



**RESEARCH PAPER**

**Study about the Effects of Consolidation Policy on School Development Plan of School Education Department in Punjab**

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**ABSTRACT**

Many problems did embrace in foundational education in Pakistan including the shortage of teachers. Community Model Schools at primary level were introduced to address this problem in Punjab. Teachers of both sexes were inducted inclusive of the head teacher. Many factors were affecting educational system but most serious was low performance in administration and poor academic outcomes. So objectives of the study were to investigate the administrative performance of consolidated schools after consolidation in Punjab and to explore the academic development made by the consolidated schools after consolidation in Punjab. All the Teachers, Head teachers, AEOs and Students of consolidated schools in division Gujranwala were the population. Total sample was 380 in which 38 Head Teachers, 76 Teachers, 228 Students and 38 AEOs from the selected schools. A questionnaire on 5-point Lickert scale was used to collect data. Descriptive and Inferential Statistics were applied. Administrative and academic performance becomes better than before.

**Keywords:** Administrative performance, Academic development, Community Model Schools

**Introduction**

Education has been the concern of the Nations to which Pakistan has never been an exception. A variety of problems did embrace foundational education, including the shortage of teachers and the quality of education, thus the concept of one teacher one school was settled by introducing the concept of Community Model Schools at primary level in Punjab. The situation of Government schools in Punjab was not good, enrollment was decreasing, the results were also threatening and there was a mistrust of parents on government schools which escalated with a fastidious speed. Government of the Punjab took notice of the situation. There were many factors which were affecting educational scenario badly but most serious was the shortage of teachers, lack of infrastructure, academically and professional low standard teachers. School Education Department (SED) undertook many initiatives to improve the situation.

The Education Department Govt. of the Punjab, Pakistan launched a school consolidation policy on 31st May 2012 for proper functioning of primary schools through maximum utilization of available human and material resources. The Head teacher of Consolidated Schools were to be female PSTs, Only female PSTs were to be appointed in these schools in future, male and female primary schools having less than 500 meters distance were to be consolidated to use buildings and teachers of schools for boys and girls. The name given to this type of schools was Government Model Primary Schools.

**Literature Review**

Brasington (1999) found that population size, and property value played more roles in decisions of Consolidation than race or income. Very small villages tended to merge with larger ones but mid-sized districts liked to remain independent. According to Federal Govt

data collected through the survey, it was stated that there were about 217,000 public schools in 1920, and these decreased to around 83000 in 1980. The number of districts decreased around half between 1931, and 1953 as over 60000 districts were no more in existence.

The situation is not like Pakistan in many other countries, the female teachers are in dominating position as told by Francis (2009) that Pupils were concerned about how effective teachers were in carrying out their professional functions and a teacher's gender was subsumed within this. For these pupils, 'gender mattered' in terms of the construction of their own gender identities. There are several arguments about the low performance of boys in schools due to the dominance of female teachers (Driessen,2007),(Carington,&MCPhee,2008)and (Skelton,2002). Due to the lack of male role models, there are indications of low achievement in the education and behavior of male students (Driessen, 2007).

According to Logan (1999) educated women prefer their families more than their duties so they do not apply for posting on higher posts away from their houses. Women are responsible for preparing the mindset of people relating to them. If females want to change the perception of people about themselves they should rethink and set their goals properly and should plan to work systematically. Men think properly to plan about leadership roles but females feel shy in this regard (Choge ,2015).

Affective engagement is linked with positive feelings of students for schools, school liking and feeling proud to be a student of his/her school (Fredricks et al, 2019). There are evidences that achievements are different in boys and girls (Robinson &Lubienski, 2011).

## **Material and Methods**

### **Population**

All the Teachers, Head teachers, AEOs and Students of consolidated schools in division Gujranwala were the population of the study which tent amounted to 3136.

### **Sample Selection Technique**

Multistage Simple random sampling technique was used for the sample selection.

### **Sample**

Sample of this study was Consist of 38 Head Teachers, 76 Teachers (38 male, 38 female), 228 Students and 38 AEOs from the selected schools. Total respondents were 380.

### **Instrument**

The researcher developed a questionnaire, following five point Likert type scale to collect the data from respondents. The questionnaire was comprised of 49 items. It was made through expert opinion and reliable through subjecting the data to Cronbanch alpha coefficient.

### **Data Collection**

A schedule of visits to school was chalked out in consultation with respondents for decreasing mortality. Alongside the information from the authorities an informed consent was obtained from the respondents. For the purpose of data collection from selected sample, researcher made correspondence with them and visited them personally. Researcher administrated 380 questionnaires and collected back personally from them, and response rate was almost 100%.

## Data Analysis

After data collection, data were entered into SPSS software version 20.0 to compute descriptive e.g., Mean, Standard Deviation and Inferential Statistics like ANOVA and Post Hoc tests to analyze data.

## Results and Discussion

**Table 1**  
**Category wise Analysis of Opinion of Respondents**

Category	N	Mean	Std. D
AEO	38	3.88	0.54
HT	38	3.50	0.69
TS	76	3.54	0.82
STU	190	3.77	0.77

It is interpreted from above table that AEOs had Mean score 3.88 and SD 0.54; HTs had Mean score 3.50 and SD. 0.69; Teachers had Mean score 3.54 and SD. 0.82 and Students had Mean score 3.77 and Sd. 0.77. It is interpreted that respondents of all categories were satisfied about the administrative performance after consolidation.

