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# A Comparative Study of Educational Contributions of a Private and Government District Level Educational Administrators in Northern Pakistan

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**Abstract:**
*The twenty-first century provided an enabling space for global community to vouch the provision of equitable quality education to every member of the planet earth. Public-private partnerships are forged to achieve these objectives under Sustainable development goals. To learn the impact assessment of quality contribution of quality education, it is important to assess instructional contributions as well. Through the application of qualitative methods, this study examines the instructional contributions of private and government District Level Educational Administrators in Pakistan. The study maintains that factors such as professional development opportunities, accountability mechanism, and nature of support played an important role in the instruction-oriented behavior of the private District Educational Administrator. The government District Educational Administrator, who was more inclined to take care of administrative related tasks, seemed less instrumental in promoting instruction in government schools. The study suggests that proper orientation, as well as a system of*

*checks and balances, might enable the government administrators to adopt a course of action that could contribute to the qualitative improvement of government schools.*

Pakistan; District level educational administrators; Public education: Private education; Instructional development

## i. Introduction:

Agenda 2030 framed a long term goal for global community to shift the development perspective from human development to sustainable development through replacing Millennium Development Goals (MDGs) with Sustainable Development Goals (SDGs). To transform the world, the SDGs emphasized that the global community should provide access to the equitable quality education and health as one of top priority areas for people across the world. In the context of Pakistan, during the current millennia, educational development is given one of top priority area, in order to echo with global voice. To understand quality contribution of educational development on both human and sustainable development of Pakistani society, it is observed that a great deal of research focusing on teaching and learning is available; however, this research focuses on several aspects of students, teachers, communities, gender, non-governmental organizations, and international donors. However, there is a paucity of research about the effectiveness of school level administration in general (Khan, 2012; Memon, 2000) and district level educational administration in particular (Komatsu, 2009; Choudhry, 1991). In order to examine the contribution of district level educational administrators, Komatsu (2009) and Choudhry (1991) conducted research, but they were not explicit when examining the instructional contribution of district level administrators; instead, they focused on structural issues, such as the transfer of teachers, fiscal arrangements, political interference, etc. Although the critical role of district level administration for ensuring the quality of education has been recognized at the policy level in Pakistan, research presents a very bleak picture of the effectiveness of district level educational administrators (Komatsu, 2008; Khan, 2004; Warwick & Reimers, 1992, UNESCO, 1984; Nwankwo, 1983). Researchers have expressed serious concerns about the productivity of district level administrators in terms of the qualitative improvement of education in government schools. Most researchers agree that the government schools in Pakistan, unlike the private schools, do not play an instrumental role in maintaining the quality of education (Andrabi, Das, & Khwaja, 2008; Khan, 2005; Alderman, Orazem, & Paterno, 2001).

One of the primary reasons for this discrepancy between the government and private sectors stems from the fact that supervision in the government schools lacks a sustained process of monitoring (Komatsu, 2008). As a result, government schools expect principals to fill this gap. Unfortunately, the school principals are neither well trained nor ready to carry out their supervisory role for the sake of the qualitative improvement of their schools. Research attributes the robust educational

progress of some of the Asian countries to an affective educational management at the ministry and district levels (Chapman, 2002). Therefore, in order to examine the instructional contribution of district level educational administrators, this study attempts to explore the roles of two district level educational administrators each representing the private and government and educational sectors of Pakistan. This study particularly examines how two educational administrators contributed to the instructional development of the schools that came under their jurisdiction in a remote Northern region of Pakistan. Additionally, the study looks at the knowledge level of two administrators about the instructional processes. In this regard, Chapman (2005) pointed out, "While weak management is frequently cited as a major impediment to improving education quality and delivery, few studies actually report on the personal characteristics, career development, or professional problems of administrators at any level" (p.12). Therefore, this study has encompassed some of these issues.

### ii. Objective of the Study:

The purpose of this study is to highlight a new dimension of education: the role of district level administrators, with an emphasis on the supervisory role. This study provides "a highly readable narrative that can be used by decision-makers and information users" (Patton, 1980. p. 305) to re-conceptualize the local educational administration in Pakistan. Because of its exploratory nature, the study lays the foundation for those researchers interested in further exploration of district level educational administration in Pakistan. Since extensive research has never focused on the role of Pakistani district educational administrators in maintaining quality of education, the analysis and literature review presented in this article are limited. In short, significantly this study explores the quality education and quality instructional contributions for learning opportunities at micro-scale, which in fact is not found in earlier studies focused in Pakistan.

