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Ibbad Ashraf, Fawad Ashraf

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Reasons for Low Performance of Teachers: A Study of Government Schools Operating in Bahawalpur City, Pakistan

Ibbad Ashraf

Visiting Faculty, The Islamia University of Bahawalpur
Email: ibbad_ashraf_Sheikh@yahoo.com

Fawad Ashraf

Assistant Professor, Department of Management Sciences
The Islamia University of Bahawalpur
Email: fawad.ashraf@iub.edu.pk

Abstract

The article presents the problems faced by the teachers in government schools of Bahawalpur. From the last decade the problems are increasing and came into the comments by the several associations and institutes. The purpose of this paper is to highlight the problems solutions and recommendations to solve the existing phenomena. Data from the different schools of the city are included. There is a great association between teachers' problem and the behaviors of the students regarding their studies. Other prominent factors like poverty, lack of motivation, lack of skills, lack of training, and lack of fringe benefits are discussed. The analysis of data allow us how to focus the uncover/hidden areas of difficulties. The recommendations provide a clear framework about the current problem.

Introduction

Background of Problem

Education is simply an investment to achieve both human and economic development. But unfortunately it is one of the biggest problems in Pakistan. The education system of Pakistan is rotten to the core. The literacy rate in Pakistan is recorded as about 55% in 2012-2013. Pakistan has been struggling for promotion of literacy for the last several decades, but is consistently swamped by the population growth, poverty and socio-cultural practices. Pakistan has a population of nearly 200 million people, of whom roughly one-fourth, or 52 million, is between the ages of 5 and 16. Pakistan's Constitution guarantees all of these children a free and compulsory education. Until Pakistan not increase the literacy rate that education system will remain poor.

Pakistan is challenged by material constraints such as well-constructed and well-furnished school buildings and classrooms, resources, well- designed curriculum, teachers' experience and a manageable class size. The main issue that is faced by the children in government school is unqualified teachers. Qualified teachers play a crucial role in making schools effective. The personal and professional development of teachers has a direct impact on student achievement. However, the quality of teacher training is scarce and obsolete rendering it ineffective for classroom teaching. In government schools teachers are very old but course change every year. No proper trainings are conducted to update the knowledge of the teacher, still having low qualification and use the typical style to teach the students. Mostly teachers know little or nothing about the new concepts included in the new curriculum. Teachers were dominant in classrooms but they used to read out a chapter from a textbook and students simply listened to them.

Teachers are considered as the main pillars of our educational system. The personal and professional development of teachers puts direct impact on student achievement. In government schools teachers are very old but academic course change every year. No proper trainings are conducted to update the knowledge of the teacher, still having low qualification and use the typical style to teach the students. Mostly teachers know little or nothing about the new concepts included in the new curriculum. Teachers were dominant in classrooms but they used to read out a chapter from a textbook and students simply listened to them. Under qualified teachers are appointed who cannot effectively manage the process of teaching and learning in schools effectively which is reflect in poor performances of students and dissatisfaction among parents regarding the performance of government schools. This is especially worrying because poor instruction and ineffective teaching reduces the demand for education which in turn reduces the pool of qualified teachers.

Broad Problem Area

The students in high schools do not have basic skills for learning. Their educational concepts are still backing word and not up to the marks. Although their curriculum has been updated according to the new demands and knowledge but students are not interested to learn and their grades are continuously lower.

Problem Statement

After visiting different government schools in Bahawalpur, it is found that; almost in every school students face the same problem. The reason is that: Teachers are not qualified as per the demands of new designed courses.

- No or inadequate training provided to cope with the new course demands.
- Old methods of teaching are still prevailing.
- No practice provided to students because of less knowledge of staff as well as inadequate resources.
- Low commitment of teachers with their profession.

