

Implementation of CM Road Map: An Administrative Perspective

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Abstract

Pakistan is facing a big crisis of almost half of its illiterate population, and all governments have taken numerous initiatives to increase not only its literacy rate but also to uplift the quality of education. CM Road Map is one such initiative. This study was designed to identify the role of headteachers in implementing the CM road map in schools. A sample consisted of 105 headteachers were selected conveniently from all public sector schools of Punjab Province. A questionnaire comprising 25 statements related to 14 indicators of the CM road Map was used. The collected data were analyzed through SPSS. The results indicated that school heads are following instructions and taking initiatives to attain the objectives of the CM road map. It is recommended to conduct some training workshops, seminars and short workshops in order to motivate school heads to take a leadership role in some neglecting aspects of the CM Road map.

Key Words: CM Road Map, Role of Head Teachers, Quality of Education, Universal primary Education

Introduction

Education plays a vital role in human development. Human development includes numerous aspects of human growth and well-being. Quality education is one of the central features of effective schooling for achieving educational targets. According to Lessa, Spier and Felipe (2018), school administration is one of the most important factors that determines the quality of school education. In third world countries like Pakistan, the present predicament of education is in a wretched condition. In Pakistan, the condition of public school is not up to the mark of the required standard; it shows low quality of instruction, missing learning facilities and poor infrastructure of the school, which Salmagundi (2015) indirectly relates to school administration.

The Punjab Government decided to take drastic measures to uplift the standard of education in the public sector and provide all kind of missing facilities in the Government school because of education for all the golden principle of the constitution of Pakistan (Andrabi, Khan, Khan, & Naseer, 2012). To provide free and quality education to every citizen of Pakistan is his fundamental right, so school heads have to play a vital role to achieve this sublime goal. According to Dos and Savas (2015), an effective principal has leadership qualities and must be considerate in term of personal and social traits. Sunaengsih, Anggarani, Amalia, Nurfatmala, and Naelin (2019) described principal leadership as one of the main factors for the effective implementation of the school management plan.

The government of Pakistan has taken many initiatives to improve the quality of school education, i.e., Uniform Education System, delivery of free textbooks, reactivation of School Council, recruitment of graduate teachers to teach at primary level, performance-based incentives, provision of basic missing

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facilities, Regular in-service refresher courses etc. (Government of Pakistan, 2005). Barber (2013) described these initiatives as hope because these reforms are raising the level of learning, improving access, enhancing governance and accountability of the education system in Pakistan. In spite of taking all these measures, the government of Pakistan is still unable to achieve the target of 100% enrolment to ensure universal primary education. The Chief Minister of Punjab introduced a tiny chain of reforms in the public sector of education which is entitled as CM-Road-Map Reforms. These Reforms are well cemented on the three pillars, such as Access, Governance and Quality (Zakar, Qureshi, Ullah, Zakir, Aqil, & Manawar, 2013).

This educational initiative not only focuses on the administrative and governance aspect of the education system but also supports the students and teachers. Major objectives of Schools Reform Road Map are: "(i) 100% Enrollment of all school-going age children, (ii) All enrolled students up to 16 years will be 100% retained, (iii) Merit-based recruitment and transfers of HR will be ensured, (iv) Free, Compulsory and Internationally Competitive education for all, (v) Enrolment, Retention, and Achievement targets for officers and ranking of districts will be on targets, (vi) Transparent selection of officers and their retention connected with targets, and (vii) Incentives will be given on good performance." (Punjab Schools' Reform Road Map, 2010). This CM Road map focuses three basic targets of Universalization of Primary Education (UPE), i.e. "enrolment, retention, and quality". One important aspect is the effective implementation of this initiative. The main indicators of CM-Road-Map Reforms are given below:

1. Teacher Presence
2. Student Attendance
3. Missing Facilities and up-gradation
4. Funds Utilization
5. District Staff School Visits
6. District Review Committee
7. Curtailing Illegal Fee
8. The functioning of School facilities
9. Student and School cleanliness
10. Non-Teaching Staff presence
11. Timeliness of Data
12. Teachers Guides
13. Monitor 's / Mentor 's' visit
14. QAED Assessment

