

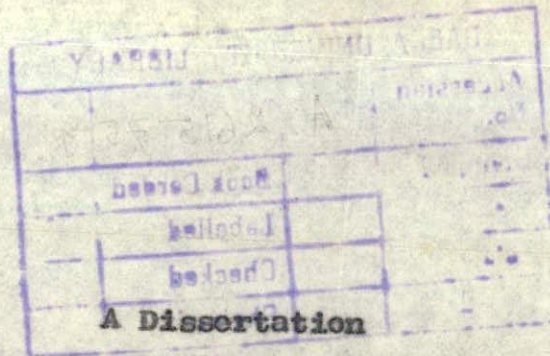
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**AN ANALYSIS OF THE JOB OF THE DISTRICT INSPECTOR
OF SCHOOLS IN BANGLADESH**



**Presented to
the Faculty of the Institute of Education
and Research, The University of Dacca**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy in Education**

Dhaka University Library



**by
Saifuddin Ahmed**

APPROVAL PAGE

This Dissertation Has Been Approved
by
The Internal Examining Committee

/s/ Dr. Akhtar Ahmed, Chairman

/s/ Dr. Mazharul Haque

/s/ Mr. Mohammad Altaf Hossain

/s/ Dr. Shamsul Haque

on

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THE DISSERTATION HAS BEEN REVISED

AND RESUBMITTED

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PREFACE

I was on deputation to the Institute of Education and Research, University of Dhaka, from July 1975 - December 1977 for a course leading to the degree of Ph.D. in Education. The dissertation "An Analysis of the Job of the District Inspector of Schools in Bangladesh" was submitted to the Faculty of the Institute in December 1977 in partial fulfillment of the requirements for the degree. I was informed by the University in September 1981 that there was difference of opinion among my examiners with respect to the issue of awarding the degree and as such I should revise and resubmit the dissertation after necessary modification (copy of the letter at Appendix S). The letter was received at a time when all formalities for my departure for Paris for a course at the International Institute for Educational Planning (IIEP) were complete. In the circumstances, the task of revising the dissertation had to be deferred till my return from the IIEP.

Immediately on return from the IIEP in June 1982, I wrote to the University to let me know the deficiencies of my dissertation and also to give me necessary guidelines for its revision. In reply to my letter, the University sent me a copy of the evaluation report of Professor W.G. Walker (copy of the letter at Appendix T and copy of the evaluation

report at Appendix U). The present dissertation is the outcome of the recommendation made by Professor W.G. Walker for its rewriting and resubmission. Efforts have been made to revise the dissertation on the basis of the framework and guidelines given by Professor Walker. At this stage, I deem it a duty to place on record my deep debt of gratitude to the members of my External Examining Committee and the Dhaka University for kindly providing me with an opportunity for rewriting and resubmitting the dissertation.

I am grateful to many for rendering assistance in the conduct and completion of the study. To mention a few, I was greatly benefited from the writings of many authors and researchers in understanding the issues involved in the problem and to offer suggestions for improvement of the existing situation. I quoted profusely from some of these sources with a view to clarifying and analysing the problem and also to recommend measures for improvement. I owe a deep debt of gratitude to all these authors and researchers. The District Inspectors of Schools of Bangladesh assisted immensely by providing useful material for the dissertation through answers to a detailed questionnaire. I am extremely grateful to them.

Grateful acknowledgements are due to the members of the Internal Examining Committee for their generous help in the conduct and completion of the study. My major adviser

Dr. Akhtar Ahmed has been extremely helpful throughout the whole period of the study by reading the manuscripts critically, giving constructive advice and valuable guidance. My minor advisor Dr. Magharul Haque despite his many preoccupations as Director of the Institute helped me tremendously in designing the outline of the dissertation in general, and its statistical aspect in particular. He also took pains in reading the manuscript and checking the statistical calculations. Professor Shamsul Haque in spite of his involvements in many more studies of the Institute critically read the manuscript, put forward constructive suggestions with respect to language, form and content of the report. Mr. Mohammad Altaf Hossain actively participated and contributed to the completion of the work. However, for any errors of omission and commission in the study, the responsibility is mine. I would like to take this opportunity to convey my heartfelt gratitude to all members of the Internal Examining Committee.

Mr. Ibrahim Bhuiyan, the Librarian of the Institute, provided to me all necessary facilities of the library.

Mr. Md. Nurul Abedin of the Department of Educational Administration took ungrudging pains in typing and retyping the dissertation. I am very grateful to them.

My wife showed extreme patience and spared me from many household preoccupations so as to enable me to

concentrate on the revision of the thesis. She also took pains in helping me for comparing the final writeup with the draft. I am extremely grateful to her for this hearty gesture.

Last, but not the least, I owe a deep debt of gratitude to the Ministry of Education, Government of the People's Republic of Bangladesh, for its generosity in granting me deputation on full pay for a period of two and a half years (July 1975 - December 1977) so as to enable me to fulfill the residence requirements of the course.

Saifuddin Ahmed

ABSTRACT

Ahmed, Saifuddin. "An Analysis of the Job of the District Inspector of Schools in Bangladesh." Unpublished Doctor of Philosophy in Education Dissertation, Institute of Education and Research, University of Dhaka, 1983.

Statement of the Problem

The situation of primary education in Bangladesh is characterized by extreme internal inefficiency with a low enrolment ratio of 66 per cent and a high attrition rate of 56 per cent. The percentage of untrained teachers is as high as 45. There is widespread teacher absenteeism. The physical environment consisting of school buildings, furniture and educational equipment is inadequate. In the backdrop of the above situation, the study "An analysis of the job of the District Inspector of Schools in Bangladesh" has been undertaken. The broad assumption underlying the study is that this office being responsible for administration and supervision of primary education in a district of Bangladesh, if appropriately organized in terms of functions, process of performing functions, organization and personnel, it can make a positive contribution to the improvement of primary education in its area.

Method of Inquiry

The study has been conducted on the basis of seven specific hypotheses as noted below.

1. The job actually performed by the District Inspector of Schools does not compare favourably with the job expected to be performed by him.

2. The District Inspector of Schools is immersed in the performance of administrative duties and can devote very little time to the supervision of teaching and learning necessary for improving education of the children in the classroom.

3. The nature of inspection is authoritarian and is based on the belief that the authority is competent to prescribe a predetermined curricula and courses of studies for all children of the nation and a prefixed method of teaching to be followed by all teachers. The process tends to stifle the creativity in teaching-learning and, therefore, warrants change.

4. The District Inspector of Schools functions in an inappropriate organization. With a poor supervisory capacity, he has a large span of control over subordinate officers and staff, primary schools, their teachers and students.

The scope of supervision has increased over the years without corresponding increase in the supervisory strength of his office, making him largely incapable for effective functioning.

The jurisdiction of the District Inspector of Schools is heterogeneous in nature having large variation in the number of primary schools, primary teachers and primary enrolment from district to district.

Having placed in a highly centralized system of administration, the District Inspector of Schools can not ensure effective performance of functions.

For lack in unity of command, the District Inspector of Schools is subjected to confusion in the performance of functions and the situation demands remedy.

Also, the organization is devoid of a built-in institutional forum for participation of the people in the management and control of primary education at this level.

5. The physical environment of the District Inspector of Schools does not appear to be conducive to the efficient performance of functions and needs to be improved.

6. The personal characteristics prescribed for appointment to the post of the District Inspector of Schools, formulated in the beginning of the twentieth century, need to be modified in the light of the changed conditions.

7. There is no significant relationship among the variables: (a) personal characteristics of the District Inspector of Schools and his views on some aspects of his job, (b) physical environment and his views on some aspects of his job, (c) job satisfaction and his views on working conditions.

The material for testing the hypotheses has been made available from a combination of three sources: (a) the emerging concepts of organization for educational administration and supervision built in the study by review of relevant literature, (b) the character of the organization for educational administration and supervision of Bangladesh and the role of the District Inspector of Schools in that organization of which he is a subsystem, identified in the study by search of documents and (c) the outcome of analysis of answers to the questionnaire, administered on the District Inspector of Schools, by application of appropriate descriptive and inferential statistics.

The study has covered all the nineteen District Inspectors of Schools of Bangladesh. The replies received are one hundred per cent.

Findings of the Study

Expected and Actual Performance of the Job

The first hypothesis relates to the expected and actual performance of the job of the District Inspector of Schools. In all, 81 duties under the broad categories of (a) teacher personnel, (b) staff personnel, (c) officer personnel, (d) pupil personnel, (e) finance, (f) relation with the executive officers, (g) public relations, (h) reporting, (i) development of physical facilities and (j) visiting schools have been identified. All these duties are expected to be performed by the District Inspector of Schools from the organizational point of view. The outcome of the test of significance of answers at 5 per cent level indicates that 68 (nearly 84 per cent) duties have been significantly performed by the District Inspector of Schools (affirmative response in each case being 79-100 per cent). Taking an overall view, the hypothesis relating to expected and actual performance of the identified jobs has, therefore, been rejected and reformulated by stating that the actually performed jobs of the District Inspector of Schools tend to compare favourably with the jobs expected to be performed by him.

With respect to 9 duties, the test of significance indicates that the sample population is equally divided as to whether they perform or do not perform these duties. In

the case of these duties, it has been assumed on the basis of evidence available from the study that these are no more within the allocation of work of the District Inspector of Schools, but the matter has not been adequately communicated to the incumbents. It may as well be that the duties of the District Inspector of Schools are so heavy that only 50 per cent of the sample population can perform these jobs. About 3 duties which have not been performed by almost all the respondents and 1 duty which has not been performed by any one respondent, it has been assumed on the basis of the evidence available from the study that these duties are no longer within the allocated work of the District Inspector of Schools but amendments have not been effected in the relevant documents.

The incongruence between expected duties (81) and actual duties (68) has also been interpreted on the basis of the model "Administration as a Social Process" in terms of which a given act is derived simultaneously from both the normative and personal dimension of the social system. Its implication for administration being that the superordinate may decide (expected) but his decision is empty (actual) if the subordinate does not implement it. The data relating to the requirement of 150 days yearly tour for the District Inspector of Schools (expected) and their performance with respect to this requirement (actual) further reinforce the above contention. In spite of the regulation to the contrary,

the District Inspectors of Schools remain on tour for a period ranging from 100 days - 220 days per annum. The Mean number of days they remain on tour is 144.57. Nearly 53 per cent only remain on tour for 150 days annually as required under rules. The people in the organization with their flesh and blood is a variable affecting the performance of functions.

The jobs may be conceived as organizational expectations through which the organization seeks to attain its purpose. Organization being composed of persons with unique backgrounds and positions, it is necessary to clarify organizational expectations through well defined and elaborately described functions so as to minimize incongruence between expected and actual performance of functions.

Nature of the Job

The second hypothesis relates to the nature of the job of the District Inspector of Schools. The identified jobs aided by the evidence available from the reports of Committees and Commissions and affirmation received from the District Inspector of Schools confirm the hypothesis that the job of the District Inspector of Schools is overwhelmingly administrative in nature. Almost all his time is spent in the performance of administrative duties. He finds very little time for supervision of teaching and learning necessary for improvement of primary education.

On the basis of the average percentage of time the District Inspector of Schools gives for the performance of each category of duties, the rank of the 9 categories of administrative duties stands as follows: teacher personnel: 9 (15.94%), development of physical facilities: 8 (12.42%), staff personnel: 7 (7.10%), public relations: 6 (5.68%), officer personnel: 5 (5.10%), reporting: 4 (4.68%), finance: 3 (4.42%), relation with the executive officer: 2 (3.94%), pupil personnel: 1 (2.10%). The rank for 6 categories of visiting schools is as follows: visiting school for checking development works: 6 (13.63%), visiting schools for short inspection: 5 (10.89%), visiting schools for full inspection: 4 (5.63%), visiting schools for inquiries into allegations: 3 (4.78%), visiting schools in connection with recognition: 2 (2.31%), visiting schools for accompanying high officials: 1 (1.31%).

It is evident from the data that 61.42 per cent of time of the District Inspector of Schools is spent in administrative work and 38.57 per cent of his time is spent in visiting schools. Again, out of 38.57 per cent time spent by the District Inspector of Schools in visiting schools, 19.72 per cent is utilized in visiting schools for checking development works, for inquiry into allegations, and for accompanying high officials, thereby decreasing the net amount of time for visiting schools for supervision of teaching and learning from 38.57 to 18.85 per cent and

increasing the net amount of time for administrative work from 61.42 to 81.14 per cent.

The study points to the conclusion that the Educational Administrator/Inspector should be chiefly concerned in providing expert technical service for improving teaching-learning and for all other matters related to it. Considered from this context, staff function and leadership for teachers in curriculum development, testing and evaluation, the psychological study of children, audio-visual materials and personnel orientation which can stimulate learning and growth of children should form part of the duties of the District Inspector of Schools and should be explicitly stated in his job description. The extra departmental duties which are required to be done by the District Inspector of Schools as and when asked for by the Deputy Commissioner, and which form part of the job of the District Inspector of Schools do not contribute to the education of the children in the classroom. Accordingly, these duties should be deleted from the job descriptions of the District Inspector of Schools.

The existing situation calls for review and reorganization of the job of the District Inspector of Schools.

