

**EXISTING EDUCATIONAL
MANAGEMENT/ADMINISTRATIVE SYSTEM AND
ALTERNATIVE APPROACHES TO EDUCATIONAL
LEADERSHIP**

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EXECUTIVE SUMMARY

This study was intended to find out the status of existing educational management system at elementary level and identify alternative approaches for educational leadership. Two questionnaires were designed one for head teacher/teacher and another for Director/DEO/DDEO and AEOS. 1

The study was delimited to Rawalpindi and Islamabad Districts. Sample of the study was selected by applying simple random sample techniques considering rural-urban and boys and girls ratio.

Data was collected by the research team. The team personally visited sample schools. Collected data was coded fed into computer. Data analysis was made to interface the objectives of the study which are as follows:

OBJECTIVES

1. To analyze the efficiency and effectiveness of existing educational management system at primary and middle school level.
2. To identify the challenges and problems which hampers the internal efficiency of the education system.
3. To design alternative approaches for monitoring the educational management at the school level.
4. To suggest certain options for the policy and plan preparation in the country.

FINDINGS

The major findings of study are as under:

1 Mr.Aslam Bhatti, Deputy Director and Mr.Sabir Hussain Research Assistant, AEPAM collected the data for this study jointly.

- Less than 50% of the working teachers hold Bachelor's degree, but the percentage in Islamabad of degree holder is almost twice as that of Rawalpindi.
- More professional qualified teachers are available in Islamabad as compared to Rawalpindi. (5.2% hold M.Ed. and 15% teachers hold PTC) . This shows that small number of professionally qualified teachers are available.
- In Islamabad district more experienced teachers are available whereas in Rawalpindi district teachers have less experience as compared to Islamabad.
- School management committees are functioning in 24% institutions whereas 16% institutions have parents teachers association. About 30% schools can obtain donation from the community in form of land or cash, whereas 43%, schools obtain voluntary service by the community.
- Female teachers (72.8%) are working in elementary level institutions on the contrary only 27.2%, male teaches work at this level.
- Every District Education Officer has to do a lot of office work and attend numerous meetings. He/She has a little time for supervision and management of schools.
- Most of the DEOs/Dy. DEOs and AEOs have no office accommodation of their own.
- The AEOs are 17-graders but are non-gazetted for which they feel small.
- No clerk is attached with the AEOs.
- Raw hand S.S.Ts. are appointed as A.E.Os who invite audit objections and administrative problems.
- A large number of Primary Schools and Middle Schools are to be supervised by an AEO which is not possible.
- Lack of funds under the T.A. head.

RECOMMENDATIONS

- School management committees and teacher parent associations are playing vital role in the development of the educational facilities. It is recommended that community participation should be enhanced and encouraged in order to share the govt. responsibilities.

- It is recommended that community representatives may be involved in monitoring the school activities as well as of the absenteeism of the teachers.

- Female teachers (72.8%) are working in elementary level institution, it is recommended that it should be enhanced upto 100% so that employment opportunities for female teachers could be enhanced. Moreover female teachers can impart knowledge at this level in effective manners.
- Policy implementation should be ensured so that proper effectiveness of the policy could be evaluated.
- It is recommended that Federal Govt. should implement the Education Policy through District Management. They should be directly responsible to provide educational facilities in respective districts.
- Tehsil be considered as a unit for primary level in the province as the admission of primary school teachers and their appointments are made Tehsil-wise. Certain powers regarding sanction of leave upto 3 months and transfers within the sub-division/Markaz be delegated to the A.E.O. and also to impose minor penalty, then the 60% burden of the DEO will be shared by the Tehsil, Markaz officers. The establishment check register and budget/accounts check registers may also be maintained by the Tehsil Officers. The inter Tehsil transfers will remain the responsibility of the DEO.
- The separate office accommodation is basic requirement of the DEOs/Dy. DEOs/AEOs at their headquarters with necessary equipment. Residential accommodation should also be provided to them like other departments.
- The AEOs' post be declared gazetted in like other departments keeping in view their qualifications, the present assignment as D.D.O. in respect of pay of the staff working under him supervision.
- He may be provided with a senior clerk well conversant with the financial and service rules as he has to keep the service record of the teachers working in his Sub-Division.
- The A.E.Os. and Tehsil Officers be given pre-job training in respect of accounts, service matters, rules and regarding the techniques of inspection evaluation and human relation-skills (Public dealing), so that they may be in a position to perform their duties efficiently, with

confidence and in accordance with the rules. Arrangements for regular in-service training at regular intervals is a must. Only senior most S.S.Ts. be appointed as Headmasters of Middle Schools/A.E.Os. and they should be retained as such till their promotion as headmasters.

- The number of schools in a sub-division should not exceed 50 in any case. The number of schools is increasing yearly but no additional posts of AEOs are created. It is really a point worth consideration because without regular visits/supervision and proper guidance in various fields, no improvement is possible.
- Transfer be allowed on administrative grounds at all time.
- The department often loses litigation cases for want of proper legal advice.
- A post of litigation officer with B.A. L.L.B., qualifications be created in each district to deal with the litigation cases of the department.
- Trained/Qualified Accountants are not posted in the office.
- A post of A.E.O. (Accounts) be sanctioned in each district which will minimize the financial irregularities in Punjab like other provinces.
- DEOS/Dy. DEOs and AEOs are required to pay visits to the schools at least for 10 days in a month but funds under T.A. head are not provided accordingly. Rs. 25,000/- per AEO should be allocated and Rs.45,000/- for DEO/Dy should be allocated yearly.
- Vacant posts of Headmasters/Headmistresses and SSTs are not filled up for months together which create administrative/educational problems.
- Vacancies of Headmasters/Headmistresses of high schools and those of SSTs are not filled up soon after their occurrence which spoils the administrative/educational equilibrium of schools. The vacant posts should be filled up within one month. A monitoring cell be created at provincial/divisional level and selection/recruitment committees should meet every month to fill up the vacancies.
- No officer should be allowed to work more than three years at one place of posting. The DEOs/Dy. DEOs/AEOs having satisfactory work should be replaced by new ones after every 3 years. Their reports regarding administrative needs be given due consideration for streamlining the administration.
- Reorientation Courses: Training acquired once is never sufficient. During the present science/space age, new techniques in every sphere of life have been found. Therefore,

reorientation and refreshing of knowledge already gained is an 'Essential'.

