

Effectiveness of the Administrative Performance of Directly Selected Executive District Officers in Elementary and Secondary Education of KHYBER PUKHTUNKHWA PAKISTAN

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Abstract

Administration in any organization, association, and department plays a crucial role to increase its progress and efficiency. Therefore, the study was conducted to investigate the effectiveness of the administrative performance of the directly selected Executive District Officers (E.D.O), elementary and secondary education in Khyber Pukhtunkhwa. The main objectives of the study were; to evaluate the administrative performance of the directly selected Executive District Officers in Khyber Pukhtunkhwa; and to find out the major areas of strength and weakness of directly selected Executive District Officers in Khyber Pukhtunkhwa. All the D.Os, D.D.Os, A.D.Os, Headmasters and Principals in elementary and secondary education in Khyber Pukhtunkhwa constituted the population of the study. In order to ensure adequate sample, D.Os, D.D.Os, A.D.Os, Principals and Headmasters in Elementary and Secondary Education in 9 districts out of 24 districts of Khyber Pukhtunkhwa province (Pakistan) i.e. Mardan, Nowshera, Peshawar, Bannu, Karak, Kohat, Malakand, D.I.Khan and Lakki Marwat selected randomly as 05, 12, 38, 22, 120@ 50%, 25%, 25%, 25% and 25% respectively. The study is delimited to the male D.Os, D.D.Os, A.D.Os, Headmasters and Principals in elementary and secondary education. The study is further delimited to the headmasters and principal working in government schools at secondary and higher secondary level. The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data. The researchers personally visited the respective A.D.Os, D.D.Os, D.Os, principals and headmasters offices for the collected the data. After analysis of data, the researchers arrived at results that the administrative performance of the directly selected E.D.Os is more effective, useful and successful but it has some drawbacks i.e. political interference and pressure. Majority of the respondents responded that political interference has badly affected the administrative performance of the current E.D.Os. It was also come to surface the political representatives are against the current directly selected Executive Districts Officers.

KEY WORDS: Administration, educational administration, functions of Elementary & Secondary Education at district level, administrative functions of the Executive district officer.

ABBREVIATIONS USED

A.D.Os	Assistant District Officers
ACRs	Annual Confidential Reports
ADP	Annual Development Plan
CT	Certificate in Teaching
D.D.Os	Deputy District Officers
D.Os	District Officers
E.D.Os	Executive District Officers
EMIS	Education Management Information System
GCETs	Government College of Elementary Teachers
GISs	District Inspector of Schools
LCs	Learning Coordinators
PET	Physical Education Teacher
PTC	Primary Teaching Certificate
TT	Theology Teacher

INTRODUCTION

The word administration has been derived from the Latin word “Minister” which means service i.e., work devoted for the good of people. It is generally concerned with the business, an institution, an army or a factory etc. Administration is the essential and fundamental element of any organization, which provides a favourable environment for the development and growth of the society or the nation or an individual. The education is process which creates capabilities in individual to enable him to control his environment and execute his responsibilities (Campbell, 1962).

According to Sharma (1994), administration in any organization or association is comprised of several rational functions i.e. planning, organizing, coordinating, evaluating, delegating, controlling and so on. These functions are generally thought identical with leadership and this administrative leadership is regarded as some thing to be applied on the association in such a way the organizational goals are more efficiently pursued.

Educational administration means the administration which is concerned with the educational affairs. According to Kenneth (1984), educational administration is always concerned with management of things and human relationship based on a body of basic principles and aiming at educating the children and the youth. Educational administration has to undertake a number of functions like planning, organizing, directing and motivating, controlling, coordinating decision making, evaluating and recording and reporting etc. in order to make the education process more effective.

The current paper is written in order to find out the effectiveness of the new directly selected E.D.Os in elementary and secondary education in Khyber Pukhtunkhwa through Khyber Pukhtunkhwa Public Service Commission because they were selected in order to bring a constructive revolution in education department. The previous system of administration in education department was badly failed in achieving its goals. Therefore, the government of Khyber Pukhtunkhwa took ground-breaking steps in order to bring a revolution in education to make it more effective and successful. That is why I would like to evaluate the effectiveness of the new appointed E.D.Os in Khyber Pukhtunkhwa.