### iii. Methodology and Context of the Study:

The data for this research came from a larger study with different objectives. This study applied qualitative methods to generate data through the application of interviews, document review, and observation. The samples were two male educational administrators representing the government and private education sectors**.** The samples were selected on the basis of their frequent interactions with their schools, teachers, communities, and school administrators. The private educational administrator was affiliated with an International Non-Governmental Organization (INGO), which has a network of schools across the region. The INGO is known for the development of the social sector in less-developing countries. On the basis of a small sample, a broad generalization cannot be made. However, this study might help re-define the roles of district level educational administrators with regard to the qualitative improvement of education in Pakistan.

This study was conducted in Northern Pakistan where the industrial infrastructure could not be developed due to certain reasons. Despite the fact the area remained outside the jurisdiction of the federal government until 1970 (Jones, Baig, Sajid, & Rehman, 2005), the literacy rate of this region, which is 64% for boys and 41% for girls, is almost equivalent to the national average (Aga Khan Education Services, 2008). Unlike the government educational interventions, the INGO, to which the sample educational administrator belongs, started its interventions in Northern Pakistan in the early 1980s; within a short span of time, the educational services of the INGO sought global recognition.

### iv. Literature Review- District Educational Administrators in Pakistan

A multiple administrative structure at the federal, provincial, and district level oversees the different components of education in Pakistan. Policymaking, budget allocation, and curriculum development are the responsibilities of the federal government, while the provincial government runs the schools through their district offices. In fact, the role of the district offices is central in implementing policies dictated by the federal and provincial governments, supervising schools, and maintaining the quality of education. At the district level, a District Education Officer, with the help and support of Sub-Divisional Education Officers, Assistant Sub-Division Education Officers, and Learning Coordinators, supervises and monitors the schools (Khan, 2004). Some of the essential tasks of these officers are evaluating students' academic progress, observing classes, checking school records and teacher attendance, visiting schools, providing feedback to teachers, and checking the standards of cleanliness and order in schools (Warwick & Reimers, 1992). Since Pakistan has segregated schools for boys and girls, female educational administrators at the district level look after the functions of female schools.

Researchers have pointed out that educational administrators working at the district level are not instrumental in contributing to the instructional development of government schools in Pakistan (Komatsu, 2008; Khan, 2004; Choudhry 1999, Warwick & Reimers, 1992; UNESCO, 1984; Nwankwo, 1983). While elaborating on the contribution of educational managers, Chapman noted that, despite their quantitative growth, the educational systems of many Asian countries still do not focus on the quality of their teaching forces, which are "led by school and system administrators with limited management skills working within poorly organized ministry structures" (p.6). Nwankwo (1983) asserted that in Pakistan educational administrators are not well versed about the processes of education:

> Over 80% of the Education Department's officers and administrative staff have no formal training in educational administration or in education. Most officers carried out their studies in disciplines other than education…This limits their understanding of educational problems and often leads to unrealistic solutions being found. Crucial areas, such as supervision of instruction, program development and teachers' welfare, often receive only the

partial or superficial attention of the top administrators. This situation seriously limits the provision of effective education. (P.2-3)

While endorsing the point of view of Nwankwo (1983), Warwick and Reimers (1992), mentioned that these officers have limited impact upon the academic achievement of students because the frequency of the officers' visits to schools and classes are minimal. Similarly, Khan (2004) pointed out that the teachers' supervision, one of the essential tasks of district education officers, becomes a trivial exercise due to the educational administrators' rare and infrequent visits to schools. Komatsu (2008) observed that educational administrators spend most of their time taking care of administrative tasks, including financial matters, transfer of teachers, social obligations and local election duties. He maintained that if the government schools in Pakistan have failed to achieve the targets of "Education for All," then the reason is the inefficiency of district level educational administrators. Researchers attributed the non-instructional behavior of administrators to the lack of proper training and orientation; with less motivation, administrators work at a lower level of efficiency (Khan 2004; UNESCO, 1984).