- Frequent refresher courses in all fields of Education preferably once in five years be conducted for every teacher, DEO/Dy. DEO.
- Community Participation: Parent Teachers associations and school committees are not-existing in the schools, with the result that the community has lost interest in the educational institutions.
- School committees and parents committees be revived in the schools for the betterment of the schools and the general uplift of the education.

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CHAPTER ONE

1. INTRODUCTION

Educational management plays vital role in the development of education system in Pakistan. Management is the process of planning, organizing, leading and controlling the human, physical, financial and information resources. These interventions make the system effective and efficient. If there is lack of effective management, all efforts which are being made for the development of education system would be weak. That is why effective and efficient educational management has immense importance for the expansion and qualitative improvement of the education system.

Education is primarily a provincial subject. However, under the 1973 constitution, it has been put under the concurrent list. The Federal government has been given the responsibility for policy

preparation and designing the Five Year development plans for the promotion of education in the federating units. The federal government also acts as the overall coordinating and advisory authority, whereas provincial governments are responsible to provide educational facilities in their respective provinces. Each province is divided into Divisions, which are in turn sub-divided into district offices for the management of education.

The education system in Pakistan consists of a number of stages; primary (grade I-V), middle (VI-VIII) secondary (grade IX-X) and higher secondary (grade IX-X and X-XII) respectively. The management has been suffering from a number of deficiency and poor supervision.

1.1 STATEMENT OF THE PROBLEM

How far the existing system of School Education Management is meeting the challenges of present day needs?

1.2 OBJECTIVES OF THE STUDY.

1. To analyze the efficiency and effectiveness of existing educational management system at primary and middle school level.
2. To identify the challenges and problems which hampers the internal efficiency of the education system.
3. To design alternative approaches for monitoring the educational management at the school level.
4. To suggest certain options for the policy & plan preparation in the country.

1.3 SIGNIFICANCE OF THE STUDY

This study has immense importance for the educational management in general and school level management in particular. The research was designed to study the prevalent management

systems, its effectiveness and internal efficiency of the educational institutions. School supervision/management has to play vital role in enhancing the efficiency of the school. The findings would enhance the insight of the Educational managers as how to deal with the teachers, community members and students. Moreover, management has to make different decisions regarding the selection of teachers, transferring/posting and record keeping. The analysis will provide guidelines for the head of the institutions.

It is expected that the report would be significant for school teachers because it guides them as how to learn lesson from the weakness of the present management and to prepare them for the future management of the institutions. This study would provide guide line to the policy makers and planners while selecting the managers and planners for the future.

1.4 DELIMITATION OF THE STUDY.

This study was delimited to Islamabad and Rawalpindi districts. It was further delimited to primary & Middle schools.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. MANAGEMENT.

Whenever, an institution is established the first decision is made about its management. What type of management would be required to run the institution so that desired objectives of the establishment of the institution could be achieved. Without proper management, institution can not perform effectively. "Management is the process of attaining organizational goals by effectively and efficiently planning, organizing, leading, and controlling the organization's human, physical, financial, and information resources".²

2.2. MANAGEMENT FUNCTIONS

Management has to play the following four main functions.

a) Planning

The process of formulating goals and developing ways to achieve them.

b) Organizing

The process of creating a framework for developing and assigning tasks, obtaining and allocating resources, and co-ordinating work activities to achieve goals.

c) Leading

The process of using influence to motivate others to work toward accomplishing goals.

d) Controlling

The process of monitoring and regulating the organization's progress toward achieving goals.

2 Courtland L. Bovee, Thill V. John (1993), "Management", McGraw Hill, New York. P.5.

2.3. EFFECTIVE MANAGEMENT

Management has to perform some major functions in order to optimally utilize the resources. In this regard management has to take manifold decisions, which have multi-dimensional effects on the internal and external efficiency. Educational management has to accomplish the task of providing skilled, trained and qualified personnel for the economic development of the country. The World Bank's education policy paper suggested "education system should try to achieve maximum internal efficiency through the management, allocation, and use of resources available for increasing the quantity, and improving the quality of education".³

2.4 EDUCATIONAL ADMINISTRATION

Administration is machinery through which any organization or institution is managed. It is a means to set up for a smooth and efficient working of educational structure. Educational administration is the direction, control and management of all matters pertaining to school affairs. Direction is the leadership within the community and the school system. Control and management are means for the realization of purposes defined in educational planning. By and large education system is under the control of the government. Certain controls are at the Federal level in the form of constitutional provisions, enactments and executive activities. Management designates broad functions, including the responsibilities related to the school, pupils, teachers and other affairs of the school.

According to Russell T. Gregg "Educational administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and youth but also with the growth of adults, and particularly with the growth of school personnel."⁴

Good's Dictionary of Education defines educational administration as, "All those techniques

3 Shah Saeeda (1999). "Educational Management: braving boundaries. – National Book Foundation, Islamabad. pp.16.

4 Ibid.

and procedures employed in operating the educational organization in accordance with established policies, is defined, as administration."⁵

Educational administration is concerned with dealing and coordinating the activities of groups of people. It is the dynamic side of education. Educational philosophy sets the goal, educational psychology explains the principles of teaching and educational administration deals with the educational practices.

The scope of educational administration is very vast. It includes everything regarding the efficient functioning of the educational institutions, securing the greatest benefit to the greatest number through an adoption of practical measures. It interprets and clarifies the functions and the activities of an educational Programme in fruitful relationships and harmonizes their mutual action. It ensures sound educational planning, good direction and efficient and systematic execution.

Characteristics of good administration are:

1. Associated performance--Human being work in close collaboration and there is sharing of responsibilities.
2. Organized purpose--Well defined purposes are achieved through sharing of responsibilities.
3. Creativity--Through dynamic approach, the group proceeds towards its goal.
4. Achievement--The feeling of achievement makes an administrator take more efforts to achieve perfection.

Administration involves different kinds of activities to achieve its purpose and to perform the functions related to it.