Process of Supervision

The study has revealed that the process of supervision being followed by the District Inspector of Schools is authoritarian in character. The purpose of supervision is to find out by inspection whether the pupils are learning according to the uniform curricula and course of studies and whether the teachers are teaching according to the uniform methods of teaching prescribed by the persons in authority. The assumptions underlying the process are the belief in the fixed and immutable nature of knowledge and omniscience attributable to those in authority to make such decisions. These assumptions are outmoded and fallacious. They run counter to the emerging assumptions of precarious, uncertain and variable nature of life, of learning process and of education.

Authoritarianism tends to be ineffective in attaining the goals of the organization. It achieves only superficial observance of dictated rules and regulations. It causes teachers to hide their weaknesses in which they need help most. It also produces feelings of inadequacy, insecurity, frustration, fear and repressed antagonism among the individuals under such supervision. On the other hand, a person tends to produce more in an open climate than in an authoritarian climate. A threat-free climate tends to provide security and satisfaction to the incumbents of the organization thereby contributing to effective performance of functions by them.

An official leader who conceives his role as working within the group can release the full potential of the members of the organization he leads.

The emerging process of supervision puts emphasis on the dignity and respect of the individuals and sharing of ideas among them. Supervision becomes a cooperative enterprise in the process. There is peer relationship among teachers and Inspectors. Leadership is shared, functions are flexible and diverse and are derived from the needs of the situation. It is experimental in nature and critical of the existing situation with a view to effecting improvement. Evaluation becomes more a self-evaluation than an external evaluation. The purpose of supervision is more of quality improvement than quality control.

The findings of the study relating to this hypothesis tend to confirm the viewpoint that the process of supervision being followed by the District Inspector of Schools is authoritarian in nature and is based on the outmoded belief. It tends to stifle creativity in teaching-learning. The process needs to be changed for improvement of teaching-learning.

Inappropriate Organization

The fourth hypothesis relates to organization of the District Inspector of Schools in which he functions.

The first point of analysis is the span of control of the District Inspector of Schools. It is evident from the

study that the span of control of the District Inspector of Schools is very large. On the average a District Inspector of Schools has 22.10 Thana Education Officers under his supervision and a total number of 15.10 supporting staff in his own office. The staff working with the Thana Education Officers numbering 85.36 on the average in a district also falls under his supervision. This brings the total number of officers and staff under his supervision to 123. Besides, a District Inspector of Schools has under his supervision an average of 1,912.05 primary schools, 8,257.15 primary teachers and 358,068.10 primary students.

There has been an enormous increase in the span of control of the District Inspector of Schools over the years without corresponding increase in the supervisory strength of the office thereby making him largely incapable in the performance of supervisory functions. The average total number of officers and staff under the supervision of a District Inspector of Schools was 15 in the year 1947-48. The figure rose to 123 in 1977-78 which represents an increase of 720 per cent over the base year. The increase in the number of primary schools, primary teachers and primary enrolment over the base year is 9.69, 85.59 and 144.55 per cent respectively.

Because of a very large number of primary schools, primary teachers and primary enrolment under the supervision of the District Inspector of Schools, the rule requiring him

to visit all primary schools (a rule framed in the beginning of the 20th century) in situ annually has become meaningless at the moment.

The study has revealed the heterogeneous nature of the jurisdiction of the District Inspector of Schools. He has under his jurisdiction primary schools ranging from 800-3,444 (63 per cent of the population falling within one Standard Deviation from the Mean of the distribution), primary teachers ranging from 2,457-16,090 (63 per cent population falling within one Standard Deviation from the Mean of the distribution), and primary enrolment ranging from 58,121-656,531 (63 per cent population falling within one Standard Deviation from the Mean of the distribution). The heterogeneous nature of jurisdiction has its implication for the administration. The districts having bigger number of schools, teachers and enrolment require consideration in the allocation of resources.

Fourthly, the organization of the office of the District Inspector of Schools lacks in unity of command. The District Inspector of Schools is required to report to two authorities at a time viz., the Director of Public Instruction and the Deputy Director of Public Instruction. The same is true in respect of Thana Education Officer. He reports to two superordinates at a time viz., the District Inspector of Schools and the Subdivisional Education Officer. The effectiveness of an organization for attaining the goals of the organization is enhanced when a single executive

coordinates the activities of the subordinates. The situation requiring an officer to satisfy two bosses at a time is demoralizing on the part of such an officer. It also leaves room for chaos and confusion in the performance of functions.

Fifthly, there is no vertical coordination at the district level of administration. The District Inspector of Schools and the District Education Officers are officers of the same rank and status. The former being responsible for the administration and supervision of primary education in the district and the latter being responsible for matters relating to the administration and supervision of secondary education. This leaves room for disunity in the system of school administration.

Sixthly, the requirement for the District Inspector of Schools for reporting to the Deputy Commissioner on matters of education besides reporting to his own department is a legacy of the colonial rule, the purpose being keeping tight control over all other departments including education through the law and order enforcing agency, appears to be anomalous in the changed circumstances.

Seventhly, the District Inspector of Schools functions in a highly centralized organization and does not possess adequate authority for effective performance of functions. While on the one hand the educational administration is a subsystem of public administration lacking in adequate

authority for initiative and action in the planning and management of education, on the other hand within the Ministry of Education the power is centralized at the top echelon, the Ministry of Education being responsible for policy formulation, implementation and evaluation of the policy. The lower echelons of administration are devoid of adequate authority and responsibility for the effective performance of functions. This position can not be supported on sound assumptions such as, leadership is not confined to only those who hold status position in the power echelon, responsibility as well as power and authority can be shared, the individual finds security in a dynamic climate in which he shares responsibility for decision making, the situation and not the position determines the right and privilege to exercise authority.

There is no built-in forum for participation of the people in the administration and supervision of primary education although the people have a right to be involved in the decision-making for whom the system is working and by which they are affected.

The findings of the study confirm the hypothesis that the District Inspector of Schools functions in an inappropriate organization calling for its reorganization.

Physical Environment

The physical environment of the District Inspector of Schools in the form of office accommodation and furniture for

the office is not adequate. Forms, stationery and other equipment necessary for running the office which are supplied from the central store in the capital city are not adequate. Whatever the quantum of supply, it is also not supplied in time. Even in such a situation the District Inspector of Schools has no authority to procure office equipment locally. The budget provision of the District Inspector of Schools is also not adequate to buy office equipment locally. The District Inspector of Schools has got no library nor there is any budget provision for building a library. He has no authority to buy books from the contingent fund even if there may be some balance available. The District Inspector has got no official transport for the purpose of visiting schools.

The foregoing data with respect to the physical environment of the District Inspector of Schools tend to support the hypothesis that the physical environment of the District Inspector of Schools is not conducive to the effective performance of functions.

Personal Characteristics

Qualification. The study has revealed that the overwhelming majority of the District Inspector of Schools (nearly 74%) possess only the minimum qualifications (academic Bachelor's degree together with a Bachelor's degree in Education) required for appointment to the lowest cadre of the Primary Inspectorate (Thana Education Office/Subinspector of Schools). None of the incumbents

possesses even the preferred qualification (Honours degree) prescribed for appointment.

Qualitatively, the preservice academic and professional preparations of the District Inspector of Schools are not adequate. The preservice professional degree does not include courses for his preparation as Educational Administrator/Inspector. The provision for inservice training is not also adequate.

The District Inspectors of Schools are homogeneous in respect of their age (79 per cent falling within one Standard Deviation from the Mean of the distribution), experience as District Inspectors of Schools (84% falling within one Standard Deviation from the Mean of the distribution), Subdivisional Education Officers/Subdivisional Inspectors of Schools (79% falling within one Standard Deviation from the Mean of the distribution), and Thana Education Officers/Subinspectors of Schools (89% falling within one Standard Deviation from the Mean of the distribution). They are all promotees having 20 years of service on the average in the Subordinate Education Service. The situation points to the conclusion that the provision of appointing 25% of the incumbents by direct recruitment with higher qualifications is not being adhered to.

In consonance with his position in the hierarchy and the functions he is required to perform the academic and professional preparation of the District Inspectors of

Schools need to be upgraded and the method of recruitment reformulated.

Teaching Experience. It is revealed from the study that the overwhelming majority of the District Inspectors of Schools possess teaching experience (74%) as required for appointment to this position as well as to the positions of the Subordinate Inspectorate. However, none of the District Inspectors of Schools possesses teaching experience at the primary level.

The study tends to support the viewpoint that the District Inspectors of Schools and their subordinate colleagues should have teaching experience and it is desirable that such experience should be at the primary level because of the distinguishing developmental characteristics of primary school children. However, in the context of Bangladesh, adherence to this condition is not feasible at the moment because university graduates (minimum academic qualifications for Subordinate Inspectors) rarely join primary teaching in view of its low emoluments. However, the condition for having primary teaching experience for appointment to the post of the District Inspector of Schools and his subordinate colleagues deserves careful consideration as a long term measure. To begin with, teaching experience at the primary level of education may be prescribed as a preferred qualification for the Subordinate Primary Inspectors.

Age. The existing age limit of 35 years for direct entry to the post of the District Inspector of Schools provides opportunity to the Government to choose outstanding teachers to the position. It also provides opportunity to the able and willing teachers to compete for a lateral entry into the service. The arrangement tends to facilitate raising the quality of the service. Similarly, the rule for relaxation of age upto 35 years for teachers to enter as Subordinate Primary Inspectors provides opportunity to the Government to choose outstanding teachers for appointment as Subordinate Primary Inspectors. It also provides opportunity to the able and willing teachers to compete for joining Primary Inspectorate.

Qualities and Criteria. The existing qualities and criteria for selection to the post of the District Inspector of Schools include good physique, capacity to undertake tour, capacity to influence quality of education of the school by inspection, satisfactory organizing ability and good character. These characteristics are relevant for recruitment to the post of District Inspector of Schools.

The capacity to improve quality of education by inspection should, however, be elaborated. A number of personal characteristics on which different groups of people have put values as criteria for selection of Educational Administrators/Inspectors are likely to be of help to the District Inspector of Schools in influencing quality of

education in the school. These characteristics include: working gracefully and effectively with people individually and in groups, easy approachability, respect for individuals, humility, skill in human relations, skill in group process, skill in personnel administration and skill in evaluation. More characteristics on which different groups have put values as desirable quality and criteria for selection of administrative and supervisory positions are also relevant to the position of the District Inspector of Schools. These include making sound decisions, communicating effectively, maintaining morale skillfully and coping with the changing circumstances constructively.

The data of the study tend to confirm the hypothesis partially. While some of the characteristics required for appointment to the position of the District Inspector of Schools formulated earlier still hold good, some need to be reformulated and some need to be elaborated in the light of the insight gained from the emerging concepts of organization and administration.

Relationship Among Selected Variables

Relationship is sought to be determined between (a) age and views on 15 aspects of the job of the District Inspector of Schools, (b) qualification and views on 15 aspects of his job, (c) experience as District Inspector of Schools and his views on 15 aspects of his job, (d) teaching

experience and views on 15 aspects of his job, (e) number of primary schools under inspection and views on 15 aspects of the job and (f) job satisfaction and 12 working conditions and physical facilities. The test of independence at 5 per cent level of significance has indicated the following results:

1. Significant relationship exists between age and views on job satisfaction (chi-Square value: 4.86, Contingency Coefficient: 0.45). Variation in age tends to influence significantly the expression of views on job satisfaction: The older District Inspectors of Schools tend to opine in greater number that they are satisfied with their job than the younger ones.

2. Relationship is found significant between age and views whether it is possible for the District Inspectors of Schools to visit primary schools for full inspection in view of heavy demand on their time for administrative duties (chi-Square value: 11.63, Contingency Coefficient: 0.61). Variation in age tends to influence significantly the views on this aspect of the job. The older District Inspectors of Schools tend to opine in greater number than the younger ones that it is possible for them to visit primary schools for full inspection even when there is a heavy demand on their time for administrative duties.

3. In the cases of all other Null Hypotheses with respect to age and views on some aspects of the job, relationship is found non-significant.

4. Relationship is found significant between qualifications and views as to whether visit to primary schools for inquiry into allegations contribute to education of the children in the classroom (Chi-Square value: 3.99, Contingency Coefficient 0.41). Variation in qualifications tends to influence significantly the views on this aspect of the job. The District Inspectors of Schools with lower qualifications tend to opine in greater number than those with higher qualifications that visit to primary schools for inquiry into allegations contribute to the education of the children in the classroom.

5. Significant relationship exists between qualifications and views as to whether visit to primary schools for full inspection contribute to education of the children in the classroom (Chi-Square value: 11.63, Contingency Coefficient: 0.61). Variation in qualifications tends to influence significantly the views on this aspect of the job. The District Inspectors of Schools with higher qualifications tend to opine in greater number than those with lower qualifications that visit to primary schools for full inspection contribute to education of the children in the classroom.

6. In the cases of all other Null Hypotheses between qualifications and some aspects of the job, the relationship is non-significant.

7. In the cases of all Null Hypotheses, relationship between teaching experience and some aspects of his job is found non-significant.

8. In the cases of all Null Hypotheses, relationship between the number of primary schools under inspection and views on some aspects of the job is found non-significant.

9. The relationship between job satisfaction and 12 selected working conditions and physical facilities is found non-significant.

Taking an overall view on the hypothesis that there is no significant relationship among the variables

(a) personal characteristics of the District Inspector of Schools and his views on some aspects of the job, (b) physical environment and his views on some aspects of his job, and (c) job satisfaction and his views on selected working conditions and physical facilities, it can be concluded that only in a few cases significant relationship exists. In most of the cases relationship is found non-significant.

