

IMPACT OF EDUCATIONAL DECENTRALIZATION THROUGH DEVOLUTION POWER PLAN ON THE PERFORMANCE OF THE EDUCATIONAL PERSONNEL IN PAKISTAN

By

S. Manzoor Hussain Shah*

Abstract

In 2000, Government of Pakistan had introduced a new system of devolution plan to empower the public representatives at local level. The main aim of this system was to solve the problems of people at grass root level in all affairs of life including education. The idea behind this system was to have a close eye on the performance of personnel working in education department right from teaching to management. At district level Executive District Officers (EDOs), in Education Deptt. were appointed who were decorated with all the powers of the education department which were previously held by Director at division level, and some other provincial level powers were also transferred to them so that they could resolve the problems at grass root level. Through this study I have attempted to find the impact of decentralization on the performance of the education personnel. It was checked whether the system has improved resolving teachers and their heads common problems or otherwise. For this study, data was collected from EDOs, District Education Officers (Secondary Education) (DEOs), Heads of Higher Secondary Schools (Heads) and Secondary Schools and Subject Specialists and Secondary School Teachers (SSs) through different questionnaires. The data was collected from 87 districts of Pakistan. It was found that under the new system the performance of the educational personnel in resolving Heads and SSs problems at district level was improved. However, some problems of the SSs and their heads still need to be resolved by the EDOs in some provinces of Pakistan.

Key Words

Devolution, Decentralization, Performance, Educational management.

* The writer is working as Assistant Professor, Educational Planning, Policy Studies and Leadership (EPPSL) department, Allama Iqbal Open University, Islamabad, Pakistan. Email epm_3aiouedupk@yahoo.com

Introduction

Since its very inception, the education system of Pakistan remained centralized at the federal and provincial levels. Pakistan inherited this centralized educational administrative setup from the British colony. The system had been improved to some extent through a number of administrative reforms but revamping of administrative structures did not take place. It has been continuously realized that centralized system of education has been hampering the efficiency and effectiveness of delivery services at the grass root level.

Different educational policies of the Government of Pakistan had acknowledged the desirability of decentralization of responsibility and authority in the education sector at district level and occasionally recommended specific strategies and structure to achieve this goal. It was enshrined that "district should be further divided into areas of 10-15 thousand population with an area/ union committee consisting of three members nominated by the deputy commissioner/ sub divisional officer to which certain powers, such as the transfer of teachers, should be delegated" (Government of Pakistan, 1959, p.131). It was further proposed to create separate sections with considerable autonomy within their spheres of responsibility, which introduced a very preliminary concept of devolution of authority, but it did not receive adequate response in educational administration. This was also realized in 1970. Therefore, the New Education Policy, 1970 mentioned that "administration set up in education is so highly centralized and bureaucratic that it has become totally impersonal, rigid and irrespective to demand of students, teachers and parents" (Government of Pakistan). The policy recommended to decentralize the administration by creating statutory district school authorities with an autonomous character. Moreover, the New Education Policy 1972-80 also recommended changes in the existing structure and provided that "in order to achieve the objectives, the provinces should consider desirability of setting up district school authority and zonal college authorities" (Government of Pakistan, 1972, p.20). In spite of these provisions, the educational decentralization at district/local level could not take place due to political instability and lack of political will. As a continuity of the previous policies, the National Education Policy, 1979 described the educational management and supervision in policy statement with the remarks that "our system of educational management and supervision is a legacy of the past and is not equipped to cope with the increasing and changing demands of education in the country". (Government of Pakistan, p.67)

The Education Policy, 1979 further provided that "educational administration will be further decentralized for effective supervision and

management of education" (Government of Pakistan, 1979, p.72). However, the management of the education could not be improved due to lack of decentralization of the system. The provisions of the Education Policy, 1979 were suspended with the formulation of new National Education Policy, 1992 which emphasized that the process of "decisions making will be decentralized. Educational development plans shall be effectively coordinated and monitored. Management of district level education will be improved by associating the local community" (Government of Pakistan, 1992, p.52). Due to fall of the People Party government at that time, the policy could not be implemented and the education system suffered badly as usual.