2.5 PURPOSE OF EDUCATIONAL ADMINISTRATION

The purpose of educational administration is to enable an organization or an institution to carry out its functions with maximum efficiency. It also enables the pupils to receive proper

5 Chandrasekaran Premile. (1994). "Educational Planning and Management. – Sterling Publishers Private

education from the teachers. The fundamental purpose is to bring students and teachers together under conditions for appropriate learning. The major purposes of Educational administration are as follows:

- i) To frame well defined policies and programmes so that teaching-learning situations result in the growth and development of human beings.
- ii) To make use of appropriate materials to bring about the effective development of human qualities.
- iii) To execute the programmes and activities of the organization so that its objectives may be achieved.
- iv) To assure the growth of children and adults and all the people involved in the management.

The other important purposes are:

Educational administration has to exercise the following functions.

1. Resource and Programme Planning and Policy-making.
2. Provision and Maintenance of Funds and Facilities.
3. Obtaining and Development of Personnel.
4. Improvement of Instructional Programmes.
5. Student Personnel Services.
6. Maintenance of Effective Interrelationships with the Community and External Agencies".

The Educational administrators should possess competencies in the following five areas.

1. Management of attention
2. Management of meaning
3. Management of trust
4. Management of self and
5. Management of motivation.

2.6 ADMINISTRATION VS MANAGEMENT

Some feel management is a comprehensive term. It includes function of administration also. It consists of administrative management and operative management.

Others feel management is a smaller function while administration is superior/higher function. Confusion arises because of different view points on management by experts. Both administration and management are used interchangeably.

2.7 EDUCATIONAL LEADERSHIP

Dwight D. Eisenhower said educational leadership means "Leadership is getting people to do what you want, when you want, the way you want".⁶

According to Sheldon " there is no relation between the two. According to him administration is a thinking function while 'management' is a 'doing' function."⁷

2.8 STYLE OF LEADERSHIP

Every person has different living style and behavior towards life. Whenever, a person has got leading position, his living style has effects on the working behavior. Leadership has the following leadership style.

a) *Democratic*

The leadership that demonstrates respect for every person in the group. Leadership responsibilities are shared. Decision-making and communication are based on consultation, deliberation, and participation among the group.

b) *Autocratic*

6 Zaki W. M. (1998). "Educational Management". – National Book Foundation, Islamabad. pp.150.

The leadership in which production is emphasized even at the expense of the human considerations ("hard-boiled autocrat"). Decisions are made exclusively by the individual.

c) *Laissez-faire*

The leadership, takes a passive stance toward the problems of the group or the organization-- "Non interference" is the watchword.

d) *Transactional*

The leadership, aware of both the organizational needs and expectations of the group and tries to integrate the two. At one time the leader emphasizes more on the output than on implications on the process. "Transactional leadership is thus a process through which the task and human dimensions of organization are reconciled and integrated"⁸

(e) *Pseudo-democratic.*

A leadership that claims to demonstrate democracy to the group, but is intentionally autocratic. The leader asks for suggestions and opinion of members but never utilizes these. The participation of the group in decision-making would be to support the leader's pre-decisions and points of view.

The posts of Dy. DEOs (G) Dy. DEOs at Tehsil level and Dy. DEOs Primary Education were created in view of colossal workload of the District Education Officers regarding their supervision, administration, guidance and numerous general affairs of the primary and secondary schools.

The Dy. DEOs (M/F) at Tehsil level are authorized to appoint/transfer any P.T.C. teachers in his/her Tehsil. They have to control, supervise the primary education in their Tehsils while an Assistant Education Officer has been working and looking after the interest of primary education at Markaz level. In fact all the Dy. DEOs, AEOs collectively help their DEOs, for effective

7 Ibid.

8 Nwankwo, I. John. (1982). "Educational Administration: theory and practice. – Vikas Publisher, India. pp.25.

management and supervision of the school education at District Level.

Duties Assigned to District Education Officer:

1. Controlling officer.
2. Appointing officer excluding P.T.Cs, SSTs and junior clerks in Punjab.
3. Supervision and guidance of primary, middle and high schools.
4. Co-ordination.
5. To write the ACRs of the heads of the high schools Dy. DEOs and AEOs etc.
6. To look after the educational affairs of the concerned districts, to hold inquiries and to solve the problems of the teachers.
7. Controlling the budget allocation and maintenance of accounts.
8. Submission of budget estimates/list of excess and surrenders/income and expenditure statements regarding schools and offices in the district.
9. Implementation of ADP in the district.
10. To look after the scouting and annual school tournaments.
11. Preparation of working papers regarding audit observation of the schools and the offices.
12. To attend all the meetings at district level convened by the D.C. or Chairman of

District Council.

13. Preparation of seniority lists of all cadres at the district level.
14. Sanction of leave including P.T.Cs., S.S.Ts, and J.C.S.
15. Settlement of pension cases.
16. Maintenance of ACRs.
17. Award of Selection Grade and settlement of other relevant service matters.
18. He is expected/required to supervise all the high schools, the office of his Dy DEOs, 50% middle schools and a number of primary school during the academic year.
19. In order to raise the standards of education at school level in the district proper coordination at various levels through Dy. DEOs/AEOs/Headmasters' Association and source persons is very important job for him.
20. As a District Education Officer he/she has to work as guide for the education of the schools in the District so that the teachers of every level get inspiration and guidance regarding educational uplift and solution of correlated problems. For this purpose refresher courses for all levels of the officers AEOs and the source persons are very important.

The comparative study in the management and supervision of all the provinces reveals that they differ significantly with regard to their working, administration and assignments. In order to effect a proper harmony in the job description and supervision of the school education in all the provinces it is imperative to convene a meeting of all the administrative heads of the school

education to look into the matter and to effect the desired harmony as early as possible for better results.

CHAPTER THREE

3. METHODOLOGY

3.1 POPULATION

All primary/junior model schools in Islamabad and primary/elementary schools in the Rawalpindi district served as population.

3.2 SAMPLE

Thirty three schools from Islamabad and twenty four schools from Rawalpindi were selected as sample of the study using the simple random sample technique. List of these school is placed at Annex-I. Equal weight has been given to rural/urban and boys/girls schools.

