
	Expected Count	15	13	12	40
Schools of Rural area	Count	12	8	10	30
	Expected Count	12	9	9	30
Total	Count	27	22	21	70
	Expected Count	27	22	21	70

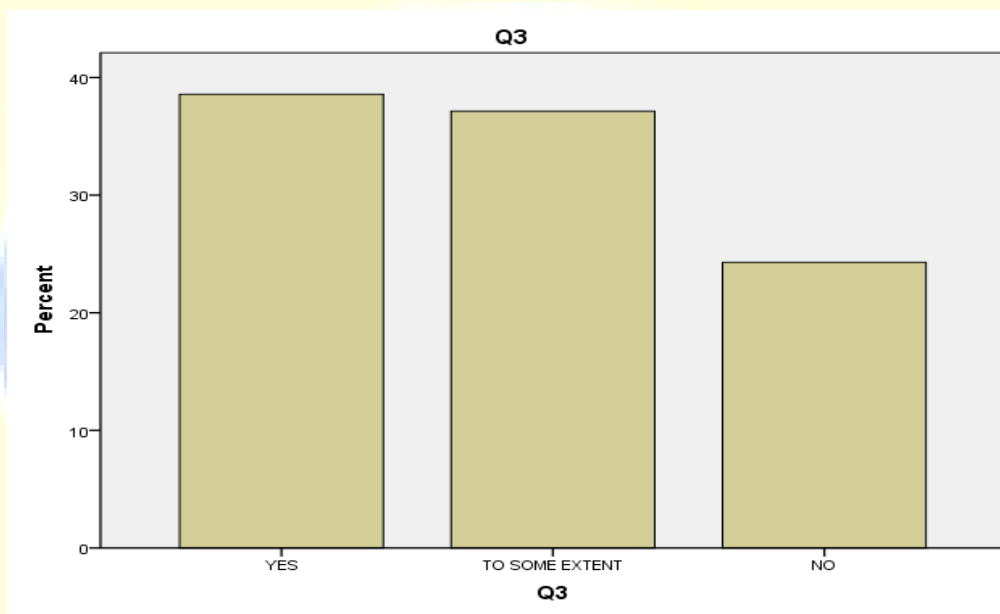
Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.601(a)	2	0.740

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.00.

Q3: Is proper repair of furniture is done at your Higher Secondary School?

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
YES	27	38.6	38.6	38.6
TO SOME EXTENT	26	37.1	37.1	75.7
NO	17	24.3	24.3	100.0
Total	70	100.0	100.0	-



School Category	Frequency	Q3			Total
		YES	TO SOME EXTENT	NO	
Schools of Urban area	Count	14	14	12	40
	Expected Count	15	15	10	40
Schools of Rural area	Count	13	12	5	30
	Expected Count	12	11	7	30
Total	Count	27	26	17	70
	Expected Count	27	26	17	70

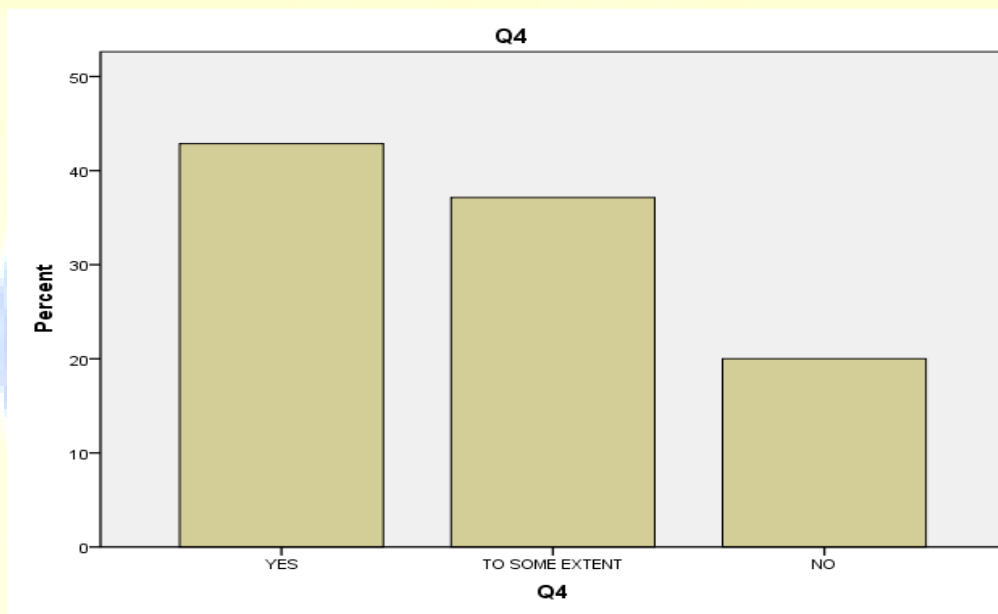
Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.679(a)	2	0.432