REVIEW OF RELATED LITERATURE

Musaazi (1987), administration is an essential part of any organization and as a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within an integrated system designed chiefly to achieve predetermined objectives. The management of education is known as administration because of the benevolent nature of education enterprise and the professional character of its work. Administrative process are seen as organizational variables which consist of organizing, goals setting, decisions making, building morale or climate, communicating, initiating changes and modifications, resolving conflicts, negotiating, supervising and evaluating.

The task of administration comprises of curriculum planning and instruction, finance and business management, legal responsibilities, pupil accounting, staffing, school plans services, community school relations and implementation of state programmes (Khan, 1992). The function of administration in education is to offer proper leadership to observe that the job is done. A significant factor of leadership is planning. Planning simply means the preparation to act on some piece of work or problem. Concise through this statement may be, the importance of its true meaning comes to light when there is an analysis of when and how to perform this phase of administration (Sohail, 2005).

Basic Principles of Educational Administration

1. Principle of Democratic Leadership

According to the Hoodbhoy (1998), leadership is derived not from status or power under the law but from the situations by showing ability to deal with the problems. The supervisor, as a leader does not impose his whims but arrives at certain conclusions through group thinking and cooperative decision making. Badar and Akhtar, (1991), in the same administration, the administrator tries to understand his subordinates or workers problems and then tries to find out satisfactory and suitable solution according to the requirement of the subordinates or staff.

2. Principle of Co-operation

Participation in any activity to achieve a particular goal, and a sense of responsibility on the part of the worker that he is a co-worker, not a slave. It supposes that the most excellent solution of any problem is not known to any single person but it can be known through mutual assistance and discussion.

3. Principle of Scientific Method

This principle concentrates attention upon getting the facts, analyzing the situation, as it exists and drawing objective conclusion. The administrator should apply the scientific method in making decisions as well as in determining needs, examining resources, planning procedure and evaluation results.

4. Principle of Coordination

According to Walton (1959), the principle assumes that a system or a group of systems is so organized that all workers work as coordinated parts rather than individuals. It, however, does not mean that the individuals should lose their identities.

5. Principle of Flexibility

According to this principal, rules, procedures and standards should be flexible and adjustable to meet the demands of changing conditions. Not only that each individual is different from the other but the same individual may reach a goal with different ways in similar situations and at different times.

6. Principle of Planning

Successful achievement of the objectives of an organization involves planning. Planning implies both deciding what to do and determining how this is to be done i.e. identification of the objectives and explanation of the alternatives for the achievement of the objectives. Effective and efficient supervision too, depends for its success on careful planning.

7. Principle of Evaluations

An evaluation is one of the fundamental functions of administration. It is more than testing workers or rating them. It aims at the development and improvement of persons, and products involved. It is a procedure of making judgment through which more planning for improvement is possible (Bhat, 1985)

Types of Administration

In education, there are three concepts of educational administration about education i.e., the aristocratic or authoritarian, the laissez-Faire and the democratic. These types of administration are explained briefly as under:

1. The Aristocratic or Authoritarian

This type of administration is almost implemented in police department. Under this type of administration, administrators are not bothered to listen to his assistants and subordinates. They believe threatening and black mailing. They are not ready to accept proposals and suggestions given by his staff or subordinates. They think that they can do every thing himself.

They are so autocratic that even they reject useful and valuable proposals with sarcastic remarks. Sometimes they become angry on such useful proposals. They also criticize encouraging remarks, eventually employee or subordinates felt insulted and discouraged.

2. The Laissez- Faire

In this type of administration, the administrators have a very loose control over their staff or subordinates. Actually, in this type of administration, professionally sound or unskilled subordinates constantly interfere in the affairs. As a result, the administrators become discouraged and so they lose interest in the affairs of educational institutions. They leave everything on his own and thus administration is surrounded by unnecessarily less professional interference result in total failure in term of quality education (Musaazi, 1998).

3. The Democratic

According to Badar and Akhtar (1991), democratic type of educational administration is regarded a good educational administration which assists subordinates or staff, especially workers, depending upon themselves and not upon others. In the same administration, the administrators try to understand their subordinates or worker's problems and then try to find out satisfactory and suitable solution according to the requirements of the subordinates or staff.