**Table 2**  
**Locality wise analysis of Opinion of Respondents**

Locality	N	Mean	Std. D
Rural	171	3.67	0.71
Urban	171	3.77	0.77

It is interpreted from above table that respondents from rural area had Mean score 3.67 and SD. 0.71 and respondents of urban area had Mean score 3.77 and SD. 0.77. It is inferred that respondents of all localities were satisfied with administrative performance after consolidation.

**Table 3**  
**Gender wise analysis Opinion of Respondents**

Gender	N	Mean	Std.D
Male	196	3.64	0.73
Female	146	3.82	0.75

It is interpreted from above table that male respondents had Mean score 3.64 and SD. 0.73; while female respondents had Mean 3.82 and SD. 0.75. It is interpreted that respondents of both gender were satisfied about the administrative performance in consolidated schools.

**Table 4**  
**Category wise Analysis of Opinion of Respondents**

Category	N	Mean	Std.D
AEO	38	3.92	0.49
HT	38	3.64	0.66
TS	76	3.65	0.76
STU	190	3.81	0.68

It is interpreted from above table that AEOs had Mean score 3.92 and SD. 0.49; HTs had Mean score 3.64 and SD. 0.66; Teachers had Mean score 3.65 and SD. 0.76 and Students had Mean score 3.81 and SD. 0.68. It is interpreted that respondents of all categories were satisfied about the academic development after consolidation.

**Table 5**  
**Locality wise analysis of Opinion of Respondents**

Locality	N	Mean	Std. D
Rural	171	3.75	0.65
Urban	171	3.81	0.68

It is interpreted from above table that respondents from rural area had Mean score 3.75 and SD 0.65 and respondents of urban area had Mean 3.81 and SD. 0.68. It is interpreted that respondents of all localities were satisfied about academic development after consolidation.

**Table 6**  
**Gender wise analysis of Opinion of Respondents**

Gender	N	Mean	Std. D
Male	196	3.64	0.73
Female	146	3.82	0.75

It is interpreted from above table that male respondents had Mean score 3.64 and SD 0.73; while female respondents had Mean 3.82 and SD 0.75. It is interpreted that respondents of both gender were satisfied about the academic development in consolidated schools.

## Findings

It was found that AEOs had Mean score 3.87 and St.D. 0.54; HTs had Mean score 3.5 and St.D. 0.67; Teachers had Mean score 3.53 and St.D. 0.82 and Students had Mean score 3.76 and St.D. 0.76. It was found that respondents of all categories were satisfied about the administrative performance after consolidation.

It was found that respondents from rural area had Mean score 3.667 and St.D. 0.714 and respondents of urban area had Mean 3.766 and St.D. 0.765. It was found that respondents of all localities were satisfied about administrative performance after consolidation.

It was found that male respondents had Mean score 3.639 and St.D. 0.729; while female respondents had Mean 3.817 and St.D. 0.746. It was found that respondents of both gender were satisfied about the administrative performance in consolidated schools.

It was found that AEOs had Mean score 3.916 and St.D. 0.486; HTs had Mean score 3.638 and St.D. 0.664; Teachers had Mean score 3.644 and St.D. 0.745 and Students had Mean score 3.813 and St.D. 0.684. It was found that respondents of all categories were satisfied about the academic development after consolidation.

It was found that respondents from rural area had Mean score 3.752 and St.D. 0.6435 and respondents of urban area had Mean 3.813 and St.D. 0.684. It was found that respondents of all localities were satisfied about academic development after consolidation.

It was found that male respondents had Mean score 3.639 and St.D. 0.729; while female respondents had Mean 3.817 and St.D. 0.746. It was found that respondents of both gender were satisfied about the academic development in consolidated schools.

Furthermore, it was found that in four categories, AEOs had difference of opinion with Head Teachers and Teachers and students had similarity of opinion with all other categories.

It was found that the computed F-value at df (23) was 1.053 which is greater than the table value 0.732 and the computed sig value was 0.379 which is greater than critical value=0.05. Therefore, it was found that there was no significant difference of opinion among all respondents about academic development in consolidated schools.

### **Conclusions**

It is concluded that all respondents of all categories (male, female, rural & urban) are satisfied about the effectiveness of administrative performance in schools after consolidation. But there is a significant difference of opinion among respondents was present. So AEOs have difference of opinion with Head Teachers and Teachers and students have similarity of opinion with all other respondents.

It is concluded that AEOs HTs, Teachers and Students of all categories (male, female, rural & urban) were satisfied about the effectiveness of academic development of schools after consolidation and it is also concluded that there is no significant difference of opinion among all respondents about academic development in consolidated schools.

### **Recommendations**

In the light of analysis and conclusions administration of consolidated schools may be assigned to the talented teachers whether they are male or female. A leadership course may be recommended for the head teachers. Head teacher may not be compulsory a female, it may be a male also according to the situation and capability.

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