

A comparative study of the role of Public Higher Secondary Schools in Rural and Urban Sindh

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ABSTRACT

Purpose: The main aim of this study is to examine (i) how rural and urban Higher Secondary School differs in their performance and (ii) what role they were playing in the education system of Sindh. **Literature review:** The researchers have examined the case for diversified education, and pointed out that the overall context within which the workplace demands more competence from students, the importance of language and technology, and greater levels of flexibility to carry out multiple tasks will also increase. Obviously, in many developing countries secondary school participation rates are low and could not grow as expected without changes in the structure and nature of their financing. Eight out of 10 of the world's children live in developing countries. Pakistan is also developing country and Sindh is province of it so it needs investigation into the same matter. **Methods:** The population of the study consisted of Principals of Public Higher Secondary Schools in rural and urban Sindh. The final sample consisted of 70 Principals, 30 from rural and 40 from urban Public Higher Secondary Schools of Sindh. **Conclusion:** It is observed by this research work that the 3-tier scheme of studies mentioned in National Education Policies 1979 and 2009 is the best and working successfully in the developed countries like USA, UK etc. **Recommendation:**

The material presented by the authors does not necessarily represent the viewpoint of editors and the management of Indus Institute of Higher Education (IIHE) as well as the authors' institute.

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It is recommended that higher secondary schools may be renamed as “Intermediate School” or “Higher Secondary College” for classes IX-XII. Intermediate colleges must be merged in to higher secondary schools according to recommendations of National Education Policies of 1979 and 2009. Facilities like computer laboratory, Science laboratory, library, play ground, etc. must be provided in each higher secondary school. Full staff according to SNE must be provided to every higher secondary school of rural and urban Sindh.

1. INTRODUCTION

Education began when the first man took birth to rule over the nature. To do this he learned to develop rules and regulations. He started developing pictures and letters to learn languages. Spoken language was probably the latest step and almost the most significant one, in the evolution of the human brain. However Education plays a vital role to set moral, social and economic standards of any nation and has a very strong effect on thoughts, believes and planning of future polices of a country. Developed nations have economic and political stability because they have an organized structure for education. The researchers have examined the case for diversified education, and pointed out that the overall context within which the workplace demands more competence from students, the importance of language and technology, and greater levels of flexibility to carry out multiple tasks will also increase. Obviously, in many developing countries secondary school participation rates are low and couldn't grow as expected without changes in the structure and nature of their financing. Eight out of 10 of the world's children live in developing countries (World Bank 2003). For economists, working on education, the study of developing countries offers both policy questions of fundamental importance and a rich set of experiences to examine. The important policy questions stem from the potential role of education in improving the welfare of 5 billion people living in developing countries. Many macro-economists have emphasized the impact of education on economic growth (Lucas 1988; Barro 1991) (although some others have raised questions about the causal relationship between education and economic growth). There are various technology-modes which have been used in teaching and learning subjects. For instance, computer technology can reshape and enrich the learning environment of high school classrooms. Nevertheless, there is a need for policy makers not only to make quality education easy to get to all through technology but also to find out a cost efficient way to go faster high quality delivery of the high school curriculum. Computer technology has become a vital part of most educational background (Graham 2003).

Underdeveloped countries like Pakistan need proper changes in their education systems according to the requirements of their society to achieve their national objectives. The Education, therefore, needs to be revamped in such a way that it can prepare young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and productively. To overcome these problems, the Government of Sindh upgraded 12 secondary schools of Karachi, Hyderabad, Sukkur, Larkana, Mirpurkhas and Khairpur in 1987. As higher secondary schools up-gradation will provide education up to XII in same secondary school and to avoid any disturbance in their continuity of education. Change of Institution causes fall in examination results and involvement in political activities of student's organization in intermediate colleges also disturb the studies.

Keeping in mind these factors, the Government of Pakistan decided to launch 3-tier scheme of studies in 1979 to replace the existing education system (Ref: 1 National Education Policy, 1979). According to this Policy the education was to be divided in 3 steps: (i) Elementary Education Class I to VIII Higher Secondary Education Class IX to XII (ii) Graduate and Post Graduate Education (Academic: B.A/B.Com/B.Sc, B.S and M.A/M.Com/M.Sc, MS. and Professional: B.E/MBBS/LL.B/B.Ed,M.Ed etc.).