This was in the year, 1997 that the government took initiative to formulate new education policy. After thorough working of different committees and educationists, the National Education Policy, 1998-2010 was formulated. The policy focused the need of the district educational set up by mentioning that "the district educational authorities should be responsible for identification of school sites, construction and maintenance of school building, community mobilization, appointment, posting, transfer of school teachers, generating financial resources for literacy and educational development etc" (Government of Pakistan, 1998, p.106). This policy further proposed that the "management and supervision of the education sector will be improved through decentralization, particularly elementary education at district and community level. The District Educational Managers will be given training to improve the administration and teaching".

The Government of Pakistan having realized the gravity of the problem of distribution of powers established the National Reconstruction Bureau (NRB) in the year 1999 and its first task was to plan devolution of power to local level. A devolution model was proposed for public debate and by 14th August, 2000, a proposed devolution plan was released. The first and most significant aspect of that government's reform agenda was to devolve powers at the grass root level. It was envisaged that powers would be distributed across four tiers, i.e. center, provinces districts and lower tier. Since most of the powers were then concentrated in the center, powers were to be devolved to the provinces, districts and lower tiers at local level. As continuity to formal educational policies, the Education Sector Reforms (ESR) Action Plan 2001-2004, provided devolution of the educational administration and management from the federal and provincial governments to the district governments. The ESR 2001-04, highlighted that most educational planning and decision making will now take place where action is required. Centralized system and distance planning will be replaced by governance which is people and learner centered" (p.21).

As continuity to the previous provisions of different **educational** policies, the Perspective Development Plan 2001-2011 of Pakistan **provided** following provisions for the effective decentralization in education sector in **Pakistan**:

Effective decentralization in education requires both **macro and micro-level** planning to ensure that education facilities **work** optimally for the benefit of citizens of the district. Whilst the provinces will work out their initial plans for decentralization each district would require technical support for capacity building in a variety of areas to ensure best planning and management systems. Community participation, partnerships, accountability and monitoring of quality cannot become a reality without effective decentralization.

The efforts to decentralize education as a part of the overall policy of devolution (via local government ordinance 2001) offered opportunities for the improvement of educational institutions. This plan was aimed to devolve the powers to the lowest possible level at which it can effectively be discharged. The plan was to ensure capacity building, technical assistance, training, passing on development grants approved by the district assemblies, maintaining records, setting standards, data collection and publications and periodic audits. The positive aspect of the announced devolution plans was the intended subordination of the civil service to elected representatives. The devolution plan was welcomed in general as it was major initiative of the government under which the local community was to be empowered. The district governments acquired significantly greater responsibilities under devolution.

The new district structures were evolved further and were more settled than in any other sector. This was probably because of the fact that prior to devolution, provincial education departments were already a long way down on road to decentralization and appropriate management structure had been established at divisional and district level. The vision statements about devolution of powers differed in its nature in different provinces. A brief of each province of Pakistan is given as under in Table No. 1.1

Table – 1.1

Provincial Vision Statements

Punjab

Principal goal is to devolve decision-making for quality education through decentralization of powers from Provincial Education Department to district and union council levels closest to end users... where stakeholders can have a productive collaborative partnership among themselves. To recreate the missing link between teachers and students (Task Force on Social Empowerment: Punjab 2000 and Special Secretary Schools, Government of Punjab, 2001).

NWFP

Building on the opportunity provided by and in accord with the spirit of Devolution of Power to the District Government, the Education Department is proposed to be restructured by decentralizing its implementation functions and introduction of procedures to ensure work efficiency, performance, accountability, and development of professionalism in the Education service for improving the Literacy, Access/Enrolment, Quality of Learning, and outcomes at the Schools, Colleges and technical and Vocational Institutions levels by involving parents and Community in the service delivery (Education Department, Government of NWFP, 2001) .