Functions of Elementary and Secondary Education at District level in Khyber Pukhtunkhwa

Functions of the elementary and secondary education at district level are given below:

- Within the framework of provincial guidelines and policies, district level planning, development and research and mapping of schools are done.
- Aims and objectives which are laid down for the district are achieved and maintained.
- The quality and standard of elementary education is improved and standardized.
- Promotion of community participation for literacy improvements.
- Elementary and secondary education develops and maintains uniform standards and quality of elementary education.
- It also manages planning, implementation and monitoring of development projects at district level.
- Development of functional EMIS/PMIS/GIS.
- It prepares budget, its distribution, utilization and audit (financial management).
- It Organizes and promotes educational sports including boy scouts and girl guides.
- It provides and maintains sports facilities.
- It also makes registration and supervises the private elementary schools.
- It monitors and supervises all literacy centers and elementary schools.
- It gives recommendations for award of scholarships to students.
- It selects teachers for training, retraining and recommends them for admission in GCETs on need/regular basis.
- It performs the duties of postings transfers of teaching and ministerial staff within the district.
- It also performs many duties like, award of selection grade, move-over, pension and promotion of teaching and ministerial staff of the district cadres in BPS-1 to 15 (PTC, LCs, CT, PET, TT, Qari, Clerks etc) as per existing approved policy.
- It also ensures the establishment, up gradation, maintenance, repair and provision of basic facilities to elementary schools.
- It purchases and procures furniture, equipments and other materials for the literacy centres.
- It introduces a widespread literacy campaign in the district.
- It provides continuing education and training.
- It Opens and monitors non-formal education schools/centres.
- It establishes adult functional literacy centres.
- It coordinates with provincial education directorate of literacy and elementary education (Qureshi, 2002)

Functions of Executive District Officers

The researchers tried their best to present the functions of the Executive District Officer in their own province Khyber Pukhtunkhwa but he was unable to find it due to lack of time. The researchers here present the functions and powers of the Executive District Officers in Punjab province as a model.

The powers and functions of the Executive District Officers change with the passage of time. The functions and powers of the Executive District Officers shall be the following:

- Executive District Officer ensures that the business of the group of offices is carried out in accordance with rules and regulations under his administrative control. In addition, he also supervises that the human and material resources placed at his disposal, are used optimally to enhance governance.
- Executive District Officer coordinates and supervises the activities of the offices and makes sure efficient service delivery by the functionaries under his administrative control.
- Executive District Officer provides information to the Monitoring Committee of the Zila Council and Union Councils.
- Executive District Officer takes proper corrective measures based on the information received from Monitoring Committees.
- Executive District Officer enforces and implements relevant Federal Provincial laws and regulations, including tax laws.
- Executive District Officer prepares developmental plans and proposes budgetary allocations for their execution.
- Executive District Officer implements approved plans and policies.
- Executive District Officer sanctions payments of performance bonuses to the employees.
- Executive District Officer prepares proposals for expenditures necessary for the proper conduct of programs projects, services and other activities.
- Executive District Officer acts as Departmental accounting Officer for his respective group of offices and be responsible to the District Accounts Committee of the Zila Council.
- Executive District Officer implements government policies, directions and orders. In addition, he also supervises and coordinates functioning of all wings of education in the district. Conduction of 5th and 8th class annual examination and distribution of budgetary grants is also executed under his administrative control.
- Executive District Officer also manages internal audit and supervision of settlement of external audit paras.
- Internal audit and supervision of settlement of external audit paras. He also supervises the courts cases, legal proceedings and defends government interest formulation of district ADP and supervises its implementation. In addition, registration of educational institutions in the private sector is also done under his administrative control.
- Collection, compilations and maintenance of statistical data, supervision of curricular and co-curricular activities, expansion, and extension of services, increase enrollment and decrease dropouts is also done under his administrative control.
- Executive District Officer supervises proper working of school Councils and mobilization of community.
- Authority under E&D Rules for officers in BPS-17.
- Executive District Officer sanctions all kinds of leave not exceeding 730 days, including ex-Pakistan leave.
- Executive District Officer sanctions pensions for BPS-17 and BPS-18.
- Executive District Officer has the power to issue retirement notification of officers in BPS-18 & 19.
- Executive District Officer provides information to the Monitoring Committees of the District, Tehsil and Union Councils and Citizen Community Boards.
- Executive District Officer takes proper corrective actions based on the information received from the Monitoring Committees and Citizen Community Boards (Government of Punjab, 2001)