Rational of Study

Teachers are considered very important pillar in nation building. Qualified teachers play very important role not only in their profession but also in grooming of students. Unfortunately in Pakistan there is lack of qualified teachers in government schools. Although schools are upgraded and syllabus is English medium but schools do not have well educated teachers. Teachers have minimum knowledge about their subjects and lack of teacher training affect the education standards. There are many reasons for the lack of qualified teaches in schools such as; one of the major challenges to increasing the educational standards in Pakistan is lack of trained professional teaching trainees. Although a broad range of advance teaching methodologies implemented in the classroom, researches have shown that teachers play the important role in the success of a school. Even though, principals find it difficult to firing teachers due to resistance from teachers unions. The negative effects of teaching can ruin several generations in the school and destroy the strong foundation of education that helps in future profession. Mostly college students are most often hired into the classroom. Regardless of their educational background, those teachers do not work on personality grooming of the students. Researchers said students who have at least four good teachers in a row will excel. Students who have two bad teachers in a row will never recover. Schools that need good teachers the mostly in rural areas, often have the worst teachers. Students who struggle in government schools also work hard in college or never manage to get into college. Some unqualified teachers incompetently teach students, so that they could not get the grades needed to pass a class. This leads to some students dropping out of high school and some unqualified teachers pass students too easily, causing the students to pass out with high school diplomas but insufficient skills. This whole situation cause the unemployment. Because now employers notice the lack of skills between graduates and raise the barrier for a job, requiring that students get a bachelor's degree to obtain a position. Schools that fire unqualified teachers often see increases in academic excellence in the classroom. A few teachers might have a reputation for quality teaching because their classes frequently have high standardized test scores, but the teacher only produces successful test takers by teaching the test. Students do not necessarily develop a greater comprehension of the course content that they can take with them beyond the classroom.

Gap

There is the existence of different gaps in the illiteracy of children. First of all, cultural gap influence badly. In remote areas people don't bother the future of their children. They want to bring their offspring into their own daily labor. When teachers are appointed in rural areas, there is a long absenteeism of students. Children are not addicted to go to school regularly. So they feel it difficult to study and follow the punctuality. Teachers are strictly prohibited from any punishment. They use courtesy and polite but the students don't adjust according to their temperament. They take a long time to get addicted. Secondly, the syllabus is purely printed in English, student who feel difficulty to speak in Urdu, hardly accept the change. They think that they can't study further so they prefer to quit the study. Thirdly, there is also a technological gap. No new technological labs are provided with advanced equipment. And if it provided then the highly qualified staff is unavailable.

Class size also creates difficulty for the class and the students as well. A standard size of a class must be of 30. But in schools plenty of students are present in class and can't grab the attention of the teacher. Ambiguity left in their minds which lead to misconceptions. Teaching style matters a lot. Teachers taught according to their rules and don't pay too much attention to the students. That's why students don't pick the points at their early stage.

Research Objectives

The main objective of study the unqualified teachers in government schools are to assess the prevailing factors responsible for present education system.

- To find out how unqualified teachers affect the new course demands in government schools.
- To find those factors matters for the performance of both teachers and students.
- How to maximize teacher's commitment with their work.
- How to avoid the old method of teaching as well as increase the resources for students and teachers.

Literature Review

Education provides the bedrock for reducing poverty and enhancing social development. An educational system of poor quality may be one of the most important reasons why poor countries do not grow. There is decreasing trend of quality education in Pakistan. These include defective curriculum, dual medium of instruction at secondary level, poor quality of teachers, cheating in the examinations and overcrowded classrooms (Economic Survey of Pakistan, 2002). This literature is developed by getting the surveys of schools and the academic literature. The bibliography lists the literature that was reviewed for this paper. Some of the literature is not specifically referenced in the paper. However reasons that are common in most cases that effects staff performances and institutional outcome are discussed in below. These reasons are affecting not only students but also cause other social problems.