Sindh

Our Mission is Quality, Retention and Access (Education Department, Government of Sindh, 2001)

Balochistan

Devolution is aimed at shifting the decision making process from provincial headquarter down to the district government for promotion of education, quantitatively and qualitatively through an effective, efficient and accountable mode of governance (Education Department, Government of Balochistan, 2001)

Source (Jamil 2002, p. 17)

While launching devolution variations across the provinces in law and order and dispute resolution based on local culture and traditions were anticipated. Despite the differences across the provinces, there may be some common themes. There were, however, many challenges in the implementation

of devolution plan. New district level educational planning and management structures, with new roles and responsibilities for government officers, political representatives and local communities had been established. A considerable variation was anticipated in the nature and pace of decentralization and devolution of decision making in education sector across provinces and across districts within single province. Different donor agencies conducted various research studies to see different aspects of the decentralization of education. But, they delimited their studies to a particular area of the country due to their working frame or access problem (MSU, 2001, ADB, 2004). There has been no such vast study on the nature and extent of devolution and variations in education sector in all Pakistan. Therefore there was a need to conduct such study. The present study was aimed to see the implementation of the devolution plan in education sector and its variations in provinces and districts.

Literature

Devolution is a process of transferring powers from higher level to lower level. The main idea behind devolution plan was that the powers should be transferred at local level. Abbasi (2006) defines devolution as:

Devolution is a mean of developing political power in order to decentralize and financial authority to accountable local government with the object of good governance, effectively of services and transparent decision making through institutionalized participation on the people at grass root level.

Devolution refers to the “transfer of governance responsibility for specified functions to sub-national levels, either publicly or privately owned, that are largely outside the direct control of the central government” (Ferguson and Chandrasekharan). Gregersen et al has described the devolution by mentioning its level etc. as under:

One form of administrative decentralization which transfers specific decision making powers from one level of government to another (which could be from lower level to higher level of government, in the case of federations, or government transfers decision-making powers to entities of the civil society. Regional or provincial governments, for example, become semi autonomous and administer forest resources according to their own priorities and within clear geographical

boundaries under their control. Most political decentralization is associated with devolution.

The basic theme of devolution is to transfer powers to gross root level. According to Florestal and Cooper (1997), "Devolution is associated with four key features the body that exercise responsibilities , the body acts on its own, the body that can exercise only the powers given to it, and the body that can act only within geographic limits set out in law". Devolution plan was experienced in many countries of the world for the good governance and to cope with the problems at gross root level. Prior to devolution plan, the administrative system of Pakistan was based on four tiers, i.e. Federal, provincial, division and district. In 2000, Government of Pakistan introduced a new system of administration which was named local government system. It was not so new idea for Pakistan, as two attempts were already made to transfer the powers at local level so that the problems of the people should be solved at their door step. Muhammad Ayub khan, the then President of Pakistan was the first person who experienced this system for the first time by the name Basic Democrats (BD) in 1959. After that in 1979, General Zia-ul-Haq made another attempt for the revival of this system and promulgated local government Ordinance to activate local government.

After Devolution Plan 2000, divisions ceased to exist and instead of the previous system, new government phenomena appeared consisting of district, sub division (tehsil) and union council was brought in action. It was a voice of the mass that their problems being dealt at provincial and federal level caused multiple problems and for the solution of their problems they move from one pillar to another. Government suggested a system under in which problems of people should be minimized. It was considered important to launch a system which should be the people supported and which may resolve the problems of people at local level.