A UNESCO (1984) report highlighted the communication gap between the different levels of educational administration, which reduces the pace of development at different levels of education in Pakistan. According to the UNESCO report, the lack of proper knowledge and understanding, both at the ministry and district levels, causes this situation. Similarly, a USAID report (2006) pointed out, "The quality of education provided by the public sector in Pakistan has been poor due to …weak sector governance and management" (p.8) In order to enhance the efficiency of the district administration, Komatsu (2009) stated that the government in Pakistan had delegated more autonomy and authority to the district offices under the umbrella of the Devolution Plan of 2000. Khan (2004) added that the Devolution Plan gave literacy and education great importance for the sake of developing a robust educational setup at the district level. However, the research suggests that, despite the Devolution Plan, the education institutions demonstrated a minimal level of qualitative improvement due to political, social and economic factors. According to Khan (2004), the Devolution Plan 2000 described the role of district educational officials as follows: "The district will be responsible for all levels of schooling…District Education Officers for standard setting and improvement will be exclusively responsible for improving educational standards through timely inspections and oversight" (p.66).

While explaining the non-academic behavior of educational administrators, Chaoudhry (1999) pointed out that these officials have no stake in government schools; therefore, they are less motivated to implement qualitative improvements within the public schools:

> The political and administrative elite is fulfilling its educational needs from the private sector, which is expending speedily under the auspices of governments. Practically, state and municipal education is left to the poor people who have no say in society…one of the reasons for the failure of the state education system is the lack of personal interest among the persons responsible for running it. (p.258)

While examining the frequency of interaction between the provincial government and the district government in terms of promoting education in one of the provinces of Pakistan, Choudhry (1999) noted that six circulars addressing the quality of education were issued during the period 1991-1994. On the other hand, during the same period, the total number of circulars addressing administrative matters was more than 1600. These data reflect the level of efficiency of provincial and district educational administrators, individuals who are the movers and shakers of a public education system in Pakistan that caters to the educational need of a vast majority of the population, particularly the socially excluded segment of society. Burkey (2009) maintained that the surge of extremism is more evident and focused in the backwards areas of Pakistan. Therefore, it is essential "to keep the local authorities accountable and responsible in performance of their duties" (Choudhry, 1999) through some kind of legislation and policy- making. Otherwise, the persistent oversight of educational administration could further contribute to the low academic achievement of Pakistani public schools (Komatsu, 2009).

**v. <u>Major Findings:</u>**

Both the private and government administrators started their career as a primary school teacher. As compared to the private administrator, the government administrator had more teaching and managerial experience. Before assuming the position of educational administrator, the private administrator served as headmaster, master trainer, and faculty in a local professional development center. The private administrator mentioned that the INGO with which he is affiliated provided him with opportunities that increased his professional knowledge. The private educational administrator had earned an MA Education degree from one of the renowned higher educational institutions of Pakistan and also an educational degree from the University of London. The private administrator stated that when he was a school headmaster, his school received the best school award for three consecutive years.

Like his counterpart, the government administrator also served as a headmaster and teacher. Unlike his counterpart, however, the government provided him with limited opportunities to broaden his understanding about different aspects of his responsibilities. For instance, he attended an extensive training about "Inspection and Supervision of Schools" from one of the best institutions of London. When asked how these training opportunities were helpful in terms of bringing

positive changes in his schools, the government educational administrator said the following:

> It did not make any difference in terms of change because my bosses were not cooperative; I had some plans but they discouraged me. They asked me to follow their directives. The government invested a lot of money on my capacity building with this intention that I would bring some change. The government had this intention that I would look at the British system and would bring improvement in our ailing educational system, but this could not happen.

The government administrator suggested that the government should implement tangible and viable changes in the educational system of Pakistan. He added that instead of appointing educational officials on the basis of the length of their experiences, for example, the government should appoint these administrators on the basis of their knowledge, skills, and aptitude.