OBJECTIVES OF THE STUDY

Objectives of the study were:

1. To evaluate the administrative performance of the directly selected Executive District Officers in Elementary and Secondary Education in Khyber Pukhtunkhwa.
2. To explore the major areas of strength and weakness of the administrative performance of the directly selected Executive District Officers in Elementary and Secondary Education in Khyber Pukhtunkhwa

METHODOLOGY**1. Population**

All the A.D.Os, D.D.Os, D.Os, Headmasters and Principals in elementary and secondary education in Khyber Pukhtunkhwa constituted the population of the study.

2. Sample

In order to ensure adequate sample, D.Os, D.D.Os, A.D.Os, Principals and Headmasters in Elementary and Secondary Education in 9 districts out of 24 districts of Khyber Pukhtunkhwa province (Pakistan) i.e. Mardan, Nowshera, Peshawar, Bannu, Karak, Kohat, Malakand, D.I.Khan and Lakki Marwat were selected randomly as 05, 20, 38, 22, 120 @ 50%, 25%, 25%, 25% and 25% respectively. The size of the sample is as under:

D.Os	D.D.Os	A.D.Os	Headmasters	Principals	Total
05	12	38	120	22	197

3. Research Instrument

The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data. The researchers personally visited the respective A.D.Os, D.D.Os, D.Os, principals and headmasters offices for the collected the data.

4. Delimitation

The study is delimited to the male A.D.Os, D.D.Os, D.Os, Headmasters and Principals in elementary and secondary education. The study is further delimited to the headmasters and principal working in government schools at secondary and higher secondary level.

RESULTS**Table No. 01**

Your E.D.O is cooperative and constructive minded.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	163	34	82.74	17.26

Analysis: The table illustrates that 82.74% respondents responded that their E.D.Os are cooperative and constructive minded and only 17.26% responded that their E.D.Os are not cooperative and constructive minded.

Table No. 02

Your E.D.O makes surprising visits to schools regularly.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	92	105	46.70	53.30

Analysis: The table illustrates that 46.70% respondents responded that their E.D.Os make surprising visits to schools regularly and 53.30% responded that their E.D.Os do not make surprising visits to schools regularly.

Table No. 03

Your E.D.O has a good relation with his subordinates.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	136	61	69.04	30.96

Analysis: The table illustrates that 69.04% respondents responded that their E.D.Os has a good relation with their subordinates and only 30.96% responded that their E.D.Os have not a good relation with their subordinates.

Table No. 04

Your E.D.O arranges monthly formal meetings.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	95	102	48.22	51.78

Analysis: The table illustrates that 48.22% respondents responded that their E.D.Os arrange monthly formal meetings and 51.78% responded that their E.D.Os do not arrange monthly formal meetings.

Table No. 05**Your E.D.O is sovereign in his powers in spite of external pressure.**

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	76	121	38.58	61.42

Analysis: The table illustrates that only 38.58% respondents responded that their E.D.Os are sovereign in their powers in spite of external pressure and 61.42% responded that their E.D.Os are not sovereign in his powers due to external pressure.

Table No. 06**Excessive political pressure and interference badly influences the administrative power of the E.D.Os and official matters.**

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	153	44	77.66	22.34

Analysis: The table illustrates that 77.66% respondents responded that political pressure and interference badly influences the administrative power of the E.D.Os and official matters. and 22.34% responded that political pressure and interference does not badly influence the administrative power of the E.D.Os.

Table No. 07**You are satisfied with the current E.D.O in your district.**

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	134	63	68.02	31.98

Analysis: The table illustrates that 68.02% respondents responded that they are satisfied with their current E.D.O in their district and 31.98% responded that they are not satisfied with their E.D.O in their district.

Table No. 08**Service problems of teaching and non-teaching staff are solved quickly and efficiently under the current system as compared to the previous system.**

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	127	70	64.47	35.53

Analysis: The table illustrates that 64.47% respondents responded that the service problems of teaching and non-teaching staff are solved quickly and efficiently under the current system as compared to the previous system and 35.53% responded that the service problems of the teaching and non-teaching staff are not solved quickly and efficiently under the current system as compared to the previous system.