Heads of schools have to play a vital role in the implementation of the indicators of the CM Road-map in order to attain targets of UPE and SDGs. So, the role of the head teacher cannot be denied for school effectiveness which depends on the overall responsibilities of the headteachers. They are not only responsible for providing vision and leadership to their staff but also equally responsible for providing direction for the whole school system to ensure that it is managed and organized to meet its aims and targets. According to Findle & Findley (1992), for the successful implementation of a school plan, principals must pilot and monitor new approaches to help their staff accept and promote change. Kompri (2017) argued that for effective management of a school plan, optimal utilization of school resources is essential.

Habib (2013) described that the role of the headteacher is to monitor the performance of the teachers, schools results and all annual grants provided by the government regarding educational purposes. Without the major attention and motivation of the headteacher to teacher and staff, the educational process can not be fruitful. According to Bambug and Andrews (1990), "there must be fundamental changes in the preservice programs for prospective administrators; candidate administrators must be recruited based on a commitment to the belief that 'all children can learn; in-service programs must be developed by school districts and professional associations that will provide ongoing leadership training and support for practising administrators, and principals need to recognize the importance of their role as instructional leaders."

Bergeron, (2011) determined the role of a school principal for the effective administration of a school as “planning, organizing, mobilizing and controlling school management.”

As per the report of the Government of Punjab (2012) regarding the Punjab Education Sector Reform Program that the headteacher who has an instructional apparatus and its execution can solve the key issues that are the major indicator in the school education department.

1. Community confidence in the school
2. Community involvement with the school
3. Management and transparency
4. Access to education for all children
5. Committed, professional teaching staff
6. Active School Council.

The CM Road-Map-Reforms in the public education sector were, no doubt, a tangible step to uplift the standard of education. The role of the head teacher is very important in the public schools, which is responsible for ensuring the quality of education as it is the lamentable fact that absenteeism of teacher and students in the public school may be the chief causes of poor quality of education. Ibrahim (2016) relate the effectiveness of a school in order to overcome school-related problems with organizational structure to meet schooling services. This leads to the fact that the principal role can determine school and teachers' performance under his/her leadership (Nurbaya, Harun, & Djaelani, 2015). Keeping in view the importance of headteachers' role, the current study was designed to identify the role of headteachers in the implementation of the CM school reform roadmap.

Objective of the Study

The objective of the study is:

1. To explore the role of headteachers in the implementation of the CM-Road Map reforms for achieving the quality and improvement of education in public schools.
2. To identify the difference in responses of heads for the implementation of the CM-Road-Map Reforms on the basis of different demographic variables.

Research Questions

This research study tried to answer the following questions:

1. What is the role of headteachers in the implementation of the CM-Road map reforms for the improvement of the quality of education in public schools?
2. What is the difference in responses of heads for the implementation of the CM-Road-Map Reforms on the basis of different demographic variables?

Methodology

The study was designed to investigate the role of Head-Teachers in the implementation of CM-Road-Map Reforms in public secondary schools of Punjab. This section entails the process and procedures to explore the role of Head-Teachers in the implementation of CM-Road-Map Reforms as well its impact on the quality of education in public schools.

Design of the Study

The study was descriptive in nature. The data was collected from the secondary school Headteachers, male and female.

The Population of the Study

The population of the study was the Head-teachers of public schools in Punjab.

Sample of the Study

The population was very large, approximately there 42000 schools in all 36 district of Punjab according to the school education department website, so keeping in view of the financial and limited time as well as other sources, only 105 secondary schools (52 male & 53 female), were selected including half schools from a rural area and a half from the urban area of the only district Lahore.