Unlike the government administrator, the private administrator shared positive comments about the training opportunities in which he participated and their impact upon his change initiatives. He mentioned that the INGO provided him with capacity enhancement opportunities with certain expectations that he had to fulfill. He explained that the INGO not only offers the staff training opportunities, but it also uses a follow-up mechanism to judge the outcomes of these opportunities: "In our system if someone is provided with the professional development opportunities or scholarship for B.Ed. or M.Ed. programs, upon their return they would be asked to define their plan of action for their school according to the knowledge they acquired." He added that the General Manager of his organization always seeks his advice about school improvement programs. The private administrator believed that it is the primary responsibility of educational administrators to ensure and maintain the quality of education in their schools by developing an academic oriented relationship with teachers and head teachers.

While explaining his responsibilities, the private educational administrator emphasized that the nature of his job is a multidimensional one that covers not only administrative processes but also the classroom processes, community participation, and professional development of educators. He indicated that he works closely with the school heads for the preparation of a school development plan, identification of targets, and strategies to achieve those targets. [Please recheck when asked how often he visits the schools that come under his jurisdiction; he replied that he visited each of the fourteen schools under his responsibility twice a month. He added that an academic coordinator who assists him also conducts school visits. On four occasions, I noticed the educational administrator and his academic coordinator visiting a private school. During their visits, the educational administrator discussed academic

and administrative matters with the headmaster, and the academic coordinator visited classrooms to observe the teaching methodology of teachers. I once observed the academic coordinator monitoring whether a teacher, who had recently attended training related to early childhood education, was applying ways to develop reading habits among the students in a head start program. After observing the teacher's methodology, the academic coordinator provided her with some feedback. For example, he asked her to become more involved in the storytelling process by controlling her voice in a way that would capture the pace of the story she was reading

When I asked the government educational administrator about his specific responsibilities in terms of the instructional development of government schools, he focused on his many administrative related responsibilities; he did not, however, elaborate his instruction related tasks:

> My primary responsibility is to oversee the smooth function of district educational management …to deploy capable school administrators, to deal with financial matters, to arrange workshops for the teachers, to maintain a peaceful environment in government schools, and to develop the Annual Confidential Reports [ACRs] of the teachers and the school administrators.

Additionally, he mentioned that he visits schools for the sole purpose of checking the presence of teachers and administrators. He added that he holds meetings with different school committees and seeks the members' perspectives about admission processes and co-curricular activities. The government educational administrator also asks the school administrators to develop their annual calendar of activities. During the research period when I visited two government schools, I noticed that both schools did not have an annual calendar of activities. Ironically, one of the government schools was located only a few hundred yards from the office of the educational administrator. When I asked the government administrator to explain this lack of a calendar, he commented, "If the administrators are not following my directives, that means they are incompetent and ineffective. Unfortunately, we cannot take any action against these administrators."

Although the government administrator was not explicit in elaborating his instructional responsibilities, he did seem knowledgeable about classroom processes, teaching methodologies, and other aspects of education. …For instance, he understood the central role of the school administrators. He believed that school administrators should involve themselves in supervisory processes, such as providing feedback and discussing the content of different courses with the teachers: "We are living in a competitive world that requires the teachers and administrators to increase their knowledge. They need to know about the processes of research, which would enable them to make right decisions. Unfortunately, our educators have no

desire to enhance their knowledge." However, the government educational administrator admitted that the government educational system has no mechanism for assessing the learning needs of school administrators and teachers. The administrator mentioned that teachers should be capable of practicing interactive teaching strategies: "Teachers are not only responsible for enhancing the knowledge of students, but also need to focus on the character building of students."

Unlike the government educational administrator, the private school administrator was explicit about his administrative and instructional responsibilities. He believed that the ultimate aim of effective management is to maintain the quality of education. When asked about his contribution towards the instructional development of schools, he replied:

> We observe the teaching methodologies of our teachers in their classrooms. During this exercise, both the weaknesses and strengths of teachers come to our notice. We have a checklist that we share with our teachers to encourage them to improve their teaching practices to best meet the learning needs of their students.

The private administrator mentioned that he also helps the school administrators to develop their academic objectives. One head teacher acknowledged that the educational administrator had contributed to the school development plan, mission, and academic objectives. The school development plan and academic objectives were displayed in the office of the head teacher. During school visits, the private educational administrator also stated that he particularly noticed whether or not the school had achieved its objectives. If the schools fail to achieve the objectives, the private administrator asks the head teachers for an explanation:

> For example, it is written in the School Development Plan that the school will make efforts to develop creative writing habits among students. My duty is to monitor whether the school has tangible programs to develop this habit among students. If the school does not have these programs, I question the reasons for this and then I make the necessary arrangements for the implementation of the programs.