After the introduction of this scheme, students, parents, teachers and community highly appreciated it the number of higher secondary schools increased more and more. Enrolments in Public higher secondary schools were increasing day by day and the Educationists were much satisfied by the non political and peaceful environment of these Govt. higher secondary schools where students can complete their studies from VI to XII. According to the 1979 policy, as a 2nd step, all public Intermediate colleges were to be merged in higher secondary schools and intermediate classes XI and XII of degree colleges were also to be shifted to the public higher secondary schools to make them the only way for further studies in professional colleges and Hons/Masters Degree classes. This part of policy was highly opposed by the persons related to public Intermediate colleges because of vested interests as Intermediate classes were working under Directorate of College Education and this setup was to be worked under the Directorate of School Education. However the lower secondary Schools VI-VIII were merged with the primary schools but the shifting of classes VI to VIII from higher secondary schools to elementary schools could not be started, so at present about all the public higher secondary schools are managing classes from VI to XII instead of IX to XII.

It was observed that the Government of Sindh had upgraded many higher secondary schools on political basis in those areas where it was not needed. In some cases, single faculty public higher secondary schools (only science or arts subjects) were established with half SNE of teachers, so these schools were facing shortage of teachers (Subject specialists), equipments, furniture and other necessary facilities. These public sector higher secondary schools needed more attention in urban and rural Sindh for the success of this 3-tier scheme of studies as the increased enrolment of XI student could not be accommodated in the existing public and private intermediate colleges.

It is generally observed that the performance of public higher secondary schools was not appreciated like intermediate colleges by the students and parents in both rural and urban areas of Sindh. Neither the parents like to enroll their children and nor the students take interest studying in these Government higher secondary schools. It was believed that there were some factors behind this performance of higher secondary schools and fewer enrolments have confirmed it especially in urban Sindh.

Keeping these drawbacks in mind, and to get the factual answer, this study has been carried out, with title:

“A comparative study of the role of Public Higher Secondary Schools in Rural and Urban Sindh.”

Objectives were to examine ⁽ⁱ⁾ How rural and urban Higher Secondary School differs in their performance and ⁽ⁱⁱ⁾ What role they were playing in the education system of Sindh. Literature review is undertaken for the detailed information, as the nature of study is qualitative. To achieve the goal of this study interviews are also taken from their 70 principles from Sindh province, out of them 30 were from rural and 40 from urban public higher secondary schools.

2. REVIEW OF LITERATURE

The government of Sindh had established 49,125 educational institutions in the province (Semis 2010) but the educational standard was declining day by day almost in all these public Institutions. Therefore, it was very important to evaluate the reasons behind this decline. The analysis of examination results of class XI showed fall of marks around 8% from class X results, which caused drop out of students as well as admission problems in professional colleges after XII. Another big problem was non-availability of girl's colleges especially in rural Sindh. The Government had a serious concern to overcome these

problems because higher secondary education (IX to XII) became an important sector in the entire educational system because they provide continuity of studies until admission into professional colleges. This part of education also provide the middle level work force for the economy on one hand and on other hand it acted as a feeder for the higher level of education.

It is commonly observed that the education is integrally linked with the development process because educated persons play key role in progress of any country. The literacy rate in Pakistan has increased from 18.3% in 1951 to 57.2%. (Statistical Survey 2009).

All sections of society are concerned and conscious about raising quality and quantity of education. For this purpose policies and programs of both formal and non-formal methods has adapted. Rural education was also a form of investment to improve the efficiency of productivity of rural manpower on which the entire development of the country depends. The development of society can never be imagined without proper education. Education makes a society optimistic and prevents it from negative thinking.