In devolution plan more and more powers were transferred to local authorities so that these authorities could be able to solve the problems at local level. Before this system, decisions were taken at federal level or province level and were implemented at local level without any consideration of the local needs. The old system of government lacked democracy at local level. The governance was centralized and decisions about local level were taken up with little reference to local needs and priorities. It was hoped that by shifting the powers to the local level, the desired objectives should be achieved. Different countries of the world introduce devolution plans in their countries for different purposes. Khan (2006) has quoted Shah and Thompson as under:

Motivations for decentralization are numerous and differ among countries and regions. In central and Eastern Europe and the former Soviet Union, it was aimed at political and economic transformation; in Latin America the purpose was to achieve democratic transition. In South Africa, Sri Lanka, Philippines, Nigeria, Ethiopia, Yugoslavia, decentralization emerged in response to political crisis due to ethnic conflicts. In countries like Indonesia, Mali, Senegal, Uganda, Mexico, political crisis due to regional conflicts paved the way for decentralization in these countries (Shah and Thompson, 2004).

Thompson (2004) calls decentralization as "a silent revolution in the public sector Governance". "Decentralization tends to be successful when the central government is stable, solvent and committed to transferring both responsibilities and resources, when local authorities are able to assume these responsibilities and when there is effective participation by poor people and by a well-organized civil society". (UNDP, 2003: p.137). According to Fiske, 1996 "decentralization is the process of reassigning responsibility and corresponding decision-making authority for specific functions from higher to lower levels of government and organizational units." It was a common view of people that their elected representatives do not pay attention to their problems. Local Government system provides them option to represent their localities and be a member of Government. According to Khan (2006, p.96):

The first and foremost is the fact that it is not possible for ordinary people to contest elections to become members of either the Provincial or the National Assemblies. Because both the provincial and the national level politics is quite demanding in terms of having a strong political background, strong affiliation with a political party and having enormous resources which the local level politicians usually lack. Thus, contrary to the past, where only the rich and the landlords had access to politics, the Devolution Plan 2000 has provided the opportunity to the ordinary people to stand for election and get elected as representatives of the people.

It was hoped that after implementation of this plan the problems of the people would be solved at their doorstep, because the decision powers transferred to the local authorities. It was very astonished that after the

implementations of the plan all people were unaware about the system even the elected representatives were unaware of their powers. Peoples move from one office to another but nobody know what should be done.

Organizational Structure of Education in Pakistan

Pakistan is a federal state. At the centre, there is a Federal Government which comprises 41 Ministries and Divisions (GOP, 2009). Each ministry is headed by a minister. These ministers at the centre have their counterpart in provinces which are known as departments. Federal minister of education headed all the divisions/wings at federal level. Ministry of Education formulates education policies with cooperation of provinces, and is responsible for implementation. Updating/ revision curriculum is the responsibility of the federal government. Education system of Pakistan always remains a debatable question within Pakistan and outside the country. In 2000, government of Pakistan implement devolution plan and tried to solve the problems of personnel of education department. Sharif (2003, p.160) points that:

According to this plan, education has been devolved to the districts up to the higher secondary level with Executive District Officers (EDOs) Education and literacy to manage comprehensive education planning implementation at the district level. The ethos of Education for All as well as local government plan has got formal institutional links with the community and public and private partnership to meet the development needs.

In the old system, most of the decisions were taken at division level or province level, and were implemented throughout the province while the geographical situation of the areas was different. After devolution plan there was a beam of hope that while taking decision local authorities must kept in mind the local problem and in this way the problems of the teachers and educational managers should be reduced and alternatively the performance of the educational personnel will increase. It was also in the mind of the experts of the devolution plan that when teachers and educational managers do their work with keen interest, it directly effects the academic achievements of the students, and quality and the standard of education in Pakistan will rise.

Statement of the Research Problem

The devolution plan initiated by National Reconstruction Bureau focused the set up of new local government from 14th August 2001. Under this plan the local governments were accountable to the community for their decisions. It

enabled the proactive elements of society to participate in community work by removing rural urban division. As a part of devolution, education also enjoyed the community participation. Now the district educational management was responsible for all the educational activities. The implementation of devolution plan in all the provinces was anticipated by the government on equality, but there were variety of variations reported by different agencies in their reports. The present study was designed to see the impact of educational decentralization through devolution plan on the performance of the educational personnel in Pakistan.