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.29.

Q4: Do the Education Officers visit your Higher Secondary School regularly?

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
YES	30	42.9	42.9	42.9
TO SOME EXTENT	26	37.1	37.1	80.0
NO	14	20.0	20.0	100.0
Total	70	100.0	100.0	-



School Category	Frequency	Q4			Total
		YES	TO SOME EXTENT	NO	
Schools of Urban area	Count	15	14	11	40
	Expected Count	17	15	8	40
Schools of Rural area	Count	15	12	3	30
	Expected Count	13	11	6	30
Total	Count	30	26	14	70
	Expected Count	30	26	14	70

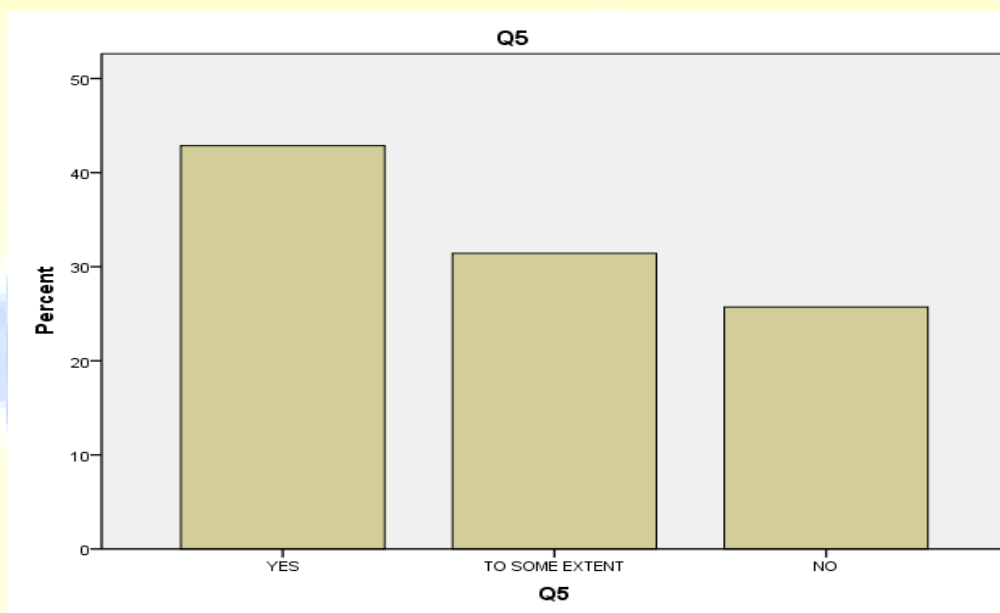
Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.365(a)	2	0.186

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.00.

Q5: Do the inspection teams of Educational authorities check properly to your Higher Secondary School as other Higher Secondary Schools?

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
YES	30	42.9	42.9	42.9
TO SOME EXTENT	22	31.4	31.4	74.3
NO	18	25.7	25.7	100.0
Total	70	100.0	100.0	-



School Category	Frequency	Q5			Total
		YES	TO SOME EXTENT	NO	
Schools of Urban area	Count	11	16	13	40
	Expected Count	17	13	10	40
Schools of Rural area	Count	19	6	5	30
	Expected Count	13	9	8	30
Total	Count	30	22	18	70
	Expected Count	30	22	18	70