Table No. 09**Supervision system is better in your district as compared to the previous system.**

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	121	76	61.42	38.58

Analysis: The table illustrates that 61.42% respondents responded that supervision system is better in their districts as compared to the previous system and 38.58% responded that supervision system is not better.

Table No. 10**Physical facilities are provided efficiently to the institutions and education offices in your district.**

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	84	113	42.64	57.36

Analysis: The table illustrates that 42.64% respondents responded that physical facilities are provided efficiently to the institutions and education offices in their districts and 57.36% responded that these facilities are not provided efficiently to the institutions and education offices.

Table No. 11**Your E.D.O gives rewards to the teachers on extraordinary performance.**

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	51	146	25.89	74.11

Analysis: The table illustrates that only 25.89% responded that their E.D.Os give rewards to the teachers on extraordinary performance and 74.11% responded that their E.D.Os do not give rewards to the teachers on extraordinary performance.

Table No. 12

Under the auspices of current administrative system, problems of teachers are properly being solved.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	136	61	69.04	30.96

Analysis: The table illustrates that 69.04% respondents responded that under the current administrative system, problems of the teachers are properly being solved and only 30.96% responded that problems of teachers are not being solved under the new system.

Table No. 13

System of reward and punishment is properly used for the improvement of quality of education in your district.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	53	144	26.90	73.10

Analysis: The table illustrates that only 26.90% respondents responded that system of reward and punishment is properly used for the improvement of quality of education in their districts and 73.10% responded that system of reward and punishment is not properly used for the improvement of quality of education in their districts.

Table No. 14

Corruption level has been decreased under the new administrative system as compared to the previous system.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	167	30	84.77	15.23

Analysis: The table illustrates that 84.77% respondents responded that corruption level has been decreased under the new administrative system as compared to the previous system and only 15.23% responded that corruption level has not been decreased.

Table No. 15

Your E.D.O is against the nepotism and favoritism.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	143	54	72.59	27.41

Analysis: The table illustrates that 72.59% respondents responded that their E.D.Os are against the nepotism and favoritism and only 27.41% responded that their E.D.Os are not against the nepotism and favoritism.

Table No. 16

Appointments of the teaching and non-teaching staff are made purely on the merit basis.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	158	39	80.20	19.80

Analysis: The table illustrates that 80.20% respondents responded that appointments of the teaching and non-teaching staff are made purely on the merit basis and only 19.80% responded that appointments of teaching and non-teaching staff are not made purely on the merit basis.

Table No. 17

Your E.D.O coordinates and supervises the activities of the offices and ensures efficient service delivery by the functionaries under his administrative control.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	146	51	74.11	25.89

Analysis: The table illustrates that 74.11% respondents responded that their E.D.Os coordinate and supervise the activities of the offices and ensure efficient service delivery by the functionaries under his administrative control and only 25.89% responded that their E.D.Os do not.

Table No. 18

Your E.D.O takes appropriate corrective actions based on the information received from subordinate officers.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	137	60	69.54	30.46

Analysis: The table illustrates that 69.54% respondents responded that their E.D.Os take appropriate corrective actions based on the information received from subordinate officers and only 30.46% responded that they do not take appropriate corrective actions based on the information received from subordinate officers.

Table No. 19

Your E.D.O enforces relevant federal provincial laws, rules and policies.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	173	24	87.82	12.18

Analysis: The table illustrates that 87.82% respondents responded that their E.D.Os enforce relevant federal provincial laws, rules and policies and only 12.18% responded that their E.D.Os do not enforce relevant federal provincial laws, rules and policies.

Table No. 20

Your E.D.O implements and monitors all educational activities in the district within the framework of provincial and national guideline/policies/targets.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	153	44	77.67	22.34

Analysis: The table illustrates that 77.67% respondents responded that their E.D.Os implement and monitor all educational activities in the district within the framework of provincial and national guideline/policies/targets and 22.34% responded that their E.D.Os do not implement and monitor

Table No. 21

The administrative performance of directly selected E.D.Os in your districts is more effective and successful then previously in-service promoted E.D.Os.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	176	21	89.34	10.66

Analysis: The table illustrates that 89.34% respondents responded that the administrative performance of directly selected E.D.Os in their districts is more effective and successful than previously in-service promoted E.D.Os and only 10.66% respondents disagreed to the same statement.