Research Questions

The study aimed at the following research questions:

1. How far the educational personnel at district levels understand the new roles and responsibilities?
2. What are the objectives and procedures of decentralization under devolution plan?
3. To what extent the concerned educational managers at district level can exercise all the vested powers without any local, provincial and federal government involvement.
4. What types of changes and improvements in the existing procedures/educational set up at district level are required?

Methodology of the Study

Survey method was used to collect the data from respondents included in the study. Following procedure was adopted to carry out the study;

Sample and Sampling

The sample of the study included Executive District Officers (Education), District Education Officers (Secondary Education), Heads of Higher Secondary Schools/Secondary Schools, Subject Specialists/Secondary School Teachers. The population of Districts will work as sample whereas the sample of the EDOs, DEOs, Heads and Ss will be 80 %, 25% and 2% respectively.

Collection of Data

For the purpose of collecting data following questionnaires were developed. These questionnaires consisted various aspects of the devolution Plan

in Education Sector as well as roles and responsibilities of different educational personnel:

- A questionnaire for EDOs (Education)
- A questionnaire for DEOs (Secondary Education)
- A questionnaire for Heads of Secondary/Higher secondary schools
- A questionnaire for Subject Specialists/Secondary School Teachers

The questionnaires were prepared after consulting relevant literature and in consultation with the supervisor and other educational experts in the field of educational planning and management. These questionnaires were further improved by the internal Doctoral Committee of the Faculty of Education.

Pilot Testing

The questionnaires were pilot tested on members of population not included in the sample. The shortfalls/deficiencies in different items of the questionnaires were identified and removed. As a result of pilot testing, the questionnaires were revised and reviewed and were ready for launching. Pilot tested questionnaire were refined and finalized in the light of feedback received as a result of pilot testing.

Research Ethics

A plan language statement was distributed to the participants of this study in order to ensure that the invitees were fully informed about the nature of the research. They were informed that anonymities will be maintained. Moreover they were assured that their responses will be confidential except for reporting in research journals, or conferences.

Collection Analysis/Interpretation of Data

For data collection different research assistants of four provinces were identified and trained in a joint session at provincial level. They collected data from the concerned Executive District Officers (E), District Education Officers (Secondary Education), four Heads and ten SSs of their respective district. The data obtained through questionnaires was tabulated, interpreted and analyzed by using percentage and chi square.

Analysis of Responses of EDOs, DEOs, HEADs and SSs at Pakistan level

Table - 1.2
Quick Disposals of the Leave Cases of the SSS under the New System

Category	Agree		Un-Certain		Disagree		Chi-Square
	Freq	%	Freq	%	Freq	%	
EDOs	26	30%	18	21%	43	49%	25.40***
DEOs	50	58%	22	25%	15	27%	
Heads	157	45%	94	27%	97	30%	
SSs	396	46%	203	23%	271	31%	
Total	629		337		426		1392

***p < .001

df=6

Tabulated χ^2 at .001= 22.46

Table 1.2 indicates that the calculated value of χ^2 for different categories of respondents is 25.40 which is more than table value (22.457) at .001 level. This indicates that agreement of respondents with statement i.e. "Leave cases of teachers are decided more quickly under the new system" is statistically significant. However, the trend of EDOs is towards disagreement with the statement. Within overall trend, DEOs show high positive perception Heads and SSs reflect high positive perception and EDOs show negative perception towards the statement.

Table - 1.3
Promote Decision on the Cases Regarding Pay Fixation Gratuity, Pension GPF of Teachers

Category	Agree		Un-Certain		Disagree		Chi-Square
	Freq	%	Freq	%	Freq	%	
EDOs	62	71%	17	20%	08	09%	71.02***
DEOs	58	67%	20	23%	09	10%	
Heads	135	39%	97	28%	116	33%	
SSs	334	38%	206	24%	330	38%	
Total	589		340		463		1392

***p < .001

df=6

Tabulated χ^2 at .001= 22.46

Table 1.3 shows that the calculated value of χ^2 of different categories of respondent is 71.02 which is more than table value (22.457) at .001 level. This reflects that agreement of respondent with statement i.e. "Cases of pay fixation gratuity, pension and GPF of teachers are dealt with more expeditiously" is statistically significant. However, the trend of SSs is towards equal agreement

and disagreement with the statement. Within overall trend, EDOs and DEOs show highest positive perception, Heads show slight positive perception and SSSs reflect equal positive and negative perception towards the statement.