3.3 INSTRUMENT

One questionnaire was designed for Head teachers and teachers in order to get their opinions (Annex-II). Another questionnaire (Annex-III) was developed to collect the information from the Directors/District Education officers/ and AEOs. Moreover some observations have also been made by the research team during the visits to their offices and institutions.

3.4 DATA COLLECTION

Research team personally visited the sample schools and offices of the Directors/ Districts Education officers. On the spot information was collected. Informal discussion was held with the officers concerned. The Office record was checked by the research team.

3.5 INTERPRETATIONS AND ANALYSIS OF DATA.

Questionnaires consisted of two types of questions e.g. closed and open-ended. One code book (Annex-IV) was developed for coding the questions. Open-ended questions were also coded on the basis of the responses of the respondents. A separate code book for coding the

CHAPTER FOUR

FIELD OBSERVATION/FINDINGS

4.1 MANAGEMENT AND SUPERVISION

Emerging Issues and Suggestions/Recommendations

The present procedures of supervision are authoritarian and based on mistrust of the teachers which are adversely effecting performance of the teachers. Supervision is the effort to stimulate, coordinate and guide the continual growth of professional knowledge of the teacher. In fact the role of supervision is to improve teaching-learning situation It is the dire need of the modern supervision to provide specific help to the teachers in the professional problems and to develop a sound working relationship in which teachers feel secure and accepted. The supervision is a cooperative enterprise in which all the teachers participate to solve the common problems of the pupils. We should adopt the dynamic supervisory attitude and techniques appropriate to the conditions to improve the instruction.

It is impossible for the District Education Officer to deal with the accounts, service matters, ADP and other multi-type problems of thousands of teachers.

Supervision of schools is not at all attended to in the least befitting manner because of the manifold duties of the District Education Officers as a result of which he fails to do justice with most important aspect of his duty due to his own engagement in other related matters of education.

Due to the enormous expansion in the field of primary, middle and secondary education, the present supervisory staff is inadequate to answer the full needs of the DEOs. Hence, some of the emerging problems along-with suggestions regarding management and supervision are put forth.

Research team visited the sample schools in Rawalpindi and Islamabad and made

following observations.

4.1.1. *Power of District Education Officer.*

It is assumed by the official of education department that the position of District Education officer is a powerful position. It was observed that this position is over-burden. The concerned officers is not in a position to do justice with the management/administrative responsibilities. They (DEO) have to deal with more than five hundred schools of different categories, situated in the far-flung areas. It is not possible for District Education Officer to visit all the school even once a year. In this way the actual task of inspection/supervision is being ignored. Lack of supervision, creates a number of problems in the schools. Teachers do not take interest in performing their duties, because there is no accountability. There are other factors negatively effecting DEO duties:

- *Political Interference.*

The education system is not functioning properly because of political interference. The district officer has to oblige the politicians, in order to protect their service Appointments Transfers, Posting and leave is granted on the basis of political affiliations.

- *Litigation*

The district education officer is responsible to appear before the court in connection with courts cases. The wide ranging litigation involves termination, Promotion, pension delays and even suspension cases. Sufficient time is not spend for the improvement of the system.

- *Links with other agencies.*

Education department is an integral part of the social developmental sector. It can not serve in isolation. District management have to coordinate with other donor

agencies, which launch social developmental activities in the respective district. It takes a lot of time of DEO and his staff.

4.1.2. *Incompetent Officers.*

The positions of Deputy and AEOs are very important. It was observed by the research team that incompetent officers are working on these positions. Most of the AEOs can not read a simple sentence in English language. Moreover they do not take interest in performing their official duties. Very interesting situation was created when an AEOs of elementary education asked research team, "What is three-tier system of education? "What do you mean by elementary education?. When we have such type of people on the responsible position, then what can be expected?

4.1.3. *Enrolment is Decreasing*

The research team observed by securing official record that enrolment is decreasing particularly in the Urdu medium schools. In Rawalpindi, schools are merged due to decreasing enrolment. The situation has not been controlled by the directorate of Education. It has also been observed that no efforts are made to retain the students in the system. This is the clear indication, that people either do not like to send their children in the government schools or people want to send their children in the English medium schools in the private sector.

4.1.4. *Expansion of Private Sector*

It has been observed during the visit in the Rawalpindi that private sector is expanding day by day. A normal school with limited facilities usually obtains good

reputation in the public.

4.1.5. *Office Record is not Maintained*

During the field visits it has been observed that head of the institution does not bother to check the office record. In most of the institutions the teachers maintain office record and they do not know how to maintain it.

4.1.6. *Incompetent Teachers*

It is found during the field visits that most of the teachers in Rawalpindi do not have ability to read and write even single sentence in English language.

4.1.7. *Teachers are Unfamiliar with the System*

Teachers are the real interpreters of the curriculum as well as the system. Most of the teachers are unfamiliar with the system. There was a question about three-tier system of education in the Questionnaire about which the teachers were not familiar.

4.1.8. *Accountability of Teachers*

Most of the District Education officers were of the view that there is no accountability of teachers, due to a number of internal and external pressures on the management. Whenever action is proposed to be taken against teachers, that are not implemented by the competent authority, due to external pressure.

4.1.9. *Community Participation*

The school management told that they need the help from the community for funds and volunteer teachers. Community needs some motivation in this regard. If the management

convinces the community, it will get the help of the community.

4.1.10. *Learning Coordinator (LC)*

The Learning Coordinators (LC) were appointed to help in the teaching learning process and deliver model lessons. But learner coordinators are not playing their assigned role due to political interference.

CHAPTER FIVE

5. DATA ANALYSIS AND INTERPRETATION

The data analyses have been done in view of the laid down four objectives of the study. This is important to mention that the questionnaires were developed to interface the objectives so that appropriate and relevant data could be collected from the field. The first objective of the research was "To analyze the efficiency and effectiveness of existing educational management system at primary and middle school level".

The efficiency and effectiveness are directly related to qualitative dimensions of the education system at primary and middle level. Hence it was considered necessary to identify quality indicators while tabulating the data and preparing the tables. The study encompassed the major dimensions of quality which had direct relevance to the Academic and professional qualifications of the teachers, teaching experience, role of head teachers, including management training and the role of community participation. The data gathered about Academic qualification of teacher is placed below at Table 1.