Recommendations

1. The job of the District Inspector of Schools should be clearly defined, elaborately described, and a copy of the job descriptions of the District Inspector of Schools should be made available to each of them and all others concerned in the organization so as to clarify the organizational expectations and to minimize the incongruence between the expected and actual performance of the job.

2. The needs of the District Inspector of Schools as evident from the study should be satisfied so as to enable him to efficiently perform the job entrusted to him.

3. In view of many changes that have taken place over the years, the Education Code of 1931 should be updated, reprinted and supplied to the District Inspectors of Schools and others concerned so as to avoid confusion and facilitate performance of function by the incumbents.

4. The job of the District Inspector of Schools formulated in the beginning of the twentieth century needs to be reviewed and changed keeping in view the changing circumstances. The requirement for the District Inspector of Schools to visit in situ all primary schools in the district annually should be deleted in view of an enormous increase in the number of subordinate officers and staff, number of schools, their teachers and enrolment and because of many more functions added to this office over the years.

5. The objective of educational administration is the improvement of education of the children in the classroom and the machinery of administration should be geared to the attainment of this objective. The job of the District Inspector of Schools should be so formulated and the structure of his office so organized that he can devote most of his time in the supervision of teaching-learning and all other matters related to it.

6. Some functions which contribute to education of children in the classroom such as, curriculum development, curriculum revision, orientation and guidance to teachers, conference in small groups with teachers for interaction and study of school children are not explicitly stated to form part of the job of the District Inspector of Schools. These functions should form part of the job of the District Inspector of Schools and should be explicitly stated in his job descriptions.

7. The District Inspector of Schools should be relieved of extra- departmental duties of assisting the civil administration so that the interest of his departmental functions can be served by him better.

8. The process of supervision should encourage initiative of the teachers by bringing in new ideas to them. The teachers should be involved in the planning and implementing supervisory activities. The teachers should be encouraged for self evaluation. The writing of the inspection reports cooperatively by the Inspectors and the teachers should be practiced. The views of the teachers should be respected. The doors of communication should always be kept open for interaction and feedback. While evaluating the work of the school, the District Inspector of Schools should evaluate himself through the feedback received from his clientele.

9. The monthly programme of activities should include activities such as, supervision of selected schools, meeting and exchange of views with the headquarters officers and staff, subordinate inspecting officers, head teachers, teachers and members of the local community. The meetings should provide opportunity for two-way communication between the District Inspector and other participants of the meeting. These meetings should also provide a forum for dissemination of new knowledge and discussing ways and means for improvement of primary education.

10. A handbook of inspection should be prepared and made available to the District Inspectors of Schools and other inspecting officers so as to educate them in the modern methods of supervision.

11. The District Inspector of Schools should be given preservice education in the emerging concepts of administration and supervision. He should also be given periodic inservice training to keep him abreast of the latest development in his area of work and thus to update and upgrade his knowledge.

12. Technical Assistance from the international organizations for the preparation of a handbook of inspection and for the inservice training of the District Inspectors of Schools may be sought to supplement the national resources.

13. Supervisory capability of the office of the District Inspector of Schools should be augmented by strengthening the office in a modest scale and by delegating some of the duties to the Thana Education Office which should be strengthened in a modest scale to shoulder the additional responsibility, some responsibilities may also be delegated to the individual schools.

14. The office of the District Inspector of Schools should be strengthened by appointment of two additional supervisory officers viz., one Additional District Inspector of Schools and One Assistant Engineer, the former being responsible for personnel administration and academic supervision and the latter being responsible for physical facilities development with clearly defined and elaborately described jobs. Adequate authority and responsibility will be delegated to the newly appointed officers. The District Inspector of Schools assisted by these two officers will be responsible for the administration and supervision of primary education in the district. Arrangements will be made for interaction of these officers through weekly, fortnightly and monthly meetings.

15. An advisory Committee with a retired educationist of the district as chairman and members from various interest groups such as, representatives of teachers, those of local bodies, persons interested in education, civil administration etc. will be constituted. The District Inspector of Schools

will be the member-secretary of the committee. The committee will advise the District Inspectorate and the Directorate of Public Instruction in matters of administration and supervision of primary education in the district.

16. The Thana Education office will also be strengthened by appointment of one Additional Thana Education Officer and a Subassistant Engineer, the former being in charge of personnel administration as well as academic supervision of schools and the latter in charge of physical facilities development. The Thana Education Officer assisted by these two officers will be responsible for the administration and supervision of primary education in the Thana. The functions of the newly appointed officers will be clearly defined and adequately described. The Thana Education Officer will delegate adequate authority to the newly appointed officers. There will be continuous interaction among the officers at the Thana level through weekly, fortnightly and monthly meetings.

17. A Thana Primary Education Advisory Committee with a retired educationist of the Thana as chairman and members of varied interest groups such as, representatives of teachers, those of local bodies and persons interested in education etc. will be formed. The Thana Education Officer will be the member-secretary of the Advisory Committee.

18. The functions of assigning and reassigning of teachers to the primary schools of the Thana, supervision of

the staff of the Thana Education Officer, selection of schools for physical facilities development and their supervision will be delegated to the Thana Education Officer, the District Inspector of Schools retaining with him only appellate power with respect to these functions.

Administrative duty relating to pupil personnel namely, collection of statistics on primary education and monitoring the progress of development work should be delegated to the individual school. The head teacher of the school under the guidance of the school management committee will perform these functions. The Thana Education office will consolidate the data for the Thana. The office of the District Inspector of Schools will consolidate data for the district.

19. The larger districts with larger number of schools, teachers and enrolment should be given larger share of resource allocation.

20. The existing practice of District Inspector of Schools reporting to two offices at a time viz., the Directorate of Public Instruction and the Divisional Deputy Directorate and the Thana Education Officer reporting to two offices at a time viz., District Inspector of Schools and the Subdivisional Education office should be done away with. The District Inspector of Schools should deal directly with the Directorate of Public Instruction and the Thana Education Office should deal directly with the District Inspector of Schools.

21. The District Inspector of Schools should not be required to report to the Deputy Commissioner in matters of his own department. He should perform his functions advised by the District Primary Education Advisory Committee. A representative of the Deputy Commissioner may be nominated on the Primary Education Advisory Committee for the purpose of coordination.

22. There being no vertical coordination between the two subsystems of school administration at the district level, viz., primary and secondary school administration, horizontal coordination between the District Inspector of Schools and the District Education Officer should be encouraged.

23. In the interest of speedy disposal of business and effective performance of functions, it is recommended that authority should be delegated adequately from the policy level to the executive level and, from the executive level to the subexecutive level and institutional level. This will facilitate optimization of contribution by each subsystem to the attainment of the goals of the system. The District Inspector of Schools enjoys inadequate power and authority for effective performance of his functions. It is, therefore, recommended that adequate power and authority be delegated to him.

24. To make the office of the District Inspector of Schools more akin to the system, the position may be redesignated as District Education Officer (Primary). In

that case, the proposed Additional District Inspector of Schools will be named as Additional District Education Officer (Primary).

25. District being the unit of administration, for a well coordinated activity, the administration of school education (primary and secondary) may be brought under the same umbrella. Accordingly, it is recommended that a feasibility study be made for the creation of an autonomous District Education Authority with a Subauthority at the Thana level for the administration and supervision of primary education.

26. The physical environment of the District Inspector of Schools in the form of office space, furniture, equipment, books, stationery are not adequate. The facilities for undertaking tour are not adequate too. It is recommended that steps be taken to improve the physical environment of the District Inspector of Schools so as to facilitate performance of the jobs assigned to him.

27. Immediate steps should be taken to establish a library in each of the offices of the District Inspectors of Schools. The library should consist of departmental and professional books, curriculum and text books that are in use in the school. International agencies and aid giving agencies may also be approached for assistance in such an enterprise to supplement the national resources.

28. The minimum qualifications for appointment to the post of the District Inspector of Schools should be a Master's degree in General Education together with a degree or diploma in Education with specialization in the area of administration and supervision of Education or a Master's degree in Education with major in educational administration. The professional preparation should include: advanced course credits in supervision of instruction, curriculum and methods, child development and child study, school administration, evaluation and measurement of educational achievement, counselling and guidance. The directly recruited candidates on selection should undergo training for a period of six months on the administrative and financial procedures of the country. The promotees to the posts should be given an orientation training of three months duration before taking over the posts.

29. The maximum age of 35 years for direct entry to the post provides opportunity for the matured people from teaching to have lateral entry into administration and should, therefore, continue.

30. The existing prescription for satisfactory teaching experience for direct appointment to the post of the District Inspector of Schools and for entry into the Subordinate Inspection Service should continue.

31. The existing requirements of good physique, capacity to undertake tour are in keeping with the requirement

of the job of the District Inspector of Schools and should continue.

32. The requirement of quality to influence education of the school by inspection, satisfactory organizing ability and good character are also desirable characteristics and should continue. However, these criteria need to be elaborated. The knowledge of emerging concepts of organization and administration and the insight gained from them tend to support the view that a person who can deal gracefully with others, who is easily approachable, who is humane, who believes in the dignity of human being, who is knowledgeable, who have skills in leadership, skill in human relations, skill in group process, skill in personnel development can influence better in improving education of the schools. There are other administrative and leadership behaviour on which people have put value as criteria for selection of administrative personnel. These are competencies for making sound decisions, communicating effectively, maintaining morale skillfully and coping with the changing circumstances skillfully. These qualities and criteria may also be included as criteria for selection of candidates to the position of the District Inspector of Schools and explicitly stated in his job descriptions and the candidates should be selected by application of appropriate tests.

33. The present quota of direct recruitment should be raised from 25 to 50 per cent. There should, however, be

provision for inservice officers with requisite qualifications to compete for appointment to the posts. Some credit should also be given to the inservice officials for their experience as inspecting officers. One hundred per cent of the beginning posts of the Primary Inspectorate should be filled by direct recruitment. Promotion to the higher posts should be based on seniority cum efficiency.

34. In consonance with the responsibility of the District Inspector of Schools, the post should be upgraded to the Bangladesh Senior Education Service. Simultaneously, the beginning post of the Primary Inspectorate viz., Thana Education Officer should be made attractive by elevating it to the Bangladesh Education Service.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Primary education is the base of educational edifice of a country. The output of primary education is the input of secondary education. It produces a literate citizenry for the country so as to make them useful to themselves and to the society they live in. Needless to say, a literate citizenry is a prerequisite for the successful functioning of democracy.

True to its importance, the Government of the People's Republic of Bangladesh has given top priority to the development of primary education in the country. The Constitution of Bangladesh states:

The state shall adopt effective measures for the purpose of -

- (a) Establishing a uniform mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law;
- (b) Relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;

- (c) Removing illiteracy within such time as may be determined by law.¹

The First Five Year Plan (1973-78) of Bangladesh formulated its specific developmental policy on primary education in the following terms:

- (a) All citizens should have an inherent right to a minimum level of education. All children must be assured of basic formal education at least at the primary level;
- (b) The system should produce ... a cadre of skilled manpower required for the development needs of the country. It must no longer turn out scores of 'educated' men who remain mostly unemployed or unemployable.²

The Bangladesh Shikhya (Education) Commission of 1974 has emphasized that:

- (a) Education from grade I to VIII should be treated as primary education and should be made universal;
- (b) The existing free education from grade I to grade V should be made compulsory by 1980 and free and compulsory primary education upto grade VIII should be introduced by 1983.³

¹Government of the People's Republic of Bangladesh, Constituent Assembly of Bangladesh, Constitution of the People's Republic of Bangladesh (Dacca: The Bangladesh Gazette 14, 1972), p. 3491.

²Government of the People's Republic of Bangladesh, Planning Commission, The First Five Year Plan 1973-78 (Dacca: November 1973), p. 446.

³Government of the People's Republic of Bangladesh, Ministry of Education, Bangladesh Shikhya Commission Report 1974 (Dacca: May 1974), p. 27.

The material is an English version of the Report.

In the face of the above policy statements, the system of primary education in Bangladesh is suffering from extreme internal inefficiency which is evident from the low enrolment ratio of 66 per cent⁴ and high attrition rate of 56 per cent.⁵ The percentage of untrained teachers is still as high as 45 per cent.⁶ There is widespread teacher absenteeism. The physical environment comprising school building, furniture and educational equipment are inadequate.⁷

While the administration has an important role in the translation of the Government policy in the field of primary education such as, creating conditions for bringing the school age population in the fold of the school, providing facilities for education of the children, retaining them in the school, training and guiding the

⁴ Education Projects Division, East Asia and Pacific Regional Office (12 June 1978), Document of the World Bank on Bangladesh, Education and Training Sector Memorandum, Vol. 1, p. 9.

⁵ Ibid., p. 10.

⁶ Institute of Education and Research, University of Dacca, Md. Shamsul Haque (ed.), Survey of Primary Schools and Evaluation of Primary School Agriculture Programme in Bangladesh (A Research Report), Part I, (Dacca: July, 1977), p. 54.

⁷ Ibid., p. 84.

teachers for their effective functioning, there appears to exist many challenges before the administration.

In the backdrop of this situation, the research study "An Analysis of the job of the District Inspector of Schools" in Bangladesh has been undertaken. The District Inspector of Schools is responsible for the administration and supervision of primary education in a district. He is the head of the Primary Inspectorate in the district. He has, therefore, to play a very important role in the making of provision and improvement of primary education in his area. It is the assumption of the author of this study that appropriately organized in terms of functions, process of performing functions, organization and personnel, this office can make a positive contribution in providing and improving primary education in its area.