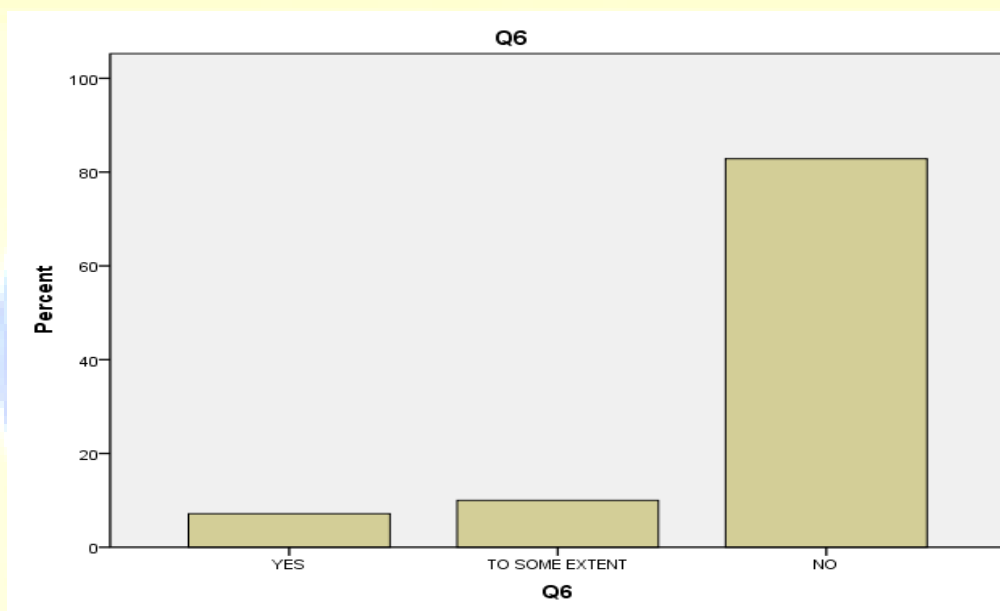
Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.989(a)	2	0.011

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.71.

Q6: Are the Government funds provided to your school are similar as nearby Intermediate College?

Scale	Frequency	Percent	Valid Percent	Cumulative Percent
YES	5	7.1	7.1	7.1
TO SOME EXTENT	7	10.0	10.0	17.1
NO	58	82.9	82.9	100.0
Total	70	100.0	100.0	-



School Category	Frequency	Q6			Total
		YES	TO SOME EXTENT	NO	
Schools of Urban area	Count	3	4	33	40
	Expected Count	3	4	33	40
Schools of Rural area	Count	2	3	25	30
	Expected Count	2	3	25	30
Total	Count	5	7	58	70
	Expected Count	5	7	58	70

Chi-Square Test

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.018(a)	2	0.991

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 2.14.

Hypothesis Test by Chi-Square (SPSS)

Null Hypothesis Ho

Ho: “There is no significance difference between the opinion of the Principals of rural and urban public higher secondary school about the attention towards their schools”

Alternate Hypothesis H₁

H₁: “There is a significance difference between the opinion of the Principals of rural and urban public higher secondary school about the attention towards their schools”

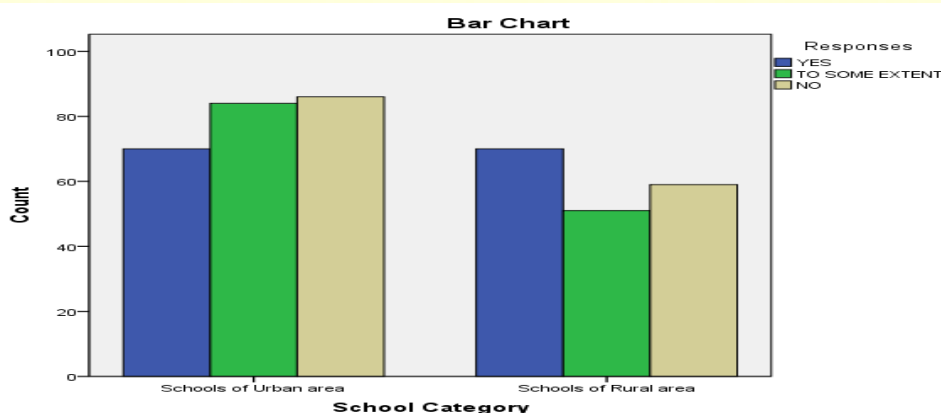
Higher secondary school	Q 1 and Q6	Responses			Total
		YES	TO SOME EXTENT	NO	
Urban Area	Count	70	84	86	240
	Expected Count	80	77	83	240
Rural Area	Count	70	51	59	180
	Expected Count	60	58	62	180
Total	Count	140	135	145	420
	Expected Count	140	135	145	420

Chi-Square Test

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.617(a)	2	.099

0 cells (.0%) have expected count less than 5. The minimum expected count is 57.86.