TABLE No. 1.
Academic Qualification of teacher

Academic	Islamabad	Rawalpindi	Frequency	Percentage
BA/BSc	64	34	98	46.0%
FA/FSc	18	17	35	16.4%
MA/MSc	33	15	48	22.5%
Materic	9	23	32	15.0%
Total	124	89	213	100.0%

This table shows that less than 50% of the working teachers hold a Bachelor's degree but the percentage in Islamabad of degree holder is almost twice as that of Rawalpindi. It could be assumed that the gain ratio of Islamabad student should be twice as better from Rawalpindi or higher Academic qualification considered to be a critical indicators. The lower percentage of Matriculates

(9%) in Islamabad as against Rawalpindi (23%) further determines that Islamabad has higher number of better-qualified teachers than Rawalpindi as a District of Punjab. The data of professional qualification of teachers are shown in Table – 2.

TABLE.N0 2

Professional qualification of teacher

Professional	Islamabad	Rawalpindi	Frequency	Percentage
BED	77	36	113	53.3%
CT	27	15	42	19.8%
MED	8	3	11	5.2%
Others	7	7	14	6.6%
PTC	5	27	32	15.1%
Total	124	88	212	100%

Professional qualification has immense importance for quality education. This table shows that more professional qualified teachers are available in Islamabad as compared to Rawalpindi, In case of BEd teachers the number is more than twice in Islamabad as compared to Rawalpindi. Much higher from teacher of Islamabad for their students. Students achievement would be better, in Islamabad as compared to the students who are studying in Rawalpindi district.

The length of teaching experience is also a quality indicator for which following table was developed

TABLE NO. 3

Experience of teacher

Experience	Islamabad	Rawalpindi	Frequency	Percentage
Less then Five Years	4	2	6	4.0%
More then Five Years	13	19	32	21.3%
More then Ten Years	46	20	66	44.0%
More then 20 Years	25	21	46	30.7%
Total	88	62	150	100%

Professional teaching experience is considered an expertise in relevant fields. Teachers having more teaching experience, are expected to be efficient and effective in the system. It is

expected that they can run the system more effectively than those teachers who have less experience to their credit. Moreover experienced working teachers with professional qualification are available in the system. They would definitely be expected to show better performance in improving the quality of education. There is a close link between the efficiency of the system and teaching experiences of the teachers.

Head teacher plays vital role in enhancing the efficiency of the education system in general and the institution in particular. Moreover experienced head teachers could develop the best combination of the available resources, in order to enhance the internal and external efficiency of the institution. Experienced head teachers available in Islamabad could be expected to run the institutions efficiently. It could further be expected that students achievements would be better. Experience of the head teachers is explained in the table below.

TABLE NO. 4

Experience of head teacher

Experience	Islamabad	Rawalpindi	Frequency	Percentage
Less than Five Years	3	3	6	10.0%
More than Five Years	3	5	8	13.3%
More than Ten Years	16	11	27	45.0%
More than 20 Years	11	8	19	31.7%
Total	33	27	60	100%

This table shows that only 10% head teachers have less than five years experience whereas more than 13.3% has five, 45% more than ten years and 31.7% more than 20 years. This indicates that the procedure of promotion teacher as head teacher is encouraging and constantly improving. Moreover, we have more experienced head teachers, who can make optimally utilize of resources.

Head of the institution who expects to have longer stay in one institution works with zeal, and eager. They usually want to show better performance, in order to prolong their stay in the respective institutions. Immediate transfers directly affect the efficiency of the head teachers.

TABLE NO. 5

Experience as head-teacher at present school

Working As Headteacher	Islamabad	Rawalpindi	Frequency	Percentage
Less than 5 Years	40	27	67	44%
More than 5 Years	24	11	35	23%

More then 10 Years	22	20	42	27%
More then 20 Years	1	9	10	6%
Total	87	67	154	100%

This table shows that 44% head teacher have less then five year experience at present school. Whereas 23 % more then five year and only 27 % more then ten years. Only 6 % have more then 20 years experience.

Community has the ability to play vital role in the quantitative expansion of education . Primary schools in rural area is supposed to be established if concerned community provides land for it. In addition to this, community provides donation in form of cash and volunteer workers in their respective areas. Considering the importance of community involvement in the schools several problem solving associations have been established at school level such as Teacher Parents Associations (PTA). Some provinces have School Management Committees (SMC). These associations are supposed to work for the development of education at school level. In order to see the community participation the following table would be useful.

TABLE NO. 6.

Community Participation

In order to ensure the community's participation, which of the following institutionalized arrangements exist in your locality?	Yes/No	Islamabad	Rawalpindi	Total	Percentage
School Management Committees at School Level	Yes	24	79	103	24%
	No	99	6	105	17%
Parents Teachers Associations (PTA)	Yes	58	55	113	26%
	No	65	30	95	16%
Donation of Land /Cash for New schools	Yes	11	15	26	6%
	No	112	70	182	30%
Voluntary Service by Community Members	Yes	111	76	187	43%
	No	12	9	21	3%
Any Other	Yes	1	3	4	1%
	No	122	81	203	33%

Grand Total	Yes	205	228	433	100%
	No	410	196	606	100%

This table shows that 24% schools have School Management Committees and only 17% do not have SMCs. Parent Teachers Association (PTA) have been formed in the 26% schools and only 16% could not develop this association. Donation of land/cash could not be obtained by 30% schools whereas only 6% schools can obtain donation from the community. 43% schools says that they can obtain volunteer service form the community.

Education system has to face internal and external problems as well as challenges of the present era. Internal efficiency depends on the internal operative system. School status availability of teachers, availability in-service training opportunities and familiarity with the system are essential for the development of education. The second objective of the study was "to identify the challenges and problems which hampers the internal efficiency of the system.

These factors play immense importance for the quality of education in the country. One of the major challenge to the system in gender disparity. This can be seen in the following table, which negates the common impression that female percentage has lower employment than man.

TABLE NO. 7.