Lack of Infrastructure

Infrastructure contains all those necessary elements and factors that are useful to provide a favorable environment for an activity. It may contains building, furniture, equipment, fixtures, stationary etc. that helps in an activity to perform well. In Pakistan the number of primary institutions is about 154000. But the number of staff members and teachers is too much low. Almost 42000 teachers are there in all city and village areas. In most schools there are just three to four rooms in each school that is not enough to deal with the demands of students and other requirements (Bergman and Muhammad, 1998). This kind of lacked infrastructure causes reduction in both management expertise and educational worth. Schools and institutions even do not contain white boards, files, stationary, washrooms, furniture for teachers due to poor or any proper check and accountability. So here we can say: Poor infrastructures create poor quality of education in schools.

Lack of Training

Training provides a full know how to deal with related matter in accordance. Present and potential proficiency and efficiency can be possible by trained persons in relevant field. Up to date information about the current affairs and educational theories and knowledge about latest research of field study must be known by teachers (Siddique, 1990). But in current situation they are unable to deal with their professional and social matters to teach their students. The administration of teacher training in Pakistan is a provincial responsibility. But only few are interested to get training for the purpose of better quality of skills. There is need to establish these institutions that regulate schools and performance of staff. So here we can say that: Higher training to the staff will lead to better output of staff members.

Lack of Experience and Skills

Skills and experience to perform is necessary because if the person does not have relevant skills, he would be unable to perform his responsibilities. In our country there is absence of these skills and abilities of teachers. If we talk about govt institutions, such trend is drastically high even they do not have books, library or many other resources to create learning environment for both staff and students as well (Muhammad, 2002). Lower technical staff is more intensive to grow that cause reduces experience of skills and practices. Techniques for learning is old and traditional that only help to pass the exam but do not carried for the developments. Many people come to this profession only for the purpose of earning. Here teacher's skills to teach, control and coordinate with students plays vital role to enhance efficiency of performance. So: Lower technical experience and skills causes reduced performance.

Motivation

Motivation for staff learning includes many factors such as attractive environments to learn, salary packages of teachers to learn, more opportunities for career development, availability of infrastructure, materials for learning, suitable time duration, easy procedures for learning and teaching. These all factors helps to enhance teachers so that they learn new techniques and methods to deal with new challenges of course and result in those students that are able to deal with new course outlines and talented enough to apply their knowledge in practical fields. But in our country these factors are not available or are less available to learn. Here we can consider that: More motivation helps to learn more about technical skills and produce better students.

Poverty

Inability to buy expensive equipment and infrastructures and less availability of financial resources reduces the productivity of teachers. Staff is unable to meet the standards of current requirements in education. Due to this they have inefficient system of teaching and taking exams. Deficiency of money disturbs the progress and improvement of system (Ballou and Podgursky, 2000). The main education structure could not get sufficient financial distributions from the administration which added damaged system physically and academically (Shah, 2003). The performs of valuation and appraisals at school stages are old-fashioned. All these poor standards cause reduced student outputs.

Lack of Devotion

Devotion creates self-motivation and zeal to perform duties and responsibilities. It encourages the individual to complete their tasks and to reach at planned goals. Teachers are busy in their personal matters even at lectures time. They are more biased. Favoritism exists even in class rooms and they stay in schools just for the sake of completing their attendances and to get their salary. They are not concerned to teach students and not willing to learn new advanced techniques of learning because of their laziness. So it is considered that: The absence of interest/devotion reduces their moral and lower productivity of student's results.

Class Size

There is too much students in each class because of this all students cannot report directly towards their teacher. Teachers cannot pay attention on each student because of extra-large population in a single class. Moreover due to over crowd classes students are not able to get answers for all quires. In most of the school's students sit on the earth in open grounds even in cold winter and hot summer because of no availability of class rooms. And in classroom they face too much suffocation to sit because of extensive students and small rooms. So: Too much larger size of students reduces quality of education.

Methodology

Research Approach

The research is based on Qualitative techniques. The main purpose of this research is to understanding problems which are hindering the effective performance techniques in schools. A detailed analysis can be attained by taking teacher's views for the problems.