Result: - The above analysis showed that null Hypothesis is not accepted.



ANALYSIS AND CONCLUSION

For the analysis of formulated hypothesis Q1 to Q6 were developed for collection of data. The acceptance of Alternative Hypothesis by chi-square test showed that there is a significance difference between the opinion of the Principals of rural and urban public higher secondary school about the attention towards their schools”.

For any education system the qualified teachers play vital role, same as here in any public higher secondary school, the qualified, experienced and laborious teachers not only produce qualified students but also enhanced the interest of the students toward education. During survey it is notified by 24% of the Principals of public higher secondary schools that they do not have proper teachers for the subjects taught at their Higher Secondary Schools, whereas, 46% reported that to some extent they have such teachers with them and 30% were satisfied with the availability of the teachers in their schools.

As regard of building maintenance, 38.6% Principals explained that this facility was available while 31.4% Principals confirmed that up to some extant maintenance was done and 30 % Principals said that maintenance of building was not done in their schools. The statistics showed that the school buildings were not maintained properly as per requirement but it was confirmed that maintenance was done in public higher secondary schools.

For administrative supervision of higher secondary schools, the visits of education officers remained 42.9%, while 37.1% Principals stated that the visits were up to some extent and 20 % Principals disagreed and said that “Education Officers did not visit higher secondary schools properly.” The Researcher is of the view that higher secondary school situated in those areas where conveyance was easily available educational visits took place but in far flung areas, higher secondary schools were not visited. If the educational authorities keep on visiting the higher secondary schools properly, the teachers and other administrative staff remain punctual and active which makes the discipline and administration of the higher secondary schools much better.

The maintenance of furniture is also an essential in the school. The furniture used by the students in public schools is often broken and sub standard, hence regular repair of furniture is

necessary otherwise unsuitable furniture will badly effect the education of the students and reduce the interest of the students in learning process. It was confirmed by 39% that proper repair of furniture is done at their schools in contrary to this, 24% said that no any repair done in their schools. However, 37% were agreed that to some extent they are facilitated with surch services.

The higher authorities of education department did not visit the public higher secondary schools regularly. It was confirmed by 25.7% Principals, while 31.4% said that up to some extent visits were made and 42.9% agreed that visits were made. However 56% Principals agreed that visits were not regular. If Inspection system remained effective, the achievements can be obtained. Short comings of the educational Institutions were transmitted to the concerned officials. A major cause of these detritions of education institution is lake of inspection.

In response of funds question 82.9% Principals stated that public higher secondary schools were not provided Government funds as much as Intermediate colleges, so these schools could not fulfill their basic needs due to the shortage of funds and furthermore the government had established these public higher secondary schools unwillingly and without taking proper interest in its planning. These public higher secondary schools were not provided sufficient funds, so co-curricular activities were not arranged in these public higher secondary schools properly which was one of the reasons of low enrollment in these Institutions. The educational process needs continuous funding so the provision of resources plays an important role and by Government funds necessary facilities can be provided.

It is concluded from the responses that the results of public higher secondary schools were better than the Intermediate colleges in some areas of Sindh whereas public higher secondary schools were fully looked after by the governing authorities. Besides, non availability of sufficient funds is also a barrier towards achieving quality education goal. Keeping all these facts in view, the Researcher understands that the education department of Sindh should pay more attention to their public higher secondary schools which is also proved by the statistical analysis.

RECOMMENDATIONS

- Subject Specialists for each subject must be provided to every higher secondary school of rural and urban Sindh.
- Subject Specialist may be renamed as lecturers.
- Local subject specialists may be posted in higher secondary schools.
- No subject specialist may be transferred before completion of three years in the institution.
- Proper maintenance of building and repair of furniture may be done in higher secondary schools on regular basis.
- Education Officers and inspection teams of educational authorities should pay increased visits to assure that the performance of the schools is up to mark.

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