Table No. 22

The Political representatives are not happy with the directly selected E.D.Os.

Size of Sample	Agree	Disagree	Agree %	Disagree %
197	168	29	85.28	14.72

Analysis: The table illustrates that 85.28% respondents responded that the political representatives are not happy with the directly selected E.D.Os and only 14.72% responded that the political representatives are happy with the directly selected E.D.Os.

CONCLUSIONS

Strong Points:

It was found that

- Majority of the E.D.Os are cooperative and constructive minded.
- Majority of the E.D.Os have a good relation with their subordinates.
- Majority of the A.D.Os, D.D.Os, D.Os, principals and headmasters are satisfied with their current E.D.Os in their districts.
- Service problems of teaching and non-teaching staff are solved quickly and efficiently under the current system as compared to the previous system.
- Supervision system is better under the new administrative system as compared to the previous system.
- Under the new administrative system, problems of teachers are properly being solved.

- Corruption level has been decreased under the new administrative system as compared to the previous system.
- Appointments of the teaching and non-teaching staff are made purely on the merit basis.
- Majority of the E.D.Os coordinate and supervise the activities of the offices and ensure efficient service delivery by the functionaries under their administrative control.
- Majority of the E.D.Os take appropriate corrective actions based on the information received from subordinate officers.
- Majority of the E.D.Os enforce relevant federal laws, rules and policies.
- Majority of the E.D.Os implement and monitor all the educational activities in the district within the framework of provincial and national guideline, policies and targets.
- The administrative performance of the directly selected E.D.Os is more effective and successful than in-service promoted E.D.Os.
- Majority of the E.D.Os are against the nepotism and favoritism.
- Political representatives are not happy with the directly selected E.D.Os.

Weak Points:

It was found that

- Majority of the E.D.Os do not make surprising visits to schools regularly.
- Majority of the E.D.Os do not arrange monthly formal meetings.
- Majority of the E.D.Os are not sovereign and autonomous in their powers due to external pressure.
- Excessive political pressure and interference badly influences the administrative powers of the E.D.Os and official matters.
- Physical facilities are not provided efficiently to the institutions and education offices.
- Majority of the E.D.Os do not give rewards to the teachers on their extraordinary performance.
- System of reward and punishment is not properly used for improvement of quality education.

RECOMMENDATIONS

Keeping in view the conclusions, the researchers make some recommendations which are described as under:

- The current directly selected E.D.Os should make sure surprising visits regularly. For this purpose, it is recommended that the E.D.Os should reserve three days in a week for surprising visits.
- The current directly selected E.D.Os do not arrange formal monthly meetings, therefore, it is suggested that formal monthly meetings should be arranged with A.D.Os, D.Os, D.D.Os, Principals and Headmaster for the smooth running of educational activities. In these meetings, various educational problems should be discussed and investigated its proper solution.
- Political interference should be discouraged and eliminated. The respective officers should be made sovereign and autonomous in the application of their legal powers.
- Current directly selected E.D.Os have failed in providing physical facilities. Provision of physical facilities play a fundamental role in promoting quality education, therefore, it is imperative to provide these facilities to the institutions and schools efficiently.
- E.D.Os should take necessary steps to enhance the system of reward and punishment to ensure better performance of teachers and other officials. Therefore, the reward and punishment should be enhanced to encourage and discourage the officials. Talented teachers should be rewarded on their excellent and extraordinary performance.
- The E.D.Os should be provided training opportunities in administration for the effective administration. Through in-service training their effectiveness will be increased.
- The E.D.Os should keep an eye on their office officials because they are habitual to get involved in corruptions. Those officials who were found guilty should be discouraged and a legal action should be taken against them.

RECOMMENDATIONS FOR FUTURE RESEARCH STUDIES

- It is recommended that this type of research study should be conducted in other provinces of the country.

- It is also recommended that this type of research study should be conducted to investigate the administrative performance of the directly selected A.D.Os, D.D.Os and D.Os at district and provincial level.

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