Gender

Gender	Islamabad	Rawalpindi	Frequency	Percentage
Female	96	59	155	72.8%
Male	28	30	58	27.2%
Total	124	89	213	100.0%

This table shows that 72.8% female teachers are working in Rawalpindi and Islamabad at elementary level, whereas only 27% male teacher are available in these institutions. This is an indication that female have more inclination to join teaching profession than male. It is also clear that government . is encouraging the female to join this profession . It is assumed that female can

impart knowledge skills effectively at this level.

TABLE NO. 8

School status

School Status	Islamabad	Rawalpindi	Frequency	Percentage
Boys	28	35	63	29.6%
Girls	44	43	87	40.8%
Co-education	52	11	63	29.6%
Total	124	89	213	100%

This table shows school status, only 29.6% boys schools are functioning in Rawalpindi, and Islamabad. Whereas 40.8% girls schools and 29.6% co-educational institution, that is an indicator that co-education is quite acceptable for parents at this level.

Internal efficiency can be measured by considering the promotion rate of students. The present promotion rate in Rawalpindi and Islamabad has been explained in table 9.

TABEL NO. 9

Promotion rate.

Please Provide Information: No of Students in all Grades and No of Students Promoted.	1998-99	1999-2000	Total
Promotion % In Islamabad	31%	29%	60%
Promotion % In Rawalpindi	15%	26%	40%
Promotion % In over all	45%	55%	100%

The promotion rate in Islamabad in 1998-99 was 31 % and 29 % in 1999-2000. This shows that promotion rate is declining in Islamabad by 2%. On the contrary promotion rate in Rawalpindi was 15% in 1998-99 and it increased up to 26 % in 1999-2000 which is a positive indication towards quality of education. If we look at the previous tables which show the academic and professional qualifications of teachers the percentage of better qualified teacher in Islamabad is higher.

In-service training enhance the efficiency of the teachers. Government launches in service-training programme for the teachers so that teachers would be able to enhance their knowledge. How much facility has been availed by the teachers is explained in Table 10.

TABEL NO. 10**In-service training**

Have you received any in-service training since you joined the Education Department?	Islamabad	Rawalpindi	Frequency	Percentage
Yes	82	54	136	64.2%
No	41	35	76	35.8%
Total	123	89	212	100%

This table shows that 64% teachers have received in service training and 36% did not get in-service training. More in-service training programmes should be arranged in order to provide training facilities.

The hierarchy of the system is also important for quality productions. Three tier system has been introduced in the country. But most of the teachers as well as administrators are not aware about the new system. The responses have been explained in table 11.

TABLE NO. 11**Three Tier system of education**

Has the three-tier system been fully introduced in your district?	Islamabad	Rawalpindi	Frequency	Percentage
Yes	3	65	68	32%
No	121	24	145	68%
Total	124	89	213	100%

Most of the teachers were not familiar with this system, as 33% did not know what is three-Tier system of education and 21% says this system has not been officially introduced.

An institution would function smoothly, if meaningful intervention has been available in the schools. Teachers are supposed to schedule their activities. The responses of teachers about school calendar, teacher's work plan and some other arrangements have been explained in table 12.

TABLE NO. 12

Availability of arrangement

Do you have the following arrangements in your school?	Yes/No	Islamabad	Rawalpindi	Total	Percentage
Discipline/conduct standards	Yes	109	76	185	35%
	No	10	6	16	6%
School Calendar	Yes	81	59	140	27%
	No	38	23	61	22%
Teacher's work plan	Yes	110	73	183	35%
	No	9	9	18	6%
Any Other	Yes	8	7	15	3%
	No	111	75	186	66%
Grand Total	Yes	308	215	523	100%
	No	168	113	281	100%

This table shows that 35% school have same arrangements to maintain proper discipline. School calendar is available in the 27% schools and 22% school do not have school calendar. Teacher work plans is maintained by the 35% schools and 6% could not design teachers work plan. 60% schools have other arrangements in their respective schools in this regard.

Monitoring system and alternative approaches for better management of institutions is an integral part of the system. The third objective of study was "to design alternative approaches for monitoring the education administration at the school level".

The persons directly involve in the management of schools were asked to give suggestions for monitoring the education system and devolution of power at institutional level. Their responses and suggestions have been explained in table 13.

TABLE NO. 13

Suggestion for devolution of power

What do suggest for devolution of power of educational Management at grass root levels?	Islamabad	Rawalpindi	Frequency	Percentage
		i		

0 No response	0	2		0.5%
1. Provision of Proper school buildings/furniture/facilities/clerks.	25	44		10.3%
2. Powers to take actions against employees (transfer/absenteeism/leave/rewards for good results and punishment for bad performance etc.)	5	32		7.5%
3. Power to recruit teachers/other staff if required.	5	68		15.9%
4. Powers to utilize and re-allocate school funds.	7	64		14.9%
5. Powers to change school timings/uniform/co-curricular activities etc.	8	22		5.1%
6. Head teacher be given more administrative/financial powers to control schools.	51	82		19.1%
7. Powers be used in positive way	2	7		1.6%
8. There should be coordination among administrative offices (AEO-DEO-Director)	16	31		7.2%
9. Other (Less relevant to the questions)	38	77		17.9%
Total	157	429		100%

This table shows that .5% schools did not show response for devolution of power whereas 10.3% demanded for provision of proper school building, furniture and facilities. Power to take action against employee was demanded by 7.5% whereas 19.9% asked to get power to recruit teacher and staff in the school. On the contrary power to utilize and re-allocate school funds is demanded by 14.9% schools whereas power to change school timing uniform and other activities is demanded only 5%. Whereas 19.1% asked more financial powers to the head teachers and 7.2% asked to cooperate with the other agencies. 17.9% response was irrelevant to this question.