Because the private administrator had served as the headmaster of a school that had earned the best school award for three years, he believed he understood the instructional aspects of schooling. He asserted that the use of motivation and empowerment could result in both teachers and head teachers investing their time, talents, and energy into creating positive changes:

> When I was headmaster of a private school, I would involve the teachers in different tasks. I would seek their opinions in important

> decision-making processes…the headmaster should be people-oriented…an effective headmaster is a visionary…without a vision, a headmaster will fumble here and there…a school headmaster should be an inspirational leader who is interested in enhancing the knowledge of students and colleagues.

The private administrator pointed out that the private institutions have a mechanism in place that assesses the learning needs of teachers and head teachers and provides them with training opportunities.

Although the government administrator claimed that he made five visits to different government schools every month, I did not see him make a single visit during the three months I spent gathering data in two government schools. Furthermore, the head teachers of these government schools did not support the claim of the district educational administrator. However, during this period, one senior level educational administrator and two middle level educational officials did visit the two government schools. During those visits, they neither observed the classroom teaching nor discussed the academic processes of the school with the head teachers or teachers. Instead, they focused on financial matters, the holding of national events, and the transfer of teachers. On one occasion, a senior educational official spent one hour trying to persuade a government head teacher to sell a fallen maple tree without following the standard procedures. On another occasion, a middle level educational administrator visited a government school to inform the head teacher about celebrating World Environment Day. He asked the head teacher to bring the children to the school ground where the students picked the trash and scattered stones and dry leaves. During this cleaning process, the middle level administrator took some pictures; he then left to repeat the process in another government school. On two other occasions, educational officials visited a government school where both teachers and head teachers were watching cable television during school hours in the office of a head teacher; the educational officials did not take any notice of this situation.

Both the government teachers and head teachers were critical about the roles of their educational administrators. They asserted that a communication gap between the office of educational administrator and government schools negatively affected students' learning. In this regard, one of the teachers pointed out:

> Last week, one of the private schools in our neighborhood arranged a workshop for ninth and tenth graders on the topic of "Future Scientists." Intel organized the workshop in order to motivate the students to pursue scientific education. Intel said that it would maintain an association with those students who came up with innovative scientific ideas during the workshop. Specifically, Intel would help the students to exhibit their ideas at an

> international forum. Unfortunately, we missed that workshop because the workshop was held during the first week of September, but our Department of Education sent us the letter a week after the conclusion of the event.

The government administrator stated that the school management committees are operational in government schools. He said that the purpose of these committees is to facilitate the head teachers' job for the sake of the qualitative improvement of the schools and to ensure the productive and honest utilization of school funds. The government administrator's claim was correct to the extent that the school management committees did exist in government schools, but these committees had no role in maintaining the quality of education. The government head teachers pointed out that the role of school management committees is symbolic since the committees are not instrumental in generating resources or securing the support of parents and communities. In one of the government schools, the head teacher was very critical about the role of the seven-member school management committee. He said that despite repeated requests, the members of the management committee did not show up; their absence causes unnecessary delays in the daily business of the school. The school needed the presence of members of school management committees in order to purchase different items.

Not only was the private educational administrator instrumental in contributing to the academic development of his school, but he was also proactive in involving the communities and parents in the affairs of the school. One of the head teachers of a private school endorsed the services of his educational administrator in terms of identifying those members of communities who are willing to generate resources and play a pivotal role in the school development programs. The private educational administrator believed that a robust community is the essence of the success of a school:

> Because community and parents are integral parts of school improvement program, I work closely with these entities. During the school year, on different occasions, when communities and parents get together in school, I shared with them the vision of our organization [INGO]. I motivate them to come forward and play a role in school management committees and village education committees. In fact I am a focal person between the school and the community and head office.

The government and private administrators agreed that accountability is a driving factor behind the success of private educational institutions in Pakistan. In this regard, the government administrator asserted that due to certain reasons, one cannot take action against those government teachers and head teachers who are not diligent in fulfilling their responsibilities:

> If you take an action against a headmaster or teacher, the people would come together in support of the headmaster and staff. These people [headmasters and teachers] would go to the religious centers and complain about the injustices of the educational official. Although the religious leaders would not understand the situation, they would still try to save the headmasters and teachers. We officials cannot even control the pay increment of a headmaster whose school performs badly on the secondary school exam.