Purpose of the Study

The main purpose of this study is to identify and analyse the functions of the District Inspector of schools in order to find out the strength and weakness of the system of his work, and to recommend measures for their improvement. With the above end in view, the following activities have been undertaken in the research study.

1. Emerging concepts of organization and administration have been presented by reviewing relevant literature.

2. The system of administration and supervision of Bangladesh has been described. The place of the District Inspector of Schools in the system has been indicated. A critique of the system has been presented. The detailed duties and responsibilities of the District Inspector of Schools have been identified.
3. Additional data have been obtained through administering a questionnaire on the District Inspector of Schools.
4. The Job of the District Inspector of Schools has been analysed from the following angles: First, a comparative analysis of his job as defined in the government document, termed in this study as "expected" job, with the job affirmed to have been performed by him, termed in this study as "actual" job, has been made. Second, his "actual" role has been analysed in the light of the emerging concepts of administration and supervision. Third, his role has been analysed in relation to the organisational structure, he works in, so as to ascertain the extent to which the structure facilitates or hinders the effective performance of his functions. Fourth, his role has been analysed in relation to his physical environment to ascertain how

far it is conducive to the effective performance of functions. Fifth, his job has also been analysed in relation to his personal characteristics to ascertain whether he is equal to his tasks by qualifications and qualities.

5. Relationship between personal characteristics of the District Inspector of Schools and his views on some aspects of his job; physical environment and views on some aspects of his job; job satisfaction and his views on selected working conditions and physical facilities have been determined.
6. On the basis of analysis of the problem recommendations have been made for improvement of the existing situation.

Significance of the Study

The significance of this study arises out of the following considerations:

1. The findings of research can provide valuable information for sound administration and supervision of education.
2. Educational administrators can get acquainted with the improved practices through the findings of research and thereby they gain new insight for the solution of administrative and supervisory problems.

3. Job analysis as a problem for research is supported on many counts. Such an analysis results in the compilation of job descriptions which assists the administration in (a) detecting weaknesses and duplications of work-procedures; (b) identifying competencies for recruitment of personnel; (c) assigning jobs in a manner that will achieve the best utilisation of available manpower; (d) setting training programme and preparing instructional materials for the prospective or in-service personnel; (e) establishing requirements for promotion to higher posts; (f) making decisions concerning the transfer and or retraining of personnel, (g) assisting the prospective candidates in assessing their qualifications for recruitment to these posts; (h) providing reference point for both the employer and the employee as regards expectations and obligations connected with the post.⁸ The importance of developing job description as an area of educational research has been stated by W.W. Charters, Jr. in the following words:

One of the most prominent lines of educational research has been that of developing typical job descriptions. Given an administrative position, ... the researcher seeks to describe the tasks, typically performed by position incumbents in a number of school

⁸ Deobold B. Van Dalen and W.J. Meyer, Understanding Educational Research, An Introduction (New York: McGraw Hill Company, 1962), pp. 210-211.

districts. Such descriptions when compared with a priori conception of what tasks should be performed, may suggest shortcomings which need to be corrected in administrative training or elsewhere or the researcher may turn the problem around. Given a set of administrative tasks which need to be performed by some one, he may attempt to discover whether they are performed at all in a school district and, if they are, by the incumbents of what positions.⁹

4. The usefulness as attributed to job analysis in general may also be attributed to the problem of the study. The District Inspector of Schools is responsible for the administration and supervision of primary education in his district. By analysing his job the strength and weakness of his working practice may be found out. Such findings may be utilized by the policy-making authorities for possible reorganization of the District Inspectorate.

5. Duties and responsibilities of the District Inspector of Schools are not commonly known to the academic community or to the public at large. The present study attempts to collect and compile the duties and responsibilities of the District Inspector of Schools. The findings of the study besides giving this information are likely to create interest among others for further research in this area.

⁹W.W. Charters, Jr., "An Approach to the Formal Organisation of the School," Behavioural Science and Educational Administration. The Sixty-third Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: University of Chicago Press: 1964), pp. 243-245.

6. This study can serve as a source of reference to the future researcher on matters relating to administration and supervision of school education in Bangladesh at a particular point of time.

Hypotheses Underlying the Study

The hypotheses underlying this study are as follows:

1. The job actually performed by the District Inspector of schools does not compare favourably with the job expected to be performed by him.
2. The District Inspector of Schools is immersed in the performance of administrative duties and can devote very little time to the supervision of teaching and learning necessary for improving education of children in the classroom.
3. The nature of inspection is authoritarian and is based on the belief that the authority is competent to prescribe a pre-determined curricula and courses of studies for all children of the nation, and a pre-fixed method of teaching to be followed by all teachers. The process tends to stifle the creativity in teaching-learning and, therefore, warrants change.
4. The District Inspector of Schools functions in an inappropriate organization. With a poor supervisory capacity, he has a large span of

control over subordinate officers and staff, primary schools, their teachers and students.

The scope of supervision has increased over the years without corresponding increase in the supervisory strength of his office making him largely incapable for effective functioning.

The jurisdiction of the District Inspector of Schools is also heterogeneous in nature having a large variation in the number of primary schools, primary teachers and primary enrolment from district to district.

Having placed in a highly centralized system of administration, the District Inspector of Schools can not ensure effective performance of functions.

For lack in the unity of command, the District Inspector of Schools is subjected to confusion in the performance of his functions and the situation demands remedy.

Also, the organization is devoid of built-in institutional forum for participation of the people in the management and control of primary education at this level.

5. The physical environment of the District Inspector of schools does not appear to be conducive to the effective performance of functions and needs to be improved.

6. The personal characteristics prescribed for appointment to the post of the District Inspector of Schools and formulated in the beginning of the twentieth century needs to be modified in the light of the changed conditions.
7. There is no significant relationship among the variables: personal characteristics of the District Inspector of Schools and his views on some aspects of his job; physical environment and views on some aspects of his job; job satisfaction and his views on selected working conditions.

Delimitation of the Study

The research study is delimited to the following:

1. The current duties and responsibilities of the District Inspector of Schools in Bangladesh as identified in this study are based on document analysis only.
2. The performed duties and responsibilities of the District Inspector of schools as identified in the study, are based on the confirmation of the District Inspector of Schools through responses to a mailed questionnaire.
3. The sample population used for the study is delimited to the District Inspector of Schools, posted in the nineteen districts of Bangladesh,

between the period from 20 June to 15 August 1977.

4. The system of educational administration referred to in this study is delimited to the period upto December 1977.

CHAPTER II

EMERGING CONCEPTS OF ORGANIZATION AND ADMINISTRATION

The chapter presents emerging concepts of organization and administration by review of relevant literature. It is divided into four sections. Section one states the assumptions as well as the concepts of organization and administration. Section two describes primarily the emerging concepts of supervision for teaching and learning. It also deals with personal characteristics for appointment to the administrative and supervisory positions. Section three gives a summary of conclusions and recommendations of the Commonwealth Seminar/Workshop on Educational Administration and Supervision at Freetown, Sierraleone, in 1973, at Kingston, Jamaica, in 1974, at Kuala Lumpur, Malaysia, in 1975. This section also includes the major conclusions of a study, conducted by the International Institute for Educational Planning on the functions of the Primary Inspectorate in five developing countries viz., Nigeria, Peru, Venezuela and Zambia. Section four presents the findings of two studies on job analysis relevant to the problem under investigation.

The objective behind the activities undertaken in this chapter is to gain insight for the analysis of the job of the District Inspector of Schools in Bangladesh, the problem under investigation in this study.

Section 1

Assumptions Underlying Traditional and Emerging Concepts of Organisation and Administration

For an effective system of education there must be some plan of organization and administration. As indicated by Homans: "An organizational structure is necessary when any group has any common task."¹ Long before Homans, Barnard has emphasized on the importance of organization by stating that the executive, whether military, religious, manufacturing, or academic, always works within the organization.²

An unorganized group is only a mass of people. It can neither determine its purpose nor accomplish its objective.

The basic principles of organization and administration are likely to be accepted in theory but

¹George C. Homans, The Human Group (New York: Harcourt, Brace and Company, 1950, Chapters IV-V, Taken from Theodore Reller & Edgar L. Morphet, Comparative Educational Administration (London, Tokyo: Sydney, Paris Inc., Englewood Cliffs, N.J. 1962), p. 16.

²Chester I. Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1938), p. 60.

there are certain differences in the assumptions as to how the goals of the organization and administration are to be determined, implemented and evaluated.³

The assumptions likely to be accepted by those subscribing to authoritarian theory of organization and administration and those likely to be accepted by peoples holding the emerging theories of organization and administration are listed as follows:

Assumptions Underlying
Authoritarian Theories

Leadership is confined to those holding status positions in the power echelon.

Good human relations are necessary in order that followers accept decisions.

Authority and power can be delegated, but responsibility can not be shared.

Final responsibility for all matters is placed in the administrator at the top of the power echelon.

The individual finds security in a climate in which the status leaders protect the interests of persons in the organization.

Assumptions Underlying
Emerging Theories

Leadership is not confined to those holding status positions in the power echelon.

Good human relations are essential to group production and to meet the needs of the individual members of the group.

Responsibility as well as power and authority can be shared.

Everyone affected by a programme or policy should share in decision-making with respect to that programme or policy.

The individual finds security in a dynamic climate in which he shares responsibility for decision-making.

³Op.cit., p. 17.

Unity of purpose is secured through loyalty to status leaders.

Maximum production is attained in a climate of competition and pressure.

The line-and-staff plan of organization should be utilised in formulating goals, policies, and programmes.

Authority is the right and the privilege of a person holding status position of leadership.

The individual in the organization is expendable.

Evaluation is the prerogative of the status leader.

Unity of purpose is secured through consensus and group loyalty.

Maximum production is attained in a threat-free climate.

The line-and-staff organization should be used exclusively for the purpose of dividing labour and implementing policies and programmes developed by the total group affected.

The situation and not the position determines the right and privilege to exercise authority.

The individual in the organization is not expendable.

Evaluation is a group responsibility.⁴

The character of an organization and administration in a country following authoritarian assumptions tends to be as follows:

1. The organization will provide for the major decisions to be made at the top and passed down to those below.
2. The system of education will be standardized and uniform throughout the nation.

⁴Edgar, L. Morphet, Ree, L. Johns, and Theodore L. Beller, Educational Administration (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), pp. 61-67.

3. There will be absence of provision for participation by the local community except when such participation is initiated and encouraged on a political basis so as to ensure that there is no deviation from the philosophy of the state.
4. Variation and experimentation if there is any, will be initiated by the central authority to further the purpose of the state.
5. Local officials and teachers will be expected to follow the directives promulgated from the top and in case of failure to follow will be penalized.
6. The system will be efficient to the extent such efficiency is assured by centralized control and direction, but it is not likely to be creative and adaptive except as the authority for group participation or adaptation comes from top.
7. Communication and directives issued by the central authority will flow down without interruption or amendment, but communications from those in the lower echelon may be withheld at any of the next higher echelon and in many cases may not reach the central

authority.⁵

The character of an organization and administration of a nation holding assumptions underlying emerging concepts tends to be as follows:

1. There will be considerable stress on decentralization, in so far as decentralization is meaningful, and local initiative and responsibility will be encouraged.
2. Efforts for adapting the educational programme in different communities to the needs of the children will be recognized as desirable..
3. Emphasis will be laid on competent and constructive leadership rather than on control and directives.
4. The objective of supervision and consultation will be to bring about improvement rather than to ascertain whether the subordinate administrators and teachers are following directives.⁶

⁵Comparative Educational Administration, op. cit.,
pp. 18-19.

⁶Comparative Educational Administration, Ibid.,
p. 19.

According to Kandel:

A system of administration conceived as it is in England and the United States is itself educative; it demands intelligence and it elicits intelligence; it relies for the progress and success of education on public opinion and that public opinion must be enlightened; it calls for cooperation and participation for all who are concerned with the education but it also creates that concern.⁷

Theoretical Base of Emerging Organization and Administration

The Emerging conceptions and developments of organization and administration that have taken place over the years may be stated as follows:

1. It is possible to study administration by using the instruments of behavioural scientists. These instruments comprise concepts and theories of human behaviour, research design, logical insights, computers, and the logic of the modes of inquiry.⁸
2. In all organizations administrators are faced with a common set of tasks.

⁷I.L. Kandel, Types of Administration (Wellington: Newzealand Council for Educational Research, 1938), p. 7.

⁸Daniel E. Griffiths and others, "The Theme", Behavioural Science and Educational Administration, The Sixty-third year book of the National Society for the Study of Education, Part II (Chicago: Illinois: The University of Chicago Press, 1965), pp. 2-3.

According to Lazarsfeld these tasks are as follows:

(1) The administrator must fulfill the goals of the organization.

(2) The administrator must make use of other people in fulfilling these goals not as if they were machines, but rather in such a way as to release their initiative and creativity.

(3) The administrator must also face the humanitarian aspects of his job. He wants people who work for him to be happy. This is morale - the idea that under suitable conditions people will do better work than they will under unsuitable conditions.