TABLE NO. 14
Monitoring System

	Yes/No	Islamabad	Rawalpindi	Total	Percentage
DEO/SDEOs	Yes	21	43	64	14%
	No	94	37	131	15%
AEO/Supervisors	Yes	66	43	109	23%
	No	49	37	86	10%
Center Headmasters	Yes	20	28	48	10%

	No	95	52	147	16%
Head Teacher	Yes	87	58	145	31%
	No	28	22	50	6%
Teacher	Yes	40	16	56	12%
	No	75	64	139	15%
Local Community representatives	Yes	16	16	32	7%
	No	99	64	163	18%
other	Yes	10	2	12	3%
	No	105	78	183	20%
Grand Total	Yes	260	206	466	100%
	No	545	354	899	100%

This table shows that only 14% DEOs/SDEOs visit the schools once in year. Whereas large number of schools remained unvisited. About 23% AEO & Supervisors visits the school and 10% do not visit. 10% Center headmasters never supervised the schools. Head teacher and the immediate supervisor visits 31%. There is no community representative for monitoring the schools because 18% schools gave negative response and only 7% have community representative for schools.

Research indicates some positive solutions to the problems. Future education policy provision should consider the suggestions of those peoples who would be responsible for the policy implementation. The fourth objective of the study was to suggest certain options for policy and plan preparation in the country. Suggestion for improving the system is explained in table 15.

TABLE NO. 15

Suggestion for the improvement of the system

What do you suggest to improve the education system?	Islamabad	Rawalpindi	Frequency	Percentage
No Response	3	0	3	3%
Highly Qualified/motivated staff may be recruited, training/courses for teachers.	13	5	18	16%
Uniform syllabus for all schools, teachers involvement in curriculum development.	10	6	16	14%

Frequent visits of supervisors (AEO/DDEO/DEO/Director) to school	4	8	12	11%
Promotion of Head teachers/teachers be linked with departmental exams/training.	10	0	10	9%
Uniform admission policy may be adopted/free and compulsory education	5	7	12	11%
Provision of Proper school buildings/furniture/ library books/education aids.	5	6	11	10%
Teaching staff should be provided according to enrolment.	3	0	3	3%
More administrative/financial powers (leave/transfer/action given to Head teachers.	5	9	14	12%
Others (less relevant to the questions)	13	2	15	13%
Total	71	43	114	100%

One question was asked for getting the suggestions by the teachers for the improvement of the system. This was an open ended question. Suggestion in this regard is shown in this table 15 which represent very interested picture. Highly qualified and motivated staff is required as was the response of 16% whereas uniform syllabus is demanded by the 14%. Frequent visit of the supervisor to school and promotion of head teacher and teacher is demanded by 11% and 9% respectively. Uniform admission policy and teaching staff is demanded by 10% and 3% respectively. Whereas more financial and administrative power has been asked by 12% schools.

Management training is an critical issue in the education department. Various training Programme can be designed for effective management of the education system. The respondent were asked to provide their willingness for the training of DEOs/DDEOs, head teachers and teachers.

TABLE NO. 17
Management Training

Training Required For	Yes/No	Islamabad	Rawalpindi	Total	Percentage
DEO/DDEO/AEO	Yes	72	34	106	23%
	No	47	43	90	27%
Head Teacher	Yes	90	58	148	33%
	No	29	19	48	15%

Teacher	Yes	114	73	187	41%
	No	5	4	9	3%
Other	Yes	11	1	12	3%
	No	108	76	184	56%
Grand Total	Yes	287	166	453	100%
	No	189	142	331	100%

This table shows that 23% DEO\DDEO\AEO needs training. 33% head teacher and 41% teacher asked for training respectively whereas 15% and 3% says there is no need of training.

District Management is responsible for looking after the educational facilities in their respective districts one questionnaire was designed for getting the opinion of DEO/DDEO and AEOs. The collected information is interpreted according to the objectives of the study.

Professional qualification of the concerned management officer is critical to enhance the internal efficiency of the system. Their strategies for running the system, power delegation and good relationship with other related agencies has immense importance for the qualitative improvement of the system. Professional qualification of DEO/SDEO, can be scan in table 18.

TABLE NO.18

Academic and Professional Qualification

Academic and Professional Qualification	Frequency	Percentage
B. A. with B.Ed	20	48%
MA with B.Ed.	11	26%
MA with M.Ed	11	26%
Total	42	100%

This table shows that 48% district management officers have BA with B.Ed degree, 26%

have MA with B.Ed and the same percentage have MA with M.Ed.

Good relationship with community is a positive sign for the qualitative improvement as well as quantitative expansion of the system. District management has to establish good relation with the concerned community in order to run the system smoothly. The following table No.18 shows coordination among the community and management.

TABLE NO.19

Community participation

Arrangements	Yes/No	Frequency	Percentage
Village Education Committees	No	23	38%
	Yes	17	18%
Parent Teacher Associations	No	7	11%
	Yes	32	33%
Overall goals set by the school/education department.	No	24	39%
	Yes	15	16%
Teacher's Work Plan	No	7	11%
	Yes	32	33%
Total	No	61	100%
	Yes	96	100%

This table shows that 38% Districts have village education committees and 33% parent Teacher Associations.

Power delegation is also quality indicator. How much district education officers delegate power to their subordinate in order to take decision at the spot. It is very important for management.

Centralized management does not allow the individual to take initiative at the spot as well as immediate supervisor has to approach higher management.

Whenever, decision is required. The following table shows the situation about the management setup.

TABLE NO. 20

Management Setup

Management Setup	Yes/No	Frequency	Percentage
Is highly centralized	Yes	18	35%
	No	21	20%
Is partially centralized	Yes	20	38%
	No	19	18%
Allows room for individuals initiative.	Yes	5	10%
	No	34	33%
Has room for community participation	Yes	9	17%
	No	30	29%
Total	Yes	52	100%
	No	104	100%

This table shows that 35% officers said that administrative set up is highly centralized, whereas 38% said partially centralized. There is sufficient room for individual initiative.

Internal efficiency of the system can not be achieved, the management has to get rid of lot of problems. Policy preparation at national level has become routine at Federal level. Where as policy implementation is very difficult.

The important factors who is the key figure in school management can be seen in the following table No.21.

TABLE NO. 21

School Management at District Level

Who is the Key Figure in School Management at District Level	Yes/No	Frequency	Percentage
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Director/DEO	Yes	11	16%
	No	30	17%
DDEO/SDEO	Yes	9	13%
	No	32	18%
AEO/LC	Yes	12	17%
	No	29	16%
Center Headmaster	Yes	3	4%
	No	38	22%
Headmaster/Teacher	Yes	31	44%
	No	10	6%
Community Representative	Yes	4	6%
	No	37	21%
Total	Yes	70	100%
	No	176	100%

This table shows that 44% headmasters are considered the key figure in school management whereas only 16% Director/DEOs have power to do important role in school management. This negates the general assumption that DEO is the powerful position in the respective district.