The government administrator reported about the presence of an accountability tool called the Annual Confidential Report [ACR] in the government institutions, but he had reservations about this tool:

> There are many loopholes in the mechanism of writing ACRs; these ACRs are written on the basis of likes and dislikes. This is a wrong approach, and it needs to be fixed. Regardless of the comments of the reporting officer, individuals still get their annual increments. On the basis of these ACRs, a well-performing teacher does not get a promotion and an underperforming teacher does not receive a punishment or reprimand.

The private educational administrator mentioned that in the private educational system educators get their increments and promotions on the basis of their performance. [Please recheck this sentence] He added that both teachers and head teachers received input from educational administrators as well as from a mechanism of self-appraisal. He explained, "We have a grading system of E [excellent], C [competent], and N [need improvement]. If a teacher scores an E grade two or three times, he is considered for a promotion and a raise in salary. Likewise, if someone scores an N grade two times, he/she will be sacked from his/her services." The private administrator added the following:

> When the organization sends someone to attend a particular training, upon their arrival, that person is asked to develop a plan of action, which will be implemented in the person's school. On the basis of his action plan, INGO provides whatever support the individual requires. It is a kind of accountability where the organization binds the individuals to implement whatever they have learned.

**vi. <u>Discussion and Analysis:</u>**

Both the educational administrators were well trained and well informed about instructional practices because of their involvement in teaching/managing processes and in local and international training opportunities. However, the nature

of their contribution to and involvement in the instructional development of schools was diverse. The government administrator defined his educational responsibilities as those tasks that do not directly affect the quality of education in government schools, such as financial matters, recruitment procedures, and related activities. Chapman (2005) pointed out that in most of the developing countries, the process of teachers' supervision is the responsibility of district level officials who do not pay frequent visits to schools and who focus more on the enforcement of rules and regulations than providing feedback to teachers. On the other hand, the private administrator was more explicit in defining his instructional contributions, such as developing school development plans, conducting teachers' evaluation, and engaging communities. He believed that the ultimate aim of effective administration is to bring positive changes in the teaching and learning processes. One of the reasons for the opposite interpretation [regarding instructional role] of the two administrators comes from their affiliation with two different systems where different structural dimensions led them to conceive different connotations of instructional contribution.

Although both the educational administrators were trained, the private administrator had more opportunities and more relevant training than his government counterpart. The INGO with whom he was affiliated offered him continuous training opportunities through a local professional development center and higher educational institution in addition to international exposure. Also, the capacity building of the private administrator started when he was head teacher of an INGO affiliated school; this enabled him to better understand the responsibilities of teachers, head teachers and educational administrators. On the other hand, the government administrator only received training opportunities when he became the district educational administrator. The late start of the learning processes of the government educational administrator may explain the educational administrator's detachment from the instructional development of schools.

In Pakistan, four problems generally associated with the capacity building of government educators and administrators make these government educators and administrators less effective than those in the private sector. First, government educators have a limited number of available opportunities for growth. Moreover, government educators take these opportunities in a "holiday mood" (Khan, 2002). Third, although they are provided with limited training opportunities within and outside of the country, the content and duration of these capacity building opportunities are not compatible with the nature of the jobs (UNESCO, 1984). Finally, the government sector lacks follow-up mechanisms that judge the outcomes of these training opportunities. Therefore, the productivity and cost-effectiveness of these opportunities are questionable.

According to the government administrator, the effectiveness of these opportunities further neutralizes when the senior officials working in the education

department do not welcome the change efforts initiated by the trainees. He mentioned that he was unable to convince his bosses that he wants to implement what he learned through an international exposure. Research also suggests that administrators at the district and ministry levels in Pakistan lack an understanding of educational management (UNESCO, 1984). This lack of understanding slows down the change initiative taken by the educational administrators at the different levels. Chapman (2005) noted that throughout Asia there is pressure on educational managers to improve the standards of education, but these educational managers suffer from the problem of not understanding how to improve efficacy**.**

Unlike the government administrator, the private administrator enjoyed the support of his bosses. He had the liberty of coming up with new ideas for school improvements and discussing those ideas with his senior educational officials. This situation motivated the private administrator to become more involved in the instructional processes of private schools.