To overcome the educational demands of people, different educational systems were used in different countries as the secondary and higher secondary schools prepared young people for future life. The schools have very important role in providing skills to the labor markets as many students have formal schooling and providing input to the next step of the system, for those who gone to this level of learning. The system did not provide an adequate base for both these functions quite apart from the quality of Instructions. A central question that education playmakers confront was the level of skill development and preparation that can be achieved by twelve years of School education as a terminal qualification.

2.1. Position of Public Higher Secondary Schools in Sindh

To implement the recommendation of 1979 National education policy the Government of Sindh upgraded 12 comprehensive / higher secondary schools out of which 04 were in Karachi, 02 in Hyderabad, 03 in Sukkur, 02 in Larkana and 01 in Mirpurkhas division. After analyzing the position of higher secondary schools in Pakistan and conducting a review of related literature, it was confirmed that as the number of higher secondary schools were increasing in the province of Sindh, the number of students enrolled was also increasing (Upgradation).

Table-01: Number of Higher Secondary Schools (Year Wise)

<i>Year</i>	<i>Number of Higher Secondary Schools</i>
1987	12
1994	64
2001	118
2006	153
2009	184
2010	206

Source: SEMIS 2010.

The process of up gradation is continued, hundreds of secondary schools are waiting for “up gradation”. 206 existing public higher secondary schools are consist of 69 for girls, 76 for boys and 61 higher secondary schools has co education as they are meant for Boys but Girls are also accommodated in them.

Table-2: Higher Secondary Schools in Sindh (2010)

<i>Division of Sindh</i>	<i>Boys Schools</i>	<i>Girls Schools</i>	<i>Total Schools</i>
Karachi	17	18	35
Hyderabad	39	14	53
Sukkur	35	19	54
Larkana	19	12	31
Mirpur Khas	27	6	33
<i>Total</i>	137	69	206

Source: SEMIS 2010.

In these Public higher secondary schools thousands of students are studying with peace of mind as there is no political organization and students are familiar with their teachers because most of them were admitted in class VI.

Table-3: The enrollment position in 05 divisions of Sindh

<i>Division</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Karachi	26855	30554	57409
Hyderabad	19301	10928	30229
Mirpurkhas	9546	5139	14693
Sukkur	15681	9574	25255
Larkana	12528	4283	16811

Source: SEMIS 2010.

These figures verified that a large number of male and female students were studying in the public higher secondary schools but that much number of students yet not enrolled which could match the increasing population and educational needs of rural and urban Sindh. The students enrolled in the public higher secondary schools had got the pass percentage in 05 divisions of Sindh as follows:

Table-4: HSC Examination Results in Sindh 2009.

<i>Division</i>	<i>Enrolled</i>	<i>Passed</i>	<i>pass %age</i>
Karachi	57409	30387	52.93
Hyderabad	30229	22580	74.69
Mirpurkhas	14694	13337	90.77
Sukkur	25255	16051	63.55
Larkana	16811	13306	79.15

Source: SEMIS 2010.

In Pakistan law on Compulsory Education, designating five years of primary education was compulsory for all children. Plans were set for different regions to achieve full compliance of the law. However, the law fell short of guaranteeing the funding for

education. Decentralization and privatization created new barriers to access for the poorest children and the reform did not effectively mobilize the resources especially in most backward areas.

2.2. Analysis of Rural and Urban Public Higher Secondary Schools.

The policies related to rural-urban educational inequality, gave evidence about disparities in access to primary and secondary education when data analyzed from the survey which focused on children in two age overlapping groups: “compulsory age,” or 7 to 12 year-olds and “secondary age” or 13 to 18 years olds, for providing education.

Research analyses showed that the level of education in rural and urban areas was increasing rapidly and that a large majority of urban and rural compulsory age children were enrolled. Among the few children who remained out of access to compulsory education, the vast majority was enrolled and girls were slightly under-represented. The analysis of secondary age children showed that although rural access to secondary level schooling had raised so as urban access but a rural penalty exists.