(4) The administrator must try to build into organization provisions for innovations, for change, and for development. In a changing world people and organizations must adjust to changing conditions. The conditions for change must be incorporated into the organization so that there may be steady process of development rather than a series of sudden, disruptive innovations.⁹

Human beings are now viewed by the administrators in a different light. The first of the earlier views was that of classical administrative science as it was evident in the writings of Frederick Taylor. According to this conception, man was an inert instrument, doing jobs assigned to him. The second view of man in organization was exemplified by Western Electric Studies of Mayo and Roethlisberger in industrial management and in the book

⁹Paul F. Lazarsfeld, "The Social Sciences and Administration: A Rationale," *The Social Sciences and Educational Administration*, pp. 3-4. Edited by Lorne Downey and Frederick Enns. Edmonton: University of Alberta, 1963. Taken from: "The Theme", *Ibid.*, pp. 3-4.

"Democracy in School Administration" in which man was viewed in the context of a group. It was informal work group in the industry and committee in education. There was emphasis on factors such as, human relations, group dynamics and permissiveness. The current view of administration takes into consideration the various qualities of man intellectual, emotional, motivational, and perceptual. It is also recognized now that man's role in his present organization is often in conflict with the role he plays in other organizations such as the family, church, political party, and the like. The values that man holds are considered as variables which tend to effect his behaviour in the organization. The structure of the organization influences to shape the behaviour of the man in the organization. The importance of informal group of the organization to which individual member pays allegiance is also recognized. The emerging view of man is not a simple picture it is rather a view of complexity.¹⁰

Many other minor changes took place during the recent years. Some of these are mentioned below.

1. Leadership and administration are not synonymous behaviours.
2. The formal structure of an organization is taken as a beginning for the study of

¹⁰ Ibid., pp. 4-5.

organizational behaviour. The formal structure having been established, the researcher views the informal structure and its effect upon the attainment of the goals of the organization.

3. Increasingly, the behavioural scientists are showing interest in the study of administration.¹¹

Emerging Concepts and Their Implications on the Practice of Administration

The implications of the concepts of administration for the practice of administration as identified by Ronald F. Campbell are as follows: a clarification of the organizational setting, greater precision in analysis, more effective bargaining, improved organizational direction, increased significance of staff specialization, and greater professional responsibility.¹²

Each of these implications is discussed here with reference to supporting findings from research studies.

Clarification of Organizational Settings

An organization forms a part of the larger society. Recent studies of administration have put emphasis on the

¹¹ Ibid., pp. 5-6.

¹² Ronald F. Campbell, "Implications for the Practice of Administration", Behavioural Science and Educational Administration, Ibid., pp. 4-6.

need for understanding the society. The study of basic disciplines such as Sociology, Anthropology, Philosophy, Political Science and Economics has been stressed. Studies of the above noted areas found empirically the pluralistic nature of the public school system.

The findings of a number of investigations showed that the value positions of the culture have been shifting from a "traditional" to an "emergent" orientation.¹³ This shift also appears to be related to age, social class, and a number of other factors. To cite an example, Prince found that students and teachers in public, parochial and private schools differed significantly when classified on the "traditional-emergent continuum".¹⁴

The occupation and the level of schooling of the incumbent tend to indicate as to how the goals of the school are perceived. The college graduates and professional workers preferred much social, personal and productive tasks. People with less schooling and doing

¹³George D. Spindler, "Education in Transforming American Culture," *Harvard Educational Review*, XXV (Summer, 1955), 145-56 and Jacob W. Getzels, "Changing Values Challenge the Schools", *School Review*, XLV (Spring 1957), pp. 97-102, Taken from: "Implications for Practice of Administration", *Ibid.*, p. 281.

¹⁴Richard Prince, "Individual Values and Administrative Effectiveness," Unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1957. Taken from: *Ibid.*, p. 282.

blue - collar jobs supported the intellectual tasks, but they favour the social and productive tasks almost as much. Age, region and religion also tend to predict fairly as to how people perceive the task of the school.¹⁵

The educational administration should take into consideration the pluratistic nature of the society while planning and administering education.

The concepts of administration also contribute to a clear perception of the nature of the school organization of the society in which it exists. According to Parson, formal organizations have three systems viz., the technical, managerial and institutional. The technical, managerial and institutional functions are ascribed generally to teachers, administrators and controlling Boards respectively.¹⁶

No organization is wholly independent. The norms of the larger society may be imposed on schools and colleges through laws, rules and regulations. The Board of

¹⁵Lawrence W. Downey, The Task of Public Education, Studies in Educational Administration Monograph No. 7. Chicago: Mid West Administration Centre, University of Chicago, 1960. Taken from: "Implications for Practice of Administration", Ibid., p. 282.

¹⁶Talcott Parsons, "Some Ingredients of a General Theory of Formal Organization," in Administrative Theory in Education, p. 44. Edited by Andrew W. Halpin. Chicago: Mid West Administration Centre, University of Chicago, 1958. Taken from: "Implications for Practice of Administration", Ibid., p. 282.

control is an "interstitial" arrangement between the organization and the larger society. The Board makes decisions about the nature and extent of the educational system, approves the personnel to be recruited for the organization, seeks resources from the larger society to support the programmes of the system. It helps the larger society understand the contribution of the organisation.¹⁷

Administrative science is also providing greater understanding of organization itself. A scheme for classifying organizations in terms of client relations has been suggested and from the categorisation a number of propositions have been formulated. One of these propositions suggests that domesticated organizations such as public schools, because of their protected status are slow to change and to adjust to new conditions. Such a proposition is pertinent to the administrator, to the researcher and, perhaps, even more to the larger society.¹⁸ If the proposition can be sustained empirically questions may be asked as to whether the public schools enjoy too much protection. The answer to this question is derived

¹⁷"Implications for the Practice of Administration", Ibid., pp. 283-284.

¹⁸Richard O' Carlson, "Environmental Constraints and Organizational Consequence". The Public Schools and its clients, Behavioural Science and Educational Administration, Ibid., pp. 264-276.

from the illumination growing out of the concept development and research.¹⁹

Characteristics of organizational environments in which decisions are made include "ambiguity, factorability, heterogeneity and impact on the people who make up the organization".²⁰

The concept put forward in the foregoing paragraphs provides the administrator with the knowledge of viewing his own organization in terms of personnel recruitment and selection. It may be found that some people of the organization survive only for a short time in the organization because apparently they do not find the organization environment compatible. If these selections and survival factors reinforce the environment thought to be conducive to the best functioning of the organization, clearly the administrator should retain them. On the other hand, if the organizational environment forces out these people who are needed in the organization, a major reorientation in the organization is necessary.²¹

¹⁹"Implications for Practice of Administration", Ibid., p. 284.

²⁰William R. Dills, "Decision-making", Behavioural Science and Educational Administration, Ibid., pp. 199-242.

²¹"Implications for the Practice of Administration", Ibid., p. 285.

Administration and leadership are not synonymous terms. It has been recognized that although most leaders seldom lead, still can perform a very useful service to the organization. This knowledge has contributed to the understanding of the organizational concepts.²²

An administrator leads when he brings about a change in goals or procedures of an organization. By the very nature of organizations, leadership is required only on occasions, while administration or maintenance of the organization is a constant requirement. Frequent leadership or change would actually wreck many organizations.²³

More Precision in Analysis

The administrator is the monitor of the decision making process in the organization which involves a capability "to sense a problem, to define it, to examine alternative courses of action, to make a decision and to formulate a course of action to implement the decision."²⁴

As the administrator deals with the "Board of Education and his community, he is to play the role of both a technical

²²James M. Lippam, "Leadership and Administration", Behavioural Science and Administration, pp. 119-141.

²³"Implications for the Practice of Administration," Ibid., p. 285.

²⁴"Implications for Practice of Administration", p. 286.

and a political analyst. The job of Projecting population and that of planning physical facilities are technical in nature. While the job of planning for communicating information and assessing and eliciting community support are political and social in nature and often more difficult than technical function but indispensable in the world of social action.²⁵

Barnard-Simon theory gives some clues to the analysis of the conditions under which organization can induce its members to continue their participation so as to ensure achievement of the task of the organization. According to the theory, the participants of the organization receive incentives from the organization in return of their contributions to the organization. Each participant will continue their exchange so long as the inducements offered are as great or greater than the required contributions in return.²⁶

Extend Knowledge about
Effective Bargaining

Education must compete effectively for the resources of the society with other sectors of development.

²⁵ Ibid., pp. 286-287.

²⁶ Discussed in James G. March and Herbert A. Simon, *Organisations*, pp. 84-111, New York: John Wiley and Sons, 1958. Quoted from: Ronald F. Campbell, "Implications for the Practice of Administration, Ibid., p. 288.

Sociologists have accumulated a considerable body of knowledge that can provide the administrator with necessary insight to bargain for his own organization. Parson has suggested that no organization is fully independent be it public or private. The organization must seek legitimation in the larger society. According to Parsons:

A formal organization in the present sense is a mechanism by which goals somehow important to the society, or to various subsystems of it, are implemented and to some degree defined. But not only does such an organization have to operate in a social environment which imposes the conditions governing the processes of disposal and procurement, it is also part of a wider social system which is the source of the "meaning" legitimation, or higher level support which makes the implementation of the organization's goals possible. Essentially, this means that just as a technical organization (at a sufficiently high level of the division of labour) is controlled and "serviced" by a managerial organization, so in turn, is the managerial organization controlled by the "institutional" structure and agencies of the community.²⁷

The organization is surrounded by overlapping environments which make a difference in the decision-making behaviour of the organization. The superintendents, the Principals, and many of the teachers see their colleagues in professional organizations as their reference groups even more than they see the local community. This

²⁷Talcott Parsons, "Some Ingredients of a General Theory of Formal Organisation," *Administrative Theory of Education*, p. 44, Edited by Andrew W. Halpin, Chicago: Mid West Administration Centre, University of Chicago, 1958. Taken from: "Implications for the Practice of Administration", *Ibid.*, p. 283.

phenomenon has caused Gouldner to designate some members of the organization as "cosmopolitans" and others as "locals".²⁸ Educational organization are affected by the total milieu of the society.

To become an effective bargainer the organization must use the full resources of the professional members of the group and if necessary go beyond the organization for the insight necessary for the formulation and implementation of the programme. In some cases, the professional members of the organization can make positive contribution. The recommendation of the administrator must be based on the expertise of the informed people be they within or outside the organization.²⁹

Perspective on Organizational Direction

The administration must be concerned both with effectiveness and efficiency for the attainment of the goals of the organization. The former refers to the accomplishment of the cooperative purpose, which is

²⁸ Alvin W. Gouldner, "Cosmopolitans and Locals: Towards and Analysis of Latent Social Roles-1" *Administrative Science, Quarterly*, II (December, 1957), pp. 282-306. Quoted from: "Implications for Practice of Administration", *Ibid.*, p. 285.

²⁹ "Implications for the Practice of Administration" *Ibid.*, p. 290.

essentially nonpersonal in character. The latter refers to the satisfaction of individual motives, which is personal in character. The persistence of cooperation in an organisation, according to Barnard, depends on exactly two conditions: its effectiveness and its efficiency.³⁰

On the basis of synthesis of research with small non-formal groups Cartwright and Zander Claimed that most group objectives fit under the two headings of "goal achievement behaviours" and "group maintenance behaviours".³¹ Another study found two major dimensions of effective leadership, namely, "initiating structure in group interaction" and "consideration".³²

According to Halpin the former refers to the behaviour of the leader "in delineating the relationship between himself and members of the work-group, and in endeavouring to establish well defined patterns of

³⁰The Function of the Executive, op. cit., p. 60.

³¹Darwin Cartwright and Alvin Zander, Group Dynamics: Research and Theory, (Evanston, Illinois: Row Peters on and Co., 1953), p. 541, Taken from: Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," Behavioural Science and Educational Administration, Ibid., p. 145.

³²Ralph M. Stogdill and Alvin E. Coons, Leader Behaviour: Its Description and Measurement. Bureau of Business Research, Columbus, Ohio: Ohio State University, 1957. Taken from: "Implications for the Practice of Administration", Ibid., p. 293.

organization, channels of communication, and methods of procedure." "Consideration" he described as referring to "behaviour indicative of friendship, mutual trust, respect, and Warmth in the relationship between the leader and members of the staff."³³

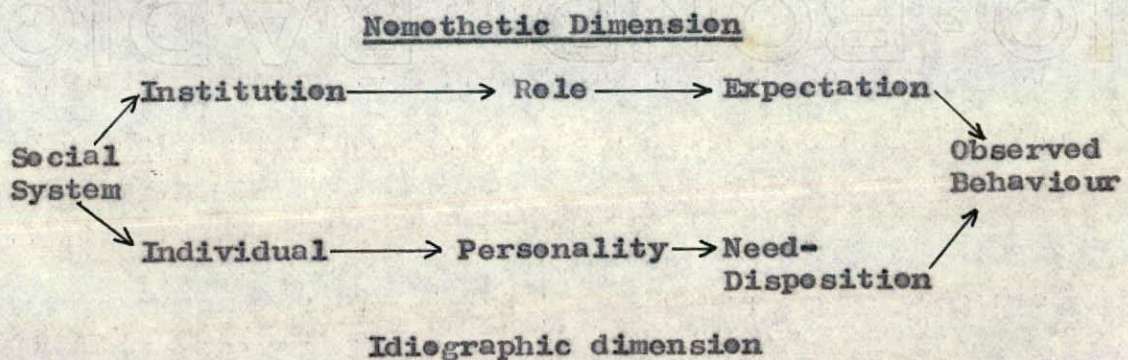
The most insightful development of this proposition has been the work of Getzels and Guba. The theory has conceived administration as a social process and its context as a social system. Structurally, administration may be seen as the hierarchy of subordinate-superordinate relationships within a social system. Functionally this hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve the goals of the system.