In addition to receiving different levels of support from senior officials, the two educational administrators were affected by different political, social, and economic factors; these factors minimized the efforts of government educational administrators to maintain the quality of education in their schools (Komatsu, 2009). In this regard, Seth (1978) mentioned that the processes of educational planning in the developing countries ignore the political and social forces that impact the educational progress. This study also noticed a similar trend in which government educational administrators, despite their best intentions, seemed unable to contribute to the qualitative improvement of schools due to the interference of social and political forces. These forces were hurdles in the way of taking appropriate actions against those educators whose performance was not up to the mark. This situation highlights the limited powers of educational administrators in Pakistan, which leads the educators to become less mindful of their authority. In the private sector, however, the community was instrumental in shaping the practices of educators, and the role of the administrator was central in securing the support of communities and parents. The educational administrator had the liberty of writing the evaluation reports of teachers and administrators. These evaluations were used to either extend or terminate the employment of educators. Therefore, this private culture helped educational administrator to develop a sense of accomplishment, whereas the involvement and interference of political and social forces frustrated the government administrator.

A related issue is the different nature of accountability in the government and private sectors, which led the two educational administrators to shape their practices accordingly. The government administrator criticized the passive accountability mechanism of government schools, while the private administrator cited an active system of accountability that resulted in the successful performance of teachers and school administrators. According to Khan (2005), the concept of

accountability has a direct effect upon the quality of education of government and private schools in Pakistan. Khan added that "teacher power is rooted in tenure" (p.40) in government schools; as a result, government educators are less vulnerable to job loss due to poor performance. In private schools, however, job continuity is linked to the educators' performance; therefore, these teachers are more industrious and more motivated to do well.

The government's ineffective accountability mechanism made it difficult to judge the performance of teachers, head teachers, and government educational administrators. In the educational context of Pakistan, a UNESCO report (1984) pointed out that the effectiveness of an organization depends upon the efficacy of the personnel appointed at the different levels of management: "Apparently there seems to exist no standard criteria for evaluating the efficiency of the administrative organization of education in the country" (p.9). Similarly, Khan (2004) noted, "Professional appraisals are rarely conducted objectively and are not based on performance" (p.110). After serving many years as a teacher or headmaster, a person can become an educational administrator in Pakistan without any proper training and orientation. However, such educators face challenges when they involve themselves in the business of educational management because they lack any proper orientation about their job (UNESCO, 1984). They do not receive any job description that could explain their instructional and administrative responsibilities vis-à-vis schools that come under their control. As shown by this study, the private administrator benefited from a system rooted in certain principles and performance indicators; unlike the government administrator, the private administrator had the advantage of functioning with a detailed job description and clear guidance. These principles helped the private administrator draw a clear line between his instructional and administrative responsibilities; it also provided him with specific indicators for judging his performance as an administrator.

### vii. Concluding Remarks

Although the sample of this study was small, some important conclusions can still be drawn that will help to make the job of educational administrators more instruction-oriented. First, educational administrators must receive training related to their position. "The existing educational administrators need to become educational leaders equipped to improve the quality of learning in the country" (Khan, 2004. p, 110). While offering training programs, importance should be given to the following themes: 1) basic concept of educational planning and management; 2) principles and techniques of supervision of educational institutions; 3) methods of educational project formulation, implementation, and monitoring (UNESCO, 1984); and 4) mission and vision of organization (Chapman, 2005). Second, the annual increments and the continuation of the employment of teachers, school administrators, and district educational administrator should be linked to the performance, not length of experience, of these individuals. In this regard, the provision of a comprehensive job description, while defining the core responsibilities, should be given equal

importance because clarity of responsibilities might help these actors carry out their jobs effectively. Chapman emphasized this point when he stated, "Structural reform is wasted if managers still do not know how to do their jobs" (p.14). Investing on human development to produce affective managers or academic leaders shall shape the quality out-put of academic institution and potential contribute towards the sustainable development of society vis-à-vis to synchronize with what SDGs demand from each member nations.

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