Table-5: Public Higher Secondary Schools in Urban Sindh

<i>Urban districts of Sindh</i>	<i>Boys Schools</i>	<i>Girls Schools</i>	<i>Total Schools</i>
Karachi west	2	2	4
Karachi South	5	5	10
Karachi Central	3	6	9
Hyderabad	6	4	10
Mirpur Khas	4	1	5
Sukkur	5	5	10
Khairpur	14	1	15
Nawab Shah	4	3	7
Larkana	6	5	11
Total	49	32	81

Source: Notification, Government of Sindh.

2.3. Urban-Rural Inequality

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Higher Urban-rural inequality in education had decreased as opportunities for education had expanded. Complicating the picture was the great and growing diversity of medium of instruction in the education system in Sindh.

Table- 06: Public Higher Secondary Schools in Rural Sindh

<i>Rural districts of Sindh</i>	<i>Boys Schools</i>	<i>Girls Schools</i>	<i>Total Schools</i>
Karachi East	3	2	5
Malir	4	3	7
Matiari	3	1	4
Tando Allahyar	1	2	3
Badeen	4	1	5
Thatta	9	1	10
Dadu	9	3	12
Tando Muhammad Khan	2	-	2
Jamshoro	5	2	7
Umer kot	8	2	10
Sanghar	9	3	12
Thar parker	6	-	6
Ghotki	2	2	4
Nausheroferoz	10	8	18
Shikarpur	4	1	5
Jacobabad	2	2	4
Kashmor	2	-	2
Qamber Shehdadkot	5	4	9
Total	88	37	125

Source: Notification, Government of Sindh

The relative disadvantage of the rural areas compared with the urban became evident from the secondary level and above. At the primary level, the GER for the urban Areas is 86% better than 92% of rural areas during 2007-08.

The rural disadvantage at the secondary level GER is rather large, 48% urban verse 22% rural. The percentage gap between the two areas has widened from 20 points in 2001-02 to 26 points in 2007-08 as well (Pakistan Statistical 2009).

Table-7: Enrollment Ratio at Primary and Secondary Levels

GER	Urban	Rural
Primary	86%	92%
Secondary	48%	22%

Source: SEMIS 2010.

3. DISCUSSION

According to Sindh Education Information Management System, the rural Sindh had one intermediate college and no degree collage while urban Sindh had 38 degree and 96 inter Collages. Thus the secondary education in Sindh is largely and intermediate education entirely, an urban phenomenon. Keeping this fact in view, Schooling at grade XI and XII was designed to prepare students for further study especially in rural areas of Sindh at higher secondary schools.

The government of Sindh had upgraded and established 206 public higher secondary schools through out the province of Sindh to facilitate the students and specially, the rural students. The Principals of higher secondary schools were responsible to provide quality education and to made successful professionals to the students enrolled in their institutions. These Principals can convert their institutions into center of excellence by their commitment and good governance.

Table-8: Public Higher Secondary Schools (Boys and Girls)

<i>District of Sindh</i>	<i>Boys Schools</i>	<i>Girls Schools</i>	<i>Total Schools</i>
Karachi East	3	2	5
Karachi west	2	2	4
Karachi South	5	5	10
Karachi Central	3	6	9
Malir	4	3	7
Hyderabad	6	4	10
Matiari	3	1	4
Tando Allahyar	1	2	3
Badeen	4	1	5
Thatta	9	1	10
Dadu	9	3	12
Tando Muhammad Khan	2	-	2
Jamshoro	5	2	7
Mirpur Khas	4	1	5
Umer kot	8	2	10
Sanghar	9	3	12
Tharparker	6	-	6
Sukkur	5	5	10
Ghotki	2	2	4
Khairpur	14	1	15
Nausheroferoz	10	8	18
Nawab Shah	4	3	7
Larkana	6	5	11
Shikarpur	4	1	5
Jacobabad	2	2	4
Kashmor	2	-	2
Qamber Shehdadkot	5	4	9

Source: Notification, Government of Sindh.