It is here that the assignment of statuses, the provision of facilities, the organization of procedures, the regulations of activity and evaluation of performance takes place. Operationally, the administration takes place from person to person interaction. No matter how minutely the administrative structure of an organization

³³Andrew W. Halpin, "The Leadership Behaviour of School Superintendents," p. 4, The School-Community Development Study Monograph Series, No. 4, Columbus: College of Education, Ohio State University, 1956. Taken from: "Maintaining the Organization in Dynamic Equilibrium," *Ibid.*, 145.

is defined, in practice, the individuals involved in the structure do not thereby necessarily see eye to eye with each other.

Social system involves two classes of phenomena which are conceptually independent and phenomenally interactive. These two phenomena are the situations with roles and expectations fulfilling the goals of the system and the individuals with personalities and need disposition who inhabit the system. The observed interaction is social behaviour which may be understood as a function of the two types of major elements. They are institution, role and expectation constituting together the nomothetic or normative dimension of the activity in a social system and individual, personality and need disposition which together constitute the idiographic or personal dimension of the activity in a social system. The proponent of the theory summarized the formulation in the following manner:



It can be seen that a given act is derived simultaneously from both the idiographic and the nomothetic

The diagram has been taken from Daniel E. Griffiths' "The Nature and Meaning of Theory," in Behavioural Science and Educational Administration of The Sixty-third Yearbook of the National Society for the Study of Education (p. 102). Original Source: Jacob W. Getzels' "Administration as a Social Process" in Administrative Theory in Education (p. 156).

dimension. The general equation for this relation is $B=f(R \times P)$, where B is observed behaviour, R is an institutional role, and P is the personality of the particular role incumbent.³⁵

The theory has its implications for the employment practice: appointment, transfer and promotion. While selecting candidates it is desirable for the employing organization to clarify the organizational expectations as specifically and as elaborately as possible. In the same way, it is imperative on the prospective employee to give as specifically and as elaborately as possible his desires, his strength and concerns so as to avoid incongruence as far as practicable. Over the years both the organization and the incumbent may change. Therefore the theory has implications for reassignment and promotion. As in the case of appointment, reassignment and promotion should be made on the basis of organizational needs and individual propensities.³⁶

³⁵Jacob W. Getzels, James M. Lippman, and Ronald F. Campbell, Administration as a social Process: Theory, Research, Practice (New York: Evanston: London: Harper and Row Publishers, 1968), pp. 52-107.

³⁶"Implications for Practice of Administration", op. cit., pp. 293-294 and Jacob W. Getzels, James M. Lippman, and

Ronald F. Campbell, Educational Administration as a Social Process; Theory, Research, Practice, op. cit., pp. 321-325.

Another function in organizational direction is that of supervision. Halpin and Croft identified six climates, from "open" at one end of a continuum to "closed" at the other. They found that a school possessing an open climate (which they deemed most effective) was a lively organization, moving towards its goals, and at the same time providing satisfaction to the members of the organization.³⁷ The following Quotation is also relevant as to the implications of the emerging concepts of organization and administration for supervision:

The supervisor must recognize that organization members, because of their background and unique positions, will have differential perceptions regarding people and events in the organization. Armed with this knowledge, he may need to exercise considerable care to clarify organizational expectations and to be assured that communication about these expectations has "taken". Finally ways can ordinarily be found to effect some compatibility between individual dispositions and role assignments and thus to increase the satisfaction of organization members.³⁸

³⁷Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, (Chicago: Mid West Administration Centre, University of Chicago, 1963), Taken from: "Implications for Practice of Administration, op. cit., p. 294.

³⁸Jacob W. Getzels, James M. Lippman, Ronald F. Campbell, Administration as a Social Process: Theory, Research and Practice: op. cit., p. 332.

Nature of Staff Specialization

With increase of school population and knowledge boom all over the world and with the ideas of life long education there has been continuing demands on the organization of schools for the provision of more and varied education in the school so as to meet the individual and social needs. The circumstances project a more complex school system and a diverse school staff for the performance of the tasks assigned to it. Enlightenment on the nature of increased staff specialization is thus another implication that grows out of the study of administration.

First, the work-flow of the school requires a division of labour among the work force of the organization according to their speciality. Increased specialization of workers in organizations raises a number of problems for the administrators. One such problem is the conflict between bureaucracy and professionalism. As the organization takes a formal shape in terms of differentiated roles assignments the bureaucratic nature of the organization increases, it tends to be characterized by the hierarchical leadership, emphasis on set procedures, simplification of tasks, little initiative and impersonal relation where as professionalism emphasizes leadership, expertise, variability of procedure and close colleague relationships. Another problem lies with perspective of the specialists.

Each specialist perceives the organization in terms of his own specialized knowledge, training and interests. The administrator is challenged with finding ways of understanding and utilizing these specialists in the organization and, at the same time mediating the viewpoints held by such specialists.

Second, the workflow of the school organization indicates that it has to perform both instructional and maintenance functions requiring both instructional and maintenance staff for the performance of its functions. In both functions specialists are required, but specialists who can work together to achieve the goals of the organization.

Third, in organization with numerous and specialised personnel, orderly work flow requires deliberate arrangements for exchange of information. Lateral communication, particularly becomes a means whereby workers alert each other to the need for mutual adjustments.

Fourth, another implication for administration growing out of the work-flow in complex organizations relates to localizations or decentralization of decision-making. As school organization becomes larger, the question of decentralization becomes more critical. Broad participation of teachers and other staff members in decision making can be attained in large organizations only through some plan of decentralization.

The decentralization can not be achieved through mere tinkering with the organizational chart. If the Principals and regional superintendents are to make decisions in a large organization, there must be delegation of authority to them by the central office and Principals and the Superintendents must be the kind of people who can and will perform in decision making roles.

Fifth, the concept of work-flow implies the necessity for a well coordinated activity. Textbooks, curriculum guides, standard operating procedures and common understanding of functional role may be utilized as coordinating tools to maintain coherence in the work-flow.³⁹

Stress Professional Responsibility

The study of administration will generate more knowledge and that more knowledge can result in more skill. As Barnard put it, there is both "Scientific knowledge and behavioural knowledge."⁴⁰ Katz helped clarify the

³⁹W.W. Charters, Jr., "An Approach to Formal Organization: Concepts of Formal Organization", Behavioural Science and Educational Administration, Ibid., pp. 243-261 and

"Implications for Practice of Administration", Ibid., pp. 295-99.

⁴⁰The Functions of the Executive, op. cit., p. 291, Taken from: "Implications for Practice of Administration", Ibid., p. 299.

relationship between knowledge and skill when he spoke of technical skills, human skills, and conceptual skills.⁴¹

Early training in administration tended to centre on technical skills, more recently human skills have received considerable attention; conceptual skills appear to have been relatively neglected. It is in this neglected area that the science of administration would appear to be lacking.⁴²

Systems Theory and Its Implication for Education

General systems theorists believe that it is possible to represent all forms of animate and inanimate matter as systems. They are impressed by the number of times the same principles have been independently discovered by scientists working in different fields.⁴³

Griffiths defines a system as follows:

A system is simply defined as a complex of elements in interaction. Systems may be open or closed. An open system is related to and exchanges

⁴¹"Implications for Practice of Administration", Ibid., pp. 296-299.

⁴²"Implications for Practice of Administration", Ibid., p. 300.

⁴³Gordon Hearn, Theory Building in Social Work, Toronto, University of Toronto Press, 1958, p. 38, Taken from: Edgar L. Morphet, Roe L. Johns and Theodore L. Reller, Educational Organisation and Administration, Concepts, Practices and Issues, Prentice-Hall Inc., Englewood Cliffs, N.J., 1974, p. 60.

matter with its environment, while a closed system is not related to nor does it exchange matter with its environment. Further a closed system is characterized by an increase in entropy, while an open system tends toward the steady state (Given a continuous input, a constant ratio among the components is maintained.). All systems except the smallest have sub-systems and all but the largest have suprasystems which are their environment.⁴⁴

Each system and subsystem is conceptualised as having a boundary. There is more interaction among the units included within the boundary of a system than between units within the boundary and units outside it. It also requires more energy to transmit energy across the boundary from within to without or from without to within than to exchange matter or information among the units included within the boundary of a system.⁴⁵

The environment of a system, subsystem or suprasystem is everything external to its boundary. There are numerous factors both within a system and its environment that affect the behaviour, structure and

⁴⁴Daniel E. Griffiths, "The Nature and Meaning of Theory," Behavioural Science and Educational Administration, Sixty-third Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1964.), p. 116.

⁴⁵James G. Miller, "Towards a General Theory for Behavioural Sciences", American Psychologist 10 (1955), pp. 516-517, Taken from: Educational Organization and Administration, Concepts, Practice and Issues, op. cit., p. 61.

function of both the system and its environment.⁴⁶

Some Characteristics of Social System

Organizational equilibrium

Central to the System's Theory is the 'concept of organizational equilibrium. Any system has a tendency to achieve a balance among the forces or factors operating upon the system and within it.⁴⁷

Chin distinguishes between different types of equilibriums. According to Chin "A stationary equilibrium exists when there is a fixed point or level of balance to which the system returns after a disturbance ... A dynamic equilibrium exists when the equilibrium shifts to a new position of balance after disturbance.⁴⁸ Current literature on systems theory usually refers to stationary equilibrium as "equilibrium" and to dynamic equilibrium as "steady state". Chin theorized that a system in equilibrium reacts to outside impingements by: (1) resisting

⁴⁶Theory Building in Social Work, op. cit., p. 42,
Taken from: Educational Organization and Administration,
Concepts, Practices and Issues, Ibid., p. 61.

⁴⁷Robert Chin, "The Utility of Systems Models and Developmental Models for Practitioners", in Planning of Change, eds. Warren G. Bennis, Kenneth D. Benne and Robert Chin, New York: Holt Rinehart and Winston, Inc., 1969, pp. 297-312, Taken from: Ibid., p. 61.

⁴⁸Ibid., p. 205, Taken from: Ibid., p. 61.

the influence of the disturbance, refusing to acknowledge its existence, or by building a protective wall against the intrusion, and by other defensive manauvres (2) By resisting the disturbance through bringing into operation the homeostatic forces that restore or recreate a balance (3) By accommodating the disturbance through achieving a newequilibrium.

Strategies, 1 and 2 above are designed to attain a stationary equilibrium without making changes, strategy 3 is designed to attain a dynamic equilibrium or steady state by making a change.⁴⁹

Feedback

The concept of feedback is closely related to the concept of equilibrium. Lonsdale defines feedback as follows:

"As applied to organization, feedback is the process through which the organization learns: it is the input from the environment to the system telling it how it is doing as a result of its output to the environment".⁵⁰

Entropy

There are other concepts of equilibrium, one of which is entropy. Entropy in a social system is a tendency

⁴⁹Educational Organization and Administration Concepts Practices and Issues, Ibid., p. 62.

⁵⁰"Maintaining the Organization in Dynamic Equilibrium," op. cit., p. 173.

towards disorganization and chaos. When a system is under such strain or stress that its component can not bring it back into a steady state, the system may collapse. Systems under threat will usually use first the most available and least costly processes to relieve the strain on the system by removing the variable disturbing the steady state. Later the less quickly available and more costly processes will be utilized if necessary to restore the equilibrium of the system.⁵¹

Implications for Educational Organization and Administration

The implications of the systems theory for the organization of administration are as follows: (1) Administration may be conceived of a complex interrelated and interdependent parts, (2) Environment of administration is important because it receives inputs from it and sends outputs into it, (3) Parts of the system without effective coordination do not necessarily contribute best to the larger system, (4) If the goals of the subsystems are substantially different from those of the larger systems, suboptimization may occur. In such a case the subsystem works towards its

⁵¹James G. Miller, "Living Systems: Cross Level Hypotheses" Behavioural Science 10, No. 4, 1965, pp. 394-397. Taken from: Educational Organization and Administration, Concepts, Practices and Issues, op. cit., p. 62.

goals but may not contribute adequately to higher goals, (5) The system needs to receive continuous feedback from the environment so as to adapt it to the changing demands of the environment, (6) There should be continuous evaluation to determine whether the system is attaining its goal for effecting necessary modification and change.⁵²

Concepts Derived from Systems Theory

Claimed to have been derived from the systems theory Morphet, Johns and Reller mentioned the following concepts of organization and administration. According to the writers the effectiveness of an organization is enhanced by: (1) having a single executive head to coordinate, (2) clear definitions of goals and purposes, (3) clear definition of roles of the members, (4) delegating authority to subordinates, (5) division of labour and task specialization, (6) development of standardized procedure for routine administrative operations, (7) assigning to each administrator no greater a number of persons than he can directly supervise, (8) continuing policies and programmes until results can be evaluated, (9) making

⁵²Herbert G. Hicks, The Management of Organization: A System and Human Resources Approach (McGraw-Hill Kogakusha, Ltd.: Tokyo: 1972), pp. 461-470.

provision for innovation and change, (10) providing security for its members, (11) by formulating personnel policies which include selecting the competent, training the inexperienced, eliminating the incompetent and providing incentives for all members of the organization, (12) providing for evaluating not only the products of the organization but also the organization itself.