Data Collection Tools and Techniques

Interview technique is adopted for analysis. Different teachers form public sector schools were asked to share their views about problems and related questions. Some answered straight forward but some was reluctant to answer because of confidential matters. Some suggested different solutions regarding to the problem. After visiting schools and taking interviews form sample we conducted through content analysis for those responses.

Content Analysis

This report is about finding reasons for declining performances of teachers at government school teachers and their effects of student outputs. After taking interviews we find different views as described below:

Lack of Infrastructure

Lacking infrastructure demotivate the teachers to take classes properly. When the students don't have proper sitting arrangement then how they can learn. Staff members are also not interested to adopt changes because it may lead them towards the accountability for their performance. They are simply happy go lucky with the current situations. Most of the respondents replied: *"Almost all the government schools are lacking infrastructure. Shortage of class rooms and other things lead to discourage the devotion to study. But we are habitual for this kind of methodology"*.

However some staff members are seriously interested in adopting new techniques to learn but they face resistance due to lack of structures. That's why they also have to work in already defined situation.

Lack of Training

When teachers are informed about workshop regarding the syllabus or whatever the issue is. But they don't learn anything productive there. They just attended the lecture which is irrelevant topic. Teachers prefer to avoid the workshops. They replied:

"No proper workshops are arranged. The purpose of workshop is only to present at that premises."

In fact whatever the situation is, they must adopt the workshops and training sessions for increasing their performance. Instead of this they just blame to the system and environment. They want full and furnished environment and demands only those sessions that help to deal their self-interests. As some responses were as below:

"We are not interested to learn because we face difficult to apply these procedures in actual."

Lack of Experience and Skills

Some teachers are no doubt experienced. They have skills because they have spent a lot of time in this profession. But most of them adopt reading methods and do not use technical methods to study. As one of the respondents said:

"We have experience of five to seven years of study but we don't study practically."

Some said that:

"We do not have adequate resources to enhance technical skills of our students. We just read and read and read."

Teachers lack the new trends because they are not timely informed about the syllabus. They are not guided towards the modern trends. As most of the teachers stated. Some respondents said that

"According to the new syllabus teachers are not trained."

Motivation

There is no doubt teachers are highly compensated in public schools. But those who have strong references usually take advantage of it just because of unequal distribution of rewards. New entrances of teachers sometime do not get their monthly pay because of improper structures. They have to wait for many months to get their salary. As many respondents told:

"we are on job because we have to feed our family, if we don't get it on time how can we perform our duties with our attention?"

Rewards are sometimes doesn't matter for some employees. They want to adopt this profession for their interests in learning. But when they didn't get any environment there, they become fed

up soon. Moreover sometimes they are not allowed to take holiday in emergency. Centralized authorities reduce the flexible environment for their work. As they stated that:

"We demand an environment to perform, if you will get it for us, we will definitely work."

Poverty

Most of the government school teachers said that government just provides the reading material to the students. Students required purchasing the writing material by themselves. But due to low income resources parents can't afford the notebooks and pencils and other accessories. So a student tends to decline the attention towards the studies. They said:

"Children can't afford the writing materials. They are not willing to do work because they lack money."

Government provides so many schemes each year for these schools but it either remains in documents only or in the hand of higher authorities. They don't plan effective measures that how to utilize these aids so that performance can be increase. One of the respondents said:

"Government announces too much projects for financial aids each year. But where is financial aid? We are still waiting. They settled to much lengthy process. And our corrupt authorities don't bring it to us at all. That's why we are sorry that we cannot provide our children with a better environment."

Lack of Devotion

Another reason for declining performance of teachers, there is lack of devotion to perform their duties. Teachers are not interested to take classes in time, students are not interested to attend lectures and finally regulatory bodies are busy in feeding their own nests instead of governing these institutions. They said that:

"No doubt there is mistake of teachers that they don't put attention for their duties, but if students shows more non serious behavior, what can we do. As they are not children at all."

Some respondents said:

"We teach to those who want to learn, but we can't do anything for those who come here just for time pas or to make fun."