Three-Tier system has been recommended by the govt. of Pakistan in its national education policy 1979. The provincial governments are responsible to implement the national policies. In order to see the proper implementation, district management was asked whether new system has been introduced, their responses are shown in table 22.

TABLE NO. 22
Three-Tier system of Education

Does the Three-Tier system of Education is implemented in your District?	Frequency	Percentage
Yes	28	68%
No	13	32%
Total	41	100%

This table shows that 68% responded yes whereas 32% said that three-tier system has not been introduced in their district.

The quality of education is deteriorating day by day and lack of supervision is considered an important cause of this sorry state where is no proper supervision system in the existing management of school, management satisfaction with the prevalent system can be seen in the following table.

TABLE NO. 23

Satisfaction with the Existing System

Are you satisfied with the existing system/ procedures of school supervision and management?	Frequency	Percentage
Yes	27	66%
No	14	34%
Total	41	100%

This table clarified that 66% manager are satisfied with the existing management system but only 34% are not satisfied. This shows that majority want to continue the present system of school supervision.

Those managers, who are not satisfied with the existing system, have been asked to provide some valuable suggestions. So that benefit from their experiences could be used and improvement could be suggested. This was an open-ended questionnaire. The respondents were free in giving their suggestion. During the coding of the questionnaire their suggestions have been quantified. The following table has been designed on the basis of their suggestion.

TABLE NO. 24

Suggestion to improve the System

What do you suggest to improve the education system?	Frequency	Percentage
Coordination among administrative offices	2	8%
Devolution of Powers to DEO/DDEO/AEO	3	12%
Gross root problems be given due to consideration	2	8%
Head-teacher be given more administrative/financial	2	8%
LC must given a monthly report to DEO/AEO	3	12%
Provision of Proper school building	5	20%
Refreshes courses/training for DEO/DDEO/AEO/HT	4	16%
Staff must be given more facilities to visit school	4	16%
Total	25	100%

According to this table only 12% suggested that power should be delegated to DEO/AEOs, whereas 20% suggested that learning coordinator (LC) must give monthly report to the DEO/AEO, which shows that (LC) is not playing their role.

Administrative powers indicate the authority what is supposed to do; administrative powers are exercised in order to run the system smoothly. Present situation is described in table 25.

TABLE NO. 25

Administrative Powers

Administrative Powers	Yes/No	Frequency	Percentage
Recruitment of Teachers	Yes	11	12%
	No	22	21%
Transfer of Teacher	Yes	13	14%
	No	20	19%
Promotion of Teachers	Yes	9	10%
	No	24	23%
Disciplinary action against teachers	Yes	15	16%
	No	18	17%
Nomination for in-service training	Yes	21	23%
	No	12	11%
Assessment of teacher's performance	Yes	23	25%
	No	10	9%
	Yes	92	100%

	No	106	100%
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This table shows that only 12%, DEOs have power to recruit the teachers in the respective district whereas 21% do not have power to do so. Only 25% can assess the performance of the teachers. This indicates that DEO does not control the schools administratively.

TABLE NO. 26

Financial Powers

Financial Powers	Yes/No	Frequency	Percentage
Purchase of equipment/daily use items	Yes	9	18%
	No	6	17%
Disbursement of salaries	Yes	10	20%
	No	5	14%
Authorization of expenditures	Yes	9	18%
	No	5	14%
Allocation of Funds	Yes	9	18%
	No	5	14%
Re-appropriation/readjustment of funds	Yes	7	14%
	No	7	19%
Mobilization of resources (levying fees)	Yes	7	14%
	No	8	22%
Total	Yes	51	100%
	No	36	100%

This table shows that 18% have power to purchase the daily use items whereas the same percentage can authorize the expenditure. Allocation of funds has the same situation, but re-appropriation of funds can be made by only 14% District Management Officer.

The ultimate goal of district management is to monitor the teaching and learning process in order to enhance quality of education.

TABLE NO. 27

Monitoring Teaching and Learning

Usually who monitors the teaching and learning process in schools?	Yes/No	Frequency	Percentage
Director/DEO	Yes	20	21%
	No	20	15%
DDEO/AEO	Yes	26	27%
	No	14	10%
Center Headmaster	Yes	17	18%
	No	22	16%
Headmaster	Yes	18	19%
	No	21	16%
Teacher	Yes	8	8%
	No	29	21%
Local Community Representatives	Yes	8	8%
	No	29	21%
Total	Yes	97	100%
	No	135	100%

This table shows that Director/DEO and local community representatives have the same percentage (21%) who help in monitoring teaching and learning process, which indicate the community plays vital role in spreading education in the country.

TABLE NO. 28

Management Training

Do you think management training is required for the following?	Yes/No	Frequency	Percentage
Director/DEO	Yes	21	15%
	No	19	33%
DDEO/AEO	Yes	35	25%
	No	5	9%
Supervisor/LC	Yes	29	20%
	No	11	19%
Head Teacher	Yes	32	23%
	No	8	14%
Teacher	Yes	25	18%
	No	18	26%
	Yes	142	100%

	No	58	100%
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The management always requires training so that present challenges can be met. The education development has taken place with the passage of time. Management is responsible to meet the new situations which is complex and demanding.

TABLE NO. 29
Training Requirement

What should be the areas for training to different categories?	Frequency	Percentage
Administrative/financial rules/E&D Rules	12	21
Basic computer literacy/computer training	3	5
Budget preparation/financial matters/Book-keeping	1	2
Less relevant to the question	12	21
Preparation of PC-I and Planning	2	4
School Administration/Teaching Methodologies	16	29
Research	4	7
Budget Preparation	5	9
No Response	1	2
Total	55	98

This table shows that 21% demand that training should be designed considering the administrative/financial rules/E&D rules and 29% management needs to be trained in school administrative/teaching methodologies. These are the key indicator for quality improvement.