Analysis of Responses of EDIs, DEOs, Heads and SSSs at Provincial Level

Table – 1.4
Quick Disposals of the Leave Cases of the SSS under the New System

Province	Category	Frequencies			Chi-Square
		Agree	Neutral	Dis-agre	
Punjab	EDOs	7(24%)	6(21%)	16(55%)	19.215**
	DEOs	19(67%)	9(31%)	1(3%)	
	Heads	52(45%)	29(25%)	35(30%)	
	SSs	131(45%)	64(22%)	95(33%)	
	Total	209	108	147	464
NWFP	EDOs	6(32%)	2(10%)	11(58%)	11.226
	DEOs	12(63%)	2(11%)	5(26%)	
	Heads	42(56%)	17(22%)	17(22%)	
	SSs	90(47%)	41(22%)	59(31%)	
	Total	150	62	92	304
Sindh	EDOs	6(31%)	6(32%)	7(37%)	9.983
	DEOs	9(48%)	5(26%)	5(26%)	
	Heads	33(44%)	22(29%)	21(27%)	
	SSs	125(56%)	30(16%)	53(28%)	
	Total	173	63	86	304
Baluchistan	EDOs	7(35%)	4(20%)	9(45%)	4.573
	DEOs	10(50%)	6(30%)	4(20%)	
	Heads	30(38%)	26(32%)	24(30%)	
	SSs	68(34%)	68(34%)	64(32%)	
	Total	115	104	101	320

**p<.01 df = 6

Table 1.4 reflects that the calculated value of the χ^2 of four categories of Punjab province is 19.215 which is more than table value (16.82). This indicates that agreement of respondents with statement i.e. "Leave cases of employees are decided more quickly under the new system" is statistically significant. However, the trend of EDOs of the Punjab is towards disagreement of the statement. The calculated value of χ^2 of four categories of NWFP is 11.226 which is less than the table value (12.59). It indicates that agreement of respondents

with statement is not statistically significant. However, the trend of the DEOs and Heads is towards agreement with statement except EDOs who show disagreement with the statement. The value of χ^2 of Sindh and Baluchistan is 9.983 and 4.573 which is less than table value (12.59) at .05 level. It indicates that agreement of respondents with statement is not statistically significant. Within overall trend of the respondents, EDOs of four provinces show negative perception SSs of NWFP reflect highest positive perception towards the statement. DEOs of Punjab, NWFP, Heads and SSs of Baluchistan also show positive perception towards the statement.

Table - 1.5
Prompt Decision on the Cases Regarding Pay Fixation Gratuity, Pension GPF of Teachers

Province	Category	Frequencies			Chi-Square
		Agree	Neutral	Dis-agree	
Punjab	EDOs	23(80%)	3(10%)	3(10%)	32.920***
	DEOs	19(66%)	7(24%)	10(10%)	
	Heads	43(37%)	33(28%)	40(35%)	
	SSs	104(36%)	61(23%)	118(41%)	
	total	189	104	171	464
NWFP	EDOs	13(69%)	5(26%)	1(5%)	20.735**
	DEOs	16(84%)	2(11%)	1(5%)	
	Heads	38(50%)	38(15%)	21(28%)	
	SSs	87(46%)	32(17%)	48(37%)	
	total	154	77	71	304
Sindh	EDOs	14(74%)	4(21%)	1(5%)	17.476**
	DEOs	10(53%)	7(37%)	2(10%)	
	Heads	38(50%)	24(32%)	14(18%)	
	SSs	78(41%)	47(25%)	65(34%)	
	total	140	82	82	304
Baluchistan	EDOs	12(60%)	5(25%)	3(15%)	15.849*
	DEOs	13(65%)	4(20%)	3(15%)	
	Heads	24(30%)	23(29%)	33(41%)	
	SSs	65(33%)	59(30%)	76(38%)	
	total	114	91	115	320