Student's behavior also matters in this sense. Sometimes teachers are hard workers but still problem is it that students are non-serious. Regulatory bodies and test takers in this sense are more biased and ineffective because they cannot judge their performance.

Class Size

Teachers are worried about the class size. A class with 30 students is an easy to handle. But a class with 80 students is difficult. All the students are lacking the concerned attention which they require. As the result they cannot put attention on each single. They cannot measure the performance of each student. In response to asking about class size they responded same.

"A plenty of students enroll in one class. We almost unable to deal with this huge size class."

Unequal distribution of scarce resources becomes a serious matter in this case. Some students are preferred, some are ignored. Biasness exists in this situation and those students, who are performing below the average, are again ignored.

Conclusion

The education is merely the delivery of knowledge, skills and information from teachers to students Pakistan is amongst those nations which are experiencing numerous issues of education. There are numerous defects in the current educational institutions that must need to intention. In Pakistan educational frameworks doesn't meet the worldwide norms. The main issue is inequality between public and private education sector in Pakistan. From the last few years there has been an increase in the growth of private schools and the government schools becoming unattractive due to many reasons. Like, lack of infrastructure, lack of training, lack of experience and skills, motivation, poverty, lack of devotion and class size. The study reveals the reasons regarding the Governmental school systems. The Government schools poorly financed and poorly managed. The system of supervision at primary level is weak and traditionally characterized. In government schools students are from the poor families and cannot afford the educational expenses as their income resources are little. Due to large class size teachers can't give attentions to all students and also students can't get lectures effectively. There is no effective mechanism of teacher training. Teachers are not trained on continual basis. Parents are dissatisfied with the quality of education in government schools. The system of accountability at primary level is very poor in high schools. The successive educational policies have failed to bring any positive changes due to poor implementation and evaluation mechanisms. The assessment and curriculum of the primary education is outdated. It does not cater to the needs of the child. It does not meet national and international standards. Government school teachers are not taking regular classes as there is no proper authority to check them. Teachers lack the new trends because they are not timely informed about the syllabus. There is also less incentives and rewards from the higher authority which leads to demotivation. The education is merely the delivery of knowledge, skills and information from teachers to students. So the Government should take solid actions to overcome these issues to improve the education systems on Pakistan.

Discussion

Good teachers are necessary for country development. It is now well accepted that without good teachers we cannot have a good education system, and without a good education system no country can offer its nation a quality life. Teachers are asserts of a country that poor teaching condition and low level of motivation affect the performance of students. Teachers are accountable for more subjects and cannot do again lessons from year to year.

The current position of government schools is not so much productive. System of education is very poor and old in Pakistan. As compare to foreign countries, education system is very strong, successful and used new productive method. Schooling is a basic part of student development so the Lessons taught by unqualified teachers have a severe unenthusiastic impact on the quality of education and student outcomes. According to study education of school is more important than university or college level. The schooling education is the base for college or university level and if the base is strong, the system produces good students.

Government faces several challenges to improving the education in government schools but there are some problems: poor funding in government school, poor infrastructural facilities, and poor salary of teachers, poor teacher status and lack of multitasking skills. Government schools are upgrade and syllabus converted Urdu to English medium but do not hire educated teachers.

Old teachers taught the new syllabus to the student and not delivered the proper concept so that students are weak. Another reason is that highly qualified person not gets the status of job, so they not loyal with own teaching profession. According to Castle (1995), teachers lack of enthusiasm to work or stay in government schools, argues that low salaries, lack of access to professional opportunities, and the responsibility to take on multiple duties are the major problems tackle teachers and affect their decisions to work or stay in government schools. Increase the salary and given incentives to teachers that this effort may be improve teacher status and also increase the performance in government schools.

Therefore, governments and policy makers want to put in place plan that will serve to improve the working conditions of teachers and teaching in order to improve student attainment across government schools. Government taking steps to finish the cramming “Ratta” System and put into practical work in this way students gain more knowledge. Teachers should be realizing own significant responsibility of teaching and professional skills and judgment as well as pay attention to all students. Government provides technical education and also conducts training classes for the teachers and offer further improving the salary package for unqualified teachers in order to attract more highly-qualified candidates to the profession.