It was observed that:-

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- i) The High School Teachers (B-16) working in Public secondary schools of Sindh are promoted as Head Masters (B-17) according to service seniority only but the HST's, who possessed Master's degree are promoted as Subject Specialist (B-17) for teaching to higher secondary classes according to subject seniority and not only by the general seniority. In some cases HST's enjoy the promotion as subject specialist (B-17) before their seniors who were only B.A/B.Sc, B.Ed. It sometimes creates in the staff of higher secondary schools.
- ii) Most of the educational authorities did not like these higher secondary schools because they belonged to Head Master cadre (B.A., B.Ed.), so they had professional jealousy with the Subject Specialists (M.Sc., B.Ed.)
- iii) Head Masters were against the subject specialists and the higher secondary school system so they tried with their full capacity to fail this higher secondary scheme. All the education officers like District officer education, Executive district officer education, Director Literacy, Chairman and Secretary Boards of Education and some officers in Sindh secretariat education department belong to HM cadre and they consciously planned to prove this scheme as a failed scheme.
- iv) The implementation of this scheme was highly opposed by Sindh Professors and Lecturers Association due to vested interests as they were going to lose its main street power (i.e. Students of XI and XII) because they pressurized the Education Department time to time by the threat of classes boycott in favor of their demands.
- v) Proper awareness was not provided so the higher secondary schools system was not understood properly by the community. The students and their parents prefer colleges for admission so the higher secondary schools were facing less admission and enrolled students had poor educational background.
- vi) Mostly up gradation of higher secondary schools were made on political pressures. Some higher secondary schools up graded in a locality which was not suitable and no secondary school was near to it to feed it. In some cases higher secondary schools established in an area where colleges were also working.

- vii) 206 higher secondary schools were established up till November 2010; in those public higher secondary schools 3708 Subject Specialist teachers were to be posted@18 Subject specialist/school. Up till July 2010 only 1482 Subject Specialists and Assistant Professors were working in rural and urban higher secondary schools of Sindh.(Ref: 7 Seniority lists of Subject Specialists and Assistant Professors.)
- viii) Subject Specialist teachers avoid to take metric classes and expect HST's to take Intermediate classes of those subjects in which Subject Specialist were not available This behavior of Subject Specialist has to be changed.

4. CONCLUSION AND RECOMMENDATIONS

It is observed by this research work that the 3-tier scheme of studies mentioned in National Education Policies 1979 and 2009 is the best and working successfully in the developed countries like USA, UK etc. in the name of O- level/A-level, Junior/Senior Cambridge etc. and the students admitted into a school complete their education pass on for further education into a University or into a professional College. There is no any Intermediate College of only 02 years duration to disturb their continuous education. The Government of Sindh must pay proper attention to the recommendations presented in this research for the enhancement of quantitative as well as qualitative education.

It was recommended that:-

- Higher secondary schools may be renamed as “Intermediate School” or “Higher Secondary College” for classes IX-XII.
- Intermediate colleges must be merged into higher secondary schools according to recommendations of National Education Polices of 1979 and 2009.
- Facilities like computer laboratory, Science laboratory, library, play ground, etc. must be provided in each higher secondary school.

- Full staff according to SNE must be provided to every higher secondary school of Sindh.
- Subject Specialists for each subject must be provided to every higher secondary school of Sindh.
- The Subject Specialist with best results must be awarded timely and bad results Teachers must be punished along with their Principals.
- Subject Specialist may be advised to teach classes IX to XII and not the classes from VI to VIII.
- Local subject specialists may be posted in higher secondary schools.
- No subject specialist may be transferred before completion of three years in the institution.
- In rural areas, desert area teaching allowance must be allowed to subject specialists, like collage lecturers.
- In rural areas hostel facilities may be provided to the Subject Specialists posted from long distance areas.
- No higher secondary school may be established with out feasibility report and Political up gradation of higher secondary schools must be stopped.
- Higher secondary schools must be established away from the colleges.
- Counseling at higher secondary level must be provided for the career concerns of young students to take up studies as per their aptitude.
- The promotions of HST's as Subject Specialist may be made on their professional need basis only.

- Special increments may be allowed to M.Phil /Ph. D. Subject Specialists working in public higher secondary schools.
- Separate Directorate of higher secondary schools may be established.
- Students must be forced to continue XI after passing class X in same higher secondary school.

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