Research Tool

The questionnaire consisted of 20 statements was developed and validated to use for data collection. Responses were taken on a five-point Likert type scale. The questionnaire comprised statements related to indicators of the CM road map, i.e., 1. Teacher Presence; 2. Student Attendance; 3. Missing Facilities and up-gradation; 4. Funds Utilization; 5. district Staff School Visits; 6. District Review Committee; 7. Curtailing Illegal Fee; 8. Functioning of School facilities; 9. Student and School cleanliness; 10. Non-Teaching Staff presence; 11. Timeliness of Data; 12. Teachers Guides; 13. Facilitate Monitor 's visit; and 14. QAED Assessment. These statements measured the role of Head-Teachers in the implementation of CM-Road-Map Reforms and explore the impact of CM-Road-Map reforms on the quality of education.

Data Collection and Analysis

The collected data were analyzed through SPSS (IBM) 22 (trial version). Descriptive statistics were used to identify The Role of Head-Teachers in the Implementations of CM-ROAD-MAP Reforms in Public Schools in Punjab. Descriptive statistics Mean and Standard Deviation was used to see The Role of Head-Teachers in the Implementations of CM-ROAD-MAP Reforms in Public Schools in Punjab t-tests were applied to see the mean the difference in head teachers' responses on the basis of gender, area and designation.

Data Analysis

The data were analyzed through IBM Version 20. Descriptive statistics were applied to identify the Role of Head-Teachers in the implementations of CM-ROAD-MAP Reforms in Public Schools in Punjab. T-tests were run to see the mean difference in head teachers' responses on the basis of gender, area and designation.

Table 1. Descriptive Statistics of the Head teachers' Responses for Statements

S. No	Statements	Mean	Std. Deviation
1	I shared the objectives of the CM Road Map with staff members	4.76	0.24
2	A training programme was launched to train the staff for the implementation of the CM-Road Map.	3.56	0.44
3	The plan for the implementation of the CM Roadmap was shared with the staff members.	3.74	0.26
4	Sources for implementation of CM Roadmap were made available.	3.00	0.12
5	I extend my co-operation to the district administration for the implementation of the CM Roadmap.	3.84	0.16
6	I ensure 100% teacher attendance.	4.84	0.46
7	I ensure 100% student attendance.	4.7	0.3
8	I provide all kinds of facilities in school to ensure the implementation of the CM Roadmap.	4.76	1.24
9	I utilize available resources to the maximum for the improvement of the school.	3.74	1.26
10	I ensure cleanliness in school	3.52	0.48

11	I distribute free textbooks to all the students of my school.	3.54	0.46
12	I ensure the use of teacher's guides regularly.	4.32	0.68
13	CM Roadmap reforms have improved the quality of education in all public schools.	3.9	0.1
14	The targets of CM-Roadmap are realistic and achievable.	3.88	0.12
15	Ranking of schools and districts is reliable information.	3.78	2.22
16	Merit-based transfers of teachers are necessary to improve the quality of education.	4.4	0.6
17	To achieve the objective of CM Roadmap in-service training of teacher is useful.	3.8	1.2
18	Recruitment of teachers on merit has enhanced the quality of education.	3.9	0.1
19	The establishment of computer labs has enhanced the computer literacy rate in public school.	3.66	0.34
20	Permanent job status has improved the efficiency of teachers.	4.6	0.4
21	I facilitate the regular visits of high ups to my school.	2.84	0.76
22	CM Road map is really needed to uplift the standard of education in public school.	4.21	1.3
23	I make use of funds to promote the spirit of CM Roadmap.	3.76	1.44
24	I regularly attend DRC-meetings to ensure the implementations of the CM roadmap.	3.34	1.56
25	I fully co-operate to ensure 100% enrolment and 100% retention.	3.72	1.38

Table 1 shows the mean and standard deviation of the statements for the Role of Head-Teachers in the Implementations of CM-ROAD-MAP Reforms in Public Schools in Punjab.

Table 2. t-test to Identify the mean difference in responses of Head on the Basis of Gender

Variables	N	df.	M	t- value	Sig
Male	52	104	43.19	.361	.007
Female	53		48.04		

Table 2 shows the results of independent sample t-test to identify mean difference in male and female Head teachers' role in the implementations of CM-ROAD-MAP reforms. Table values portray that the mean-variance in responses for Implementations of CM-ROAD-MAP Reforms of Male ($M = 43.19$) and Female ($M = 48.04$) heads was significant statistically $t(104) = .361$, $p = .007$. So, it is concluded that female headteachers showed more positive responses for the Implementations of CM-ROAD-MAP Reforms as compare to male headteachers.