Recommendation

Rules and regulations of teaching practice should be defined by the institutions before the student teachers go for teaching practice. It will not only help the student teachers but also the supervisors to achieve the predefined targets. Specific teachers should be appointed by the concerning departments to observe teaching of student teachers so that they may stay whole day in school to check the activities of the students and comment honestly.

Orientations should be given to the student teachers before teaching practice so prepare them mentally for the challenges coming in their way during teaching practice. Teaching practice should be given proper weight age. Students should be informed beforehand the process of evaluation of teaching practice so that the teacher students may try their best to improve their performance consciously. It seems that student teachers are not satisfied with their time table and periods during their teaching practice. Institutions should properly contact schools before starting teaching practice and set their time table according to students’ choice otherwise students should be prepared accordingly.

Feedback from student teachers regarding the problems faced by them should be considered important to improve the practice for next time. Institutions should try to fill the gap between theory and practice because sometimes the situation is different to that taught to the students in theory so to save the student teachers from any sort of bewilderment.

- **Structural and Management Solutions**

As compare to other countries of the region, after gaining freedom, Pakistan started with a dilapidated system of education. This situation continued till date. There were some cosmetic measures taken through acquiring funds form donor agencies, but these program failed due to sustainability issue (Qureshi, 2002). There should be proper structural changes should be made. Infrastructure is the basic need of the schools and universities. (Bregman and Muhammad, 1998). Some schools and universities still lack the basic needs like washrooms, kitchens, and separate

cabins of teachers. So to provide quality education these all things should be taken into considerations.

- **Teachers Training**

There is emerging need of the teachers training in Pakistani schools and universities. Training should be provided on continuous basis after regular intervals. It will be an effective step to enhance the teacher's skills and knowledge.

- **Motivations of the Teachers**

Teachers should be motivated through financial and other social benefit. They must be provided sufficient salaries and flex time should be introduced for them so that there should be no work overload they feel and stress as well. They must be satisfied from what they are getting. They provided such facilities as are enjoying their grade fellows.

- **Modern Technology**

Modern technology should be introduced in the school and university premises to keep update the students and teachers. Computer labs should be properly furnished with the modern technology. Any change which is occurring, it must be introduced to the students so that they make changes in their teaching style and methodology.

- **Effective Communication**

Communication is the backbone of any system or organization. It connects the various parts of a system and develops sound coordination (Borman and Kimball, 2005). Teachers should be informed clearly about their syllabus so that they may ready timely. Rules and regulations should be clearly defined about all the perspectives. Teacher must advise to his students to avoid vulgar language. He may need to tell his students that communication depicts a person's personality. They must be conscious about developing their communication skills.

- **Elimination of the Outdated Examination System**

The standards of examination in the education in Pakistan are the lowest in the world. The system of examination is outdated. It does not meet the needs of the national and international standards. The practices of assessment and evaluations needed the new updates. Assessment and evaluations are conducted to check the performance measures of the students. Examinations should not be influenced by institutional politics. The system of supervision in examination should be developed and it must be avoided as copying and other exam related crimes in universities. The quality of paper setting and checking should improve which affects the overall performance of the students (Farooq, 1993).

- **Availability of Financial Resources**

Finance is the life blood of any system. Lack of money affects the growth and development of a system (Ballou and Podgursky, 2000). At the time of independence, Pakistan since its inception inherited a poor education system which was already financially handicapped. The financial resources should be provided to the schools and universities (Shah, 2003). The proper budget

should be allocated for the universities. The current education budget allocation is less than 2% of the Gross Domestic product (GDP). As compared to Pakistan, Srilanka allocates 3.2 % on education, Nepal 2.7%, India 3.5% and Bangladesh 3.5% of their GDPs. Pakistan should allocate education budget just like the developed countries to get prosper (Hayes, 1987).

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