*p<.05

**p<.01

***p<.001

df = 6

Table 1.5 reveals that the calculated value of the χ^2 of four categories of Punjab province is 32.920 which is more than table value (22.457) at.001 level. This indicates that agreement of respondents with statement i.e. "Cases of pay

fixation, gratuity pension, GPF are dealt more expeditiously" is statistically significant. However, the trend of SSs of Punjab is towards disagreement of the statement. The calculated values of χ^2 of NWFP and Sindh are 20.735 and 17.476 which are more than table value (16.82). It indicates that agreement of respondents with the statement is statistically significant. However, SSs of two provinces disagree with the statement. The value of χ^2 of Baluchistan is 15.849 which is more than table value (12.59) at .05 level. It indicates that agreement of respondents with the statement is statistically significant. However, SSs disagree with the statement. Within overall trend of the respondents, SSs of Punjab and Baluchistan and Heads of Baluchistan show negative perception, EDOs of Punjab, NWFP, Sindh and DEOs of NWFP and Sindh indicate high positive perception towards the statement.

Findings Based on the Analysis of Data at National Level

1. Chi square value (25.40) of all the combined categories for the statement, "Leave cases of the teachers are decided more quickly under the new system" was significant at .001 level.
2. Chi square value (71.02) of all the combined categories for the statement, "Cases of pay fixation pension and gratuity" was significant at .001 level.

Findings Based on the Analysis of Data at Provincial Level

1. Chi square value (19.215) of all categories of respondents of Punjab for the statement i.e., "Leave cases of teachers are decided more quickly under the new system" was significant at .01 level.
2. In spite of the fact that the majority of the respondents of all categories of NWFP, Sindh and Baluchistan except for SSs in each province reflected positive perception towards the statement i.e. "Leave cases of teachers are decided more quickly under the new system" the calculated values of χ^2 (11.226, 9.983 and 4.573) were not significant at .01 level.
3. Chi square value (32.920) of all categories of respondents of Punjab for the statement i.e. "Cases of pay fixation, gratuity pension, GPF are dealt more expeditiously" was significant at .001 level.
4. Chi square value of all categories of respondents of three provinces i.e. NWFP, Sindh and Baluchistan (20.735, 17.476 and 15.849) were significant at .01 and .05 level for the statement i.e. "Cases of pay fixation, gratuity pension, GPF are dealt more expeditiously".

Conclusion

1. According to overall responses of all the four categories at national level, leave cases of the teachers, cases of pay fixation, gratuity, pension and GPF of employees were decided more quickly under the new system. However at provincial level there were variations in the disposal of these cases at district level.
2. The leave cases of SSs (subject specialists) in three provinces i.e. NWFP, Sindh and SST (Secondary School Teachers) in Baluchistan were not resolved promptly. The district management of these provinces need to take immediate action to resolve all types of leave of the SSs working in higher secondary and secondary schools.

Recommendations

1. The new system i.e. Devolution Plan in Education Sector in Pakistan, has been effective in resolving the teachers and their heads problems. However efforts may further be made by the District Educational Authorities to facilitate them in resolving their other related problems. It is therefore recommended that for this purpose an independent cell i.e. "Services Cell" may be set up in each district to resolve the usual problems of subject specialists/ Teachers and their Heads.
2. The district educational authorities and concerned Heads of secondary and higher secondary schools may take immediate initiatives to resolve the problems of SSs particularly, in resolving their problems of all kinds of their leave in three provinces i.e. NWFP, Sindh and Baluchistan. Particularly the SSs of these provinces may be facilitated in getting their study leave approved well in time.

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