Although each of the above mentioned criteria has been stated in terms of its relationship to the effectiveness of the organization in surviving in its environment and achieving its goal, it could be just stated as well in terms of its administrative efficiency. For example, the criteria with respect to single executive could be stated: (1) administrative efficiency is increased by having a single executive head of an organization, (2) effectiveness of an organization is enhanced by having a single executive head. These two statements illustrate the principles of administration and principles of organization.⁵³

⁵³ Educational Organization and Administration Concepts, Practices and Issues, op. cit., pp. 96-102.

Section 2

Emerging Concepts of Supervision

Line of Demarcation Between Administration and Supervision

Authors of literature on supervision tried to draw a line of distinction between the job of administering and the job of supervising without a complete unanimity. Three different approaches have been mentioned by Spears:

1. Setting versus carrying out. This point of view gives administration the job of setting up the material facilities, personnel and other conditions for instruction and supervision, the assignment of seeing that instruction is carried out in an effective manner.

2. Authority versus service. Another approach in drawing the distinction between the two has been to emphasize authority in the case of administration, and service in the case of supervision, a reflection in the line and staff distinction of positions.

3. The whole versus part. The idea that administration represents the whole enterprise of school management and that supervision represents a portion of it that is delegated to others by the top administrators. The distinctive feature of this idea is that the delegation of a portion of the whole operation takes place not because of a distinctive function, but rather for the simple reason that there is too much for the original administrative personnel to manage.⁵⁴

According to Burton and Others, administration and supervision cannot be separated from each other. "The two are coordinate, correlative, complementary, mutually

⁵⁴Harold Spears, Improving Supervision of Instruction (New York: Prentice Hall, 1953), p. 29.

shared functions in the operation of education systems. The provision of any and all conditions favourable to learning is the common purpose of both."⁵⁵

Concepts of Supervision

Based on the assumptions underlying them, two concepts of supervision may be identified viz., the authoritarian and emerging concepts.

Authoritarian Supervision

The assumptions underlying the authoritarian supervision are that out of all the knowledge available there is a certain well defined body which it is desirable for all pupils to learn, and that it is possible and desirable to establish an annual time table applicable practically to all children of the nation. There are known best methods of teaching this prescribed curricula and syllabi and that the authorities in the person of supervisors and inspectors know what these best methods are.

The purpose of supervision under the authoritarian concepts is to determine whether or not the teachers are doing what they are supposed to do. In the cases where they are not doing what they are supposed to do, they are penalized for non-compliance. The supervision tends to be

⁵⁵William H. Burton, Leo J. Bruchner and Arvill S. Barr (New York: Appleton Century Croft Inc., 1955), p. 85.

characterised by formal visit of classroom for an observation period followed by a conference between the teacher and the supervisor in which the teacher is commended for those aspects in which their lessons coincide with what the supervisor knows is good and then point out to him the errors of omission and commission. Follow-up visits are made to check up whether the teachers have modified their teaching in conformity with the directives of the supervisors.

The assumptions that underlie the above noted approach is fallacious. This concept ignores the precarious, uncertain, variable and experimental nature of life, of the learning process and of education. It is ridiculous to entertain the idea that some authority should be able to decide those things which children whom they do not know should learn. The idea that there is any one best way of teaching is also now being rejected. There is overwhelming evidence that imposition is ineffective in achieving anything but superficial observance of the dictated behaviour. It does not respect the personality of the individuals whom it affects, and fails to include them (the teachers) in the making of decisions vital to their work in the classroom. Moreover, this type of supervision violates the principles of good mental hygiene. It produces feelings of inadequacy and insecurity, frustration, fears and repressed antagonism. It is destructive of good

human relationship. It causes the teachers to hide those weaknesses in which they need help most.

Emerging Supervision

Recent contributions of psychological research to the knowledge of learning process, importance of good human relationships and a developing understanding of the dynamics and processes of group work have contributed to the formulation of a philosophy of supervision which is now emerging.

The emerging concept of supervision is experimental in nature. The foundation stone of the emerging philosophy and practice of supervision is the belief that current practices should always be questioned, examined, evaluated and placed under the searching light of critical analysis, and that such analysis should be applied to supervisory practice itself. The advocate of this point of view also takes the position that once such an analysis has been made, something should be done about it. Any aspect of the learning situation found to be ineffective or detrimental to the achievement of the better situation is dropped or modified accordingly. Thus the supervisor instead of enforcing or attempting to bring about a predetermined pattern of educational practice, leads the staff in the constant search for better and more effective ways of doing their job, believing always that no best way has yet

been discovered.⁵⁶

The salient features of the emerging supervision are discussed below.

Emerging Supervision is
Considerably broad in Scope

Supervision has gradually moved from the improvement of instruction to the improvement of learning.⁵⁷ The similar point of view comes from the Oklahoma State Department of Education:

Supervision includes the improvement of every phase of the educational programme such as, the organization of the programmes of studies, the revision of curricula, the instructional procedures, the pupil activity programmes, and the non-instructional activities of staff members.⁵⁸

The above list includes items of staff help and leadership for teachers in (1) classroom supervision, (2) curriculum development, (3) testing and evaluation,

⁵⁶William H. Burton, Leo J. Bruckner and Arvil S. Barr, Supervision as a Social Process (New York: Appleton-Century-Crofts, Inc., 1955), pp. 5-12. Taken from: Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision (New Delhi: American Book Company, Eurasia Publishing House (Pvt.) Ltd., 1964), pp. 146-158.

⁵⁷Harold Spears, Improving Supervision of Instruction, op. cit., p. 90.

⁵⁸Oklahoma State Department of Education, Annual High School Bulletin (Oklahoma City: the Department, 1952), p. 91. Taken from: Ibid., p. 92.

(4) the psychological study of children, (5) audiovisual materials, (6) personnel orientation and (7) public relations.⁵⁹

Emerging Supervision
is Cooperative

The cooperative nature of the supervision will be evident from the list of activities of the supervisors revealed from many current studies.

1. Group attack upon self defined problems and group study of self selected topics or areas. This in return means that group process with its participatory cooperative procedure is supplanting the older techniques of imposition or direction. Group spirit and morale are created.

2. Leadership is increasingly exercised in place of authority and opportunities for leadership to emerge within the group are fostered.

3. Recognition of the individual school as the unit of supervision and the principal as the natural status leader is multiplying.

4. The use of consultant is increasing with even better definition of the function of a consultant.

5. Counselling with teachers, individually and in groups, is increasing, replacing the in part wasteful individual conferences though these are valuable when appropriate. This is also indicated in the current studies that counselling may deal with personal problems and tensions as well as with professional matters.

6. Self appraisal and self-direction are receiving more attention than external evaluation for sometime.

⁵⁹ Improving Supervision of Instruction, Ibid., p. 92.

7. Open criticism by teachers directed at certain older, stereotyped supervisory techniques is frequent, severe and valid. (Teachers' meetings, for instance, are condemned severely, whereas group study of common problems by a staff or smaller group is highly commended.⁶⁰

⁶⁰C.L. Amurdson, and L.W. Kindred, "What is the Principal's Responsibility for Supervision?" National Association of Secondary School Principals Bulletin, April 1954; and

K.A. Cook and Harold Full, "Is the School Faculty Meeting significant in Promoting Professional Growth?" (School Review, November 1948), pp. 519-524, and

Educational Leadership issue for November, 1952, contains several articles mostly of discussion type, some of these reports contain valuable factual information; and

G.E. Howers, "Relationships with others is the Key," American School Board Journal (June, 1952), pp. 25-27; and

N.H. Glickman, "Experienced Teacher under Supervision," High Point (January, 1949) (Commentary on this by another author in issue for April, 1949; and

Allen C. Harman, "Supervision in Selected Secondary Schools, Doctoral Dissertation (Philadelphia University of Pennsylvania Press, 1947); and

D.C. Keesler, "The Development of a Principal's Self-Appraisal Programme," American School Board Journal (September, 1946), p. 78; and

B. Miller, "The Superintendent, as Educational Leader" School Executive (June, 1952), pp. 70-71.

D.A. Prescott, "Role of Supervisor in Reducing Tensions," California Journal of Elementary Education (November, 1951), pp. 87-91.

Fred F. Quinlan, "Faculty meetings During School Hours," American School Board Journal (July, 1946), p. 46; and

K.Z. Rehage, "Analysing the Administrative Job, Elementary School Journal (November, 1952), pp. 129-31, 125-29; and

Review of Educational Research (October, 1949), Chapter 7;

Taken from William H. Burton, Leo J. Brackner and Dr. Arvil S. Barr, Supervision as a Social Process (New York: Appleton Century-Crofts, Inc., 1955), p. 20.

Wiles has identified the emerging role of supervisor as supporting, assisting and sharing in place of directing. The authority of the supervisor is utilized with a view to promoting growth through assuming responsibility and creativity rather than through dependency and conformity.⁶¹

Wiles has defined the functions of a supervisor in the following words:

The basic function of supervision is to improve the learning situation for children. If any person in a supervisory position is not contributing to more effective learning in the classroom, his existence in that position cannot be justified. Organization, equipment, staff relationships and teacher welfare are important only as devices for improving learning opportunities for children, supervision is a service activity that exists to help teachers do their job better.⁶²

Wiles has described supervisor's major duties in terms of group process and listed the major skills in group process as follows: (a) skill in leadership, (b) skill in human relations, (c) skill in group process, (d) skill in personnel administration and (e) skill in evaluation. Each of the skills mentioned above is discussed in the pages that follow.

⁶¹ Kimball Wiles, Supervision for Better Schools, The Role of the Official Leader in Programme Development (Englewood Cliffs N.J., Prentice Hall, Inc., 1960), p. 9.

⁶² Ibid., p. 11.

Supervision as Skill in Leadership

The responsibility of the supervision lies in encouraging leadership among teachers and other members of the staff. This he can do by creating a congenial atmosphere in which everybody can contribute his best. Involving the staff in establishing the programme, sharing ideas with them, involving them in decision making, giving them responsibility and respecting the individuals and their viewpoints are some of the ways by which the supervisor can generate leadership among the teachers and other members of his staff. The following quotation from Wiles is relevant:

An official leader may take at least three approaches to his work. First, he may believe it his function to dominate, control and operate the group. He may conceive of himself as "working on" a group. Second, he may believe it his function to help the group to carry out his purposes. He may conceive of his role as "working for" the group. Or, third, the official leader may believe it is his job to help a group to form and execute purposes. He may conceive of his role as "working within a group". The Third conception of the way official leadership can help a group release its full ability is the only defensible one.⁶³

Supervision as Skill in Human Relations

One of the functions of supervision is the creation of a congenial atmosphere for the school. The

⁶³Ibid., p. 30.

basic way for a supervisor to help create a satisfying emotional atmosphere is by showing respect to the personality of all those with whom he comes in contact: teachers, students and other members of the staff. He must give a patient hearing to the students' desires and complaints. The channels of communication through which students ideas can be made known should remain open. To a great extent, the emotional tone of the school is determined by the supervisor's attitude towards the out of school life of the teacher. Supervision is broader than assisting classroom problems.⁶⁴

Supervision as a Skill in Group Process

A supervisor must be capable of developing a situation in which people can work together. Persons grow as they share ideas and activity with others. Learning takes place through reconstruction of experiences, and experiences are reconstructed as individuals are brought into contact with the ideas and experiences of others. The supervisor should always be careful of the process being employed in planning a meeting and in organizing an activity. The process should be such as it facilitates cooperation. An important part of good group process is organization.

⁶⁴Ibid., pp. 20-21.

The community must be involved in the group work of the school. They have a right to know the programme by which they are affected.⁶⁵

The whole is greater than sum of its parts. If a number of individuals can coordinate their efforts and work as a group, they can accomplish much more than the same individual working separately. Persons contribute more when they have a share in formulating goals, implementing and evaluating the programmes. The official leader must help the group in establishing processes through which they can participate in these activities.

An organization, formal or informal, developed by the leader or by the group with carefully defined roles, channels of communication and coordination is necessary for the attainment of goals. Studies of the operation of the groups have shown that a democratically organized group produces more and has a higher morale.⁶⁶

Supervision as a Skill in
Personnel Administration

The supervisor has the responsibility for taking leadership in the selection of new staff members. To perform this function satisfactorily, he must have the

⁶⁵Ibid., pp. 22-23.

⁶⁶Ibid., p. 211.

skill in analysing a position and determining the qualities of the person filling the position. He must be able to devise situations in which satisfactory indices to behaviour are obtained and to interpret that evidence in terms of the position involved. The importance of the process lies in the fact that a poor choice of teachers and staff may handicap the programme for years.

A good induction programme helps in the development of the staff, particularly for those who are new to the profession.

The skill for selection plus ability to analyse the emotional factors in a situation are needed in the proper placement of current staff members. Improper placement of individual teachers deprives the school of the full talents of the staff.

Proper placement may involve shifting a teacher from one position to another until he is located in the spot where he can make the maximum contribution.

In-service education is an important step in the programme development and must be provided with a view to keeping the staff abreast of the latest development in his area of work.

Interview is a basic skill in personnel administration which should be recognized as a situation for problem analysis and planning rather than an occasion

for setting the teacher on point of view of the superiors. Only then, the value of interview is increased as a means of staff and programme improvement.⁶⁷

Supervision as Skill in Evaluation

Evaluation involves skill in determining goals and establishing measures by which to ascertain the amount of change, gathering evidence of change, applying the criteria and making judgements about the worth of change, and revising plans in terms of judgements. The supervisor with skill in evaluation will be able to help teachers in all these activities.