Table 3. t-test to Identify the mean difference in responses of Head-Teachers on the Basis of Areas

Variables	N	df.	M	t- value	Sig
Rural	45	104	49.19	.301	.000
Urban	60		41.04		

Table 3 shows the results of independent sample t-test to identify mean difference in Head teachers' role in the implementations of CM-ROAD-MAP reforms which are working in rural and urban areas. Values show the dissimilarity in Head teachers' role in the implementations of CM-ROAD-MAP reforms, who are appointed in Rural areas ($M = 49.19$) and in Urban Areas ($M = 41.04$) was significant statistically $t(104) =$

.301, $p < .05$. So, on the basis of these results, it is concluded that headteachers working in Rural areas have a strong role in the implementations of CM-ROAD-MAP reforms then headteachers working in Urban Areas.

Table 4. Independent Sample t-test to Identify the mean difference in responses of Headteachers to identify their role in the Implementations of CM-ROAD-MAP Reforms on the Basis of Designation

Variables	N	df.	M	t- value	Sig
Sr. HM	48	104	48.29	.300	.000
HM	57		43.94		

Table 3 shows the results of independent sample t-test to identify mean the difference in Head teachers' responses to identify their role in the Implementations of CM-ROAD-MAP Reforms on the Basis of Designation. Values show that the mean-variance in Head teachers' role in the implementations of CM-ROAD-MAP reforms which are working as SE.HM ($M = 48.29$) and as HM ($M = 43.94$) was significant statistically $t(104) = .301$, $p < .05$. So, it is concluded that headteachers who are HM have a strong role in the implementations of CM-ROAD-MAP reforms than headteachers working as SR.HM.

Discussion and Conclusion

This study aimed at the identification of head teachers' role in the implementation of the CM road map. It is concluded on the basis of findings of the study that all the headteachers play their vital role, and the initiatives enhanced "enrolment, retention and achievement" at the primary level either directly or indirectly. It is also evident that most of the Head-Teacher ensure 100% of teachers' and students' attendance, which is an indicator of the successful implementation of CM-ROAD-MAP in Punjab. Most of the headteachers said that they also try to provide facilities in their schools. But not all the headteachers utilize maximum available resources for the improvement of the school. There may be some finical and procedural barriers in the utilization of resources. It may be the result of the PEDA act and fear of an audit.

Most of the schools are visited regularly by officers every month, but most of the heads thought that their transfers are not made on merit. It may be due to the tradition of the reference system exist in all government departments. Almost 100% of free textbooks are provided to all students. Most of the recruitment of teachers is made on merit. Most of the headmaster ensures cleanliness in school. More than average headteachers make sure that the teachers use teacher guides regularly, and CM-Road-Map reforms have a strong impact and improving the quality of education in public schools.

It is also concluded that most of the headteachers think that CM-Road-Map Reforms targets are realistic and achievable, so the ranking of Districts is also based on reliable information. Most of the teachers find in-service training for teachers is useful. Mostly headteachers consider PEC results are not reliable. Headteachers also think that 100 % attendance of teachers and students improve the quality of education. The majority of the teachers think that Computers labs have enhanced literacy in the computers public school. They were also of the view that the permanent job status has improved the quality the efficiency of teachers, and the recruitment on merit has improved the quality of education in public schools.

Recommendations

The following recommendations are made in light of the findings:

1. There should be seminars and workshops of headteachers to equip them for the effective implementation of the CM road map in school.
2. A complete implementation plan should be provided to them so that they may have a clear line of action to achieve the objectives of the CM road map.

3. In order to enhance the confidence of headteachers to utilize financial allocations, there should be continuous training and support system that may decrease fear of the PEDA act.
4. There should be incentive awards for best-performing headteachers to keep them motivated to be persistent in attaining objectives of the CM road map.

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