The supervisor must be able to help the staff to evaluate its group activities and to make decisions as to how to improve the group processes. Evaluative techniques such as, process observer and discussion flow charts for collecting data may be brought to the notice of the staff and they may be encouraged to use them as instruments for self evaluation.

Self improvement is the key to the evaluation process. Self rating is substituted for supervisory rating when the supervisor leads from within the group. The staff may be encouraged to develop a self rating form. In the

⁶⁷ Ibid., pp. 24-25.

process of constructing such instruments, the staff grows as individuals and as a group by exchanging ideas. After the self rating check-list has been formed, each teacher has a set of criteria by which he can judge his own work.

The supervisor is equally concerned for evaluating his own work. He wants to know about his own progress, how he is getting along with the people, which procedure decrease his effectiveness. He too must have a self rating form and discover the way of bringing the intelligence of the total staff for finding better ways to work.⁶⁸

Position of the Supervisor

Personal Characteristics

The supervisor was once considered as a master teacher. Accordingly, his first competence was in teaching so as to enable him to take over at any time the class himself and demonstrate how the students could be taught. The point of view is often questioned today in the theory of supervision. The declining emphasis on top classroom performance may be seen in such statements as made by Caswell:

The best classroom teacher might not be a good supervisor and the best supervisor might not be a superior classroom teacher. The supervisor must be effective in cooperative leadership with adults, in

⁶⁸Ibid., pp. 25-26.

organization and in the identification of problems. A broad knowledge must be possessed of teaching procedures and of materials of instruction. But it should be expected that classroom teachers may frequently be more able in actually working with children than with the supervisor. In fact, one of the problems of supervisor is to discover the high levels of competence among teachers and to utilize them for the good of the entire group. A competent supervisor and a competent teacher will work together effectively because their activities and areas of competence are complementary and not competitive.⁶⁹

Supervisors still need to know good teaching techniques but their knowledge and skill must go far beyond. This includes knowledge of child growth and development and a good background of general education. A person may be skilled in the machinery of classroom management, but yet be woefully lacking in general knowledge.

A skill asked of all supervisors today is that of working gracefully and effectively with people individually and in groups. No amount of either general education or skill in classroom management will make up for the lack of ability to work with others.⁷⁰

The personal characteristics suggested in a state supervisory conference by the study groups include: sincerity, fairness, easy approachability, respect for

⁶⁹H.L. Caswell, "How shall supervision be Advanced?" Educational Method, 21:1 (October, 1941), p. 7. Taken from: Improving Supervision of Instruction, op. cit., p. 163.

⁷⁰Improving Supervision for Instruction, Ibid., p. 164.

individuals, humility and sympathy. To these were added: leadership, skill as a teacher and knowledge of child growth and development. In another list, the desire was for a person who values honesty, derive pleasure from his work, is open minded and has a helpful attitude. Merely being a good listener is at times as helpful a quality as the supervisor can display. Tension among teachers are not uncommon and being able to tell an understanding supervisor about them can be a great help.⁷¹

Criteria for Selection

Criteria for Selection of administrative personnel can be indicated in terms of desired administrative behaviour. Research findings showed that many groups of people placed value on the following administrative and leadership behaviour: (a) making sound decisions, (b) communicating effectively, (c) maintaining morale skillfully, and (d) coping with the changed circumstances constructively.⁷²

Many researchers, practitioners and theorists considered decision making as a central factor in

⁷¹Ibid., p. 165.

⁷²Jack Culbertson, "The Preparation of Administrators," Behavioural Science and Educational Administration, op. cit., p. 313.

administration. Barnard has stressed on the importance of the decision making ability of the executive in the following words:

The occasions of decision on the initiative of executive are the most important tests of this capacity It is clear that the most important obligation is to raise and decide those issues which no one else is in a position to raise effectively.⁷³

In a complex world of to-day while making decisions, administrators must be able to generalize perceptively about problems which are characterized by complexity, complication and chaotic relationships. The situation demands high degree of intelligence, liberal education, and sound professional knowledge on the part of the administrators.

Findings of studies on various organizations suggest that most of the time of the administrators are spent in the preparation, initiation, receipt, and interpretation of messages, and the demands on this aspect of behaviour are on the increase. The reasons being that the modern organizations are increasing in size and becoming more specialized resulting in the diminishing personal contacts between administrators and administered. Therefore, the capacity to communicate should be an important criteria in selecting candidates for administrative posts.

⁷³ Chester Barnard, Functions of the Executive (Cambridge: Massachusetts: Harvard University Press, 1938), p. 191.

The building and maintaining morale in an organization is necessary for the attainment of the goals of organization. Personnel satisfaction is often taken as a measure of morale. Loyalty of personnel to organizational goals and their feelings of accomplishment are more basic and significant measures.

The capability to cope constructively with the changing situation is the important measures of leadership. In order to meet the challenge of the rapidly changing society policies and purposes of the educational organizations are required to be updated. The educational administrators at all levels can play a key role in shaping educational policies and initiating innovations in educational institutions. The capacity to cope constructively with change is, therefore, an important administrative behaviour. This capacity involves, in part, the ability to innovate which requires on the part of the administrators intelligence and general education, "Which are often associated with innovative ability."⁷⁴

⁷⁴ Jack Culbertson, "The Preparation of Administrators," Behavioural Science and Educational Administration, op. cit. p. 313-316.

Section 3

Conclusions and Recommendations of Three Commonwealth Regional Seminars/Workshops and those of the Study Made by the International Institute for Educational Planning

Commonwealth Regional Seminar/ Workshops on Administration and Supervision in Education at Freetown, Sierraleone

Increasingly the role of the Inspector is becoming that of guide, mediator and adviser. He seeks to influence educational improvement at all levels from syllabus refinement to the structural change of the organization.⁷⁵ In future, the role of the Inspector will be seen as a partnership with the teaching profession both contributing to the improvement of education. His responsibility for the control of education is expected to be less and less. Increasingly, he will be a source of inspiration and guidance, a supplier of advice and resources, an enabler rather than a critic.⁷⁶

2. A major function of the Inspector is to provide in-service training to the teachers. It is necessary, therefore, that he establishes a close and continuing link

⁷⁵ Report of the Regional Seminar/Workshops on Administration and Supervision of in Education, Freetown, Sierraleone 16-26 May 1973, p. 83.

⁷⁶ Ibid., pp. 83-84.

with the teacher training institutions. An interchange of inspector and teachers' training staffs should be encouraged.

3. The traditional form of inspection report is not appropriate. An evaluation report at the end of the formal inspection in which the headmaster and the staff of the institution have been consulted and consensus arrived at on the contents of the report is more appropriate. Follow-up to reports may be undertaken through informal visits.

4. Although the Inspector must expect to perform some administrative duties, his jobs should be so organized as to allow him to spend the most of his time in professional work.

5. Constraints to the effectiveness of supervision besides the inadequate number of inspectors for supervision of schools have been identified as, highly centralized control of the education system, rigid subject divisions in the curriculum, pressures from the public against change, the sense of responsibility of teachers towards their pupils, and the deadening effect of teachers whose professional interest has declined. These factors need attention.

6. The criteria for the good inspector must include professional competence, local knowledge, skill in

human relations and the ability to view his own work objectively,

7. It is possible to improve the quality of inspector's work by pre-service and in-service training, and by providing opportunities for professional interchange.

8. The inspector must inspire confidence among the teachers through his professional competence and skill in human relations.

9. The good Inspector develops the necessary attributes as their need is demonstrated. The process can be accelerated by carefully devised training opportunities. If suitable training is to be provided, the terms of reference of the Inspector and a job description must be formulated.

10. Qualities of good inspector include: basic Professional competence, sound experience, commitment and goodwill. Other desirable qualities may be subsumed under these heads. Skill required to make the best use of these qualities are skills in communication, administration, teaching, research, planning, committee work and interviewing.

11. A probationary period for the new Inspectors is desirable. During this period structured training should be provided.

12. The interchange between the inspectors and the staff of the teachers' training college, constitution

of a standing conference of Inspectors meeting at intervals, in-service seminars and workshop for Inspectors and visits to other countries with similar problems should be considered.

13. Adequate supporting service including an adequate library, and access to other sources of upto date information can contribute to the improvement of the quality of the inspectors. Mutual reinforcement through conferences, seminars and workshops, visits and attachments provide effective means by which inspectors can keep abreast of the latest developments of education.⁷⁷

Commonwealth Education
Conference, Kingston,
Jamaica, June, 1974

In some countries, supervision is equated with school inspection and in others, there is no such connection and the two functions are separate and distinct.

2. The functions of the Inspectorial system vary from country to country. Four models were identified: one, countries where formal inspection is regarded as an essential element of educational administration without which the quality of work undertaken in school would rapidly deteriorate; two, countries wherein Inspectors are

⁷⁷Ibid., pp. 83-87.

concerned less with individual school performance than with encouraging the spread of promising educational developments throughout the district in which they operate; three, countries where inspectors were mainly concerned in converting their observations in the field into generalizations for the improvement of education on a national scale; four, countries where the whole inspectorial system was being questioned, and alternative methods were being explored in which teachers themselves could take over the responsibility of setting and maintaining educational standards.

3. While the advanced countries possess the resources to employ different categories of people to perform the functions of supervision, of assessment, and of offering advice, developing countries do not possess such resources and consequently individual inspector has to undertake a multiplicity of duties. These functions comprise assessment of teaching, policing the system, encouraging innovation, catalysing activity, and promoting good public relations.

4. An Inspector, among other qualities and qualifications, should possess an understanding of national goals, a sensitive understanding of the educational system, superior teaching skills, proven integrity, the ability to win the respect and confidence of the people with whom he works and the capacity to contribute to the creation of new policy and the improvement of the educational system as a whole.

5. Modern techniques of the evaluation of teaching skills put stress on objective criteria of assessment and on interaction between the supervisor and the practitioner with a view to making the exercise largely one of self-evaluation for the latter. Self-evaluation, in particular, is now recognized as being more successful than outside criticism or directives in achieving change.

6. The contribution that an inspector makes to an education system should not be confined to the periods he spends in visiting schools. Two kinds of follow-up actions are essential for the attainment of due objectives. The school should take needed action to implement the agreed decisions taken at the time of visiting schools by the Inspector, and the head office should avail of the inspector's experience to the full in formulating policy on education.

7. A very important aspect of school inspection is the preparation of a report after visiting the school. This function is being done increasingly as a combined operation by the Inspector and the head of the Institution together with the staff of the school concerned.

8. In some school systems, experiments are being carried out for the preparation of a self-evaluation exercise on all aspects of its operation in association with the community for consideration of the Inspectors.

This system should be pursued with a view to its wide implementation.⁷⁸

Commonwealth Regional Seminar/
Workshop on Educational
Administration and
Supervision Kuala Lumpur,
Malaysia 27th-6th June 1975

The Inspector has many roles - to guide, to educate, to support, to evaluate. At a particular time, he may be a researcher, at another time he may be an administrator supervising the implementation of government policy, but always he is a link between the school and the higher education authorities and community. Thus he is also a linking agent between the teachers of the educational institutions, training college lecturer, and with other agencies involved in curriculum development. If his role is just confined to a quality control then he is static, but if he works for quality improvement then his role is a dynamic one.

2. Two alternative models of the inspection system were identified and considered - the administrative inspector and the advisory inspector. The former, developed historically, is a "watchdog" over government finance and

⁷⁸Commonwealth Secretariat, "Supervision and Evaluation", Sixth Commonwealth Education Conference Report, Jamaica, 1974, (Marlborough House; Pall Mall, London), pp. 16-18.

is charged with such a variety of administrative functions that he is rarely effective in improving the quality of teaching and learning in the classroom. The executive power of the Inspector enables him to take administrative action to remedy the deficiencies which come to his notice.

3. The advisory Inspector is freed more of the time for visiting schools but possesses less executive power to implement decisions. He is able to visit classrooms, to evaluate the work in progress, and advise the teacher accordingly, but the extent to which that advice is effective would depend on his personal leadership and professional influence. Outside the classroom his authority for action is limited whether in relation to development of physical facilities or organizational changes.

4. To determine the particular role of an inspector or supervisor in any one country, it is necessary first to define the aims of education in that country and the means to achieve them. The means which can be used are affected by other elements in the educational structure and the physical situation. These include: (a) the level of professional training of teachers, (b) the ratio of inspectors to schools, and (c) the combined problems of transport and access to isolated areas. Where inspectors can visit a school only at long intervals and cannot follow-up with a repeat visit, this inevitably affects

their role and the way in which they carry out their functions. It is inevitable also that under these circumstances teachers wish to raise with the Inspector a variety of practical matters that affects their position and wellbeing, since he is their only personal link with the education office. Such a teacher would be less receptive to advice on teaching mathematics if the visiting inspector cannot promise action to mend the hole in the roof. Speedy action is sometimes the best way of gaining teacher's confidence.

5. Two kinds of problems have thus to be distinguished in deciding whether Inspector should have executive powers. In situations involving problems of pedagogy, it is difficult, for instance, to see how an Inspector can order teaching for creativity. A teacher has to understand the need for change if he is to change his approach and may need help in doing so. On the other hand, in situations involving building repairs, standards of cleanliness, time tables and syllabus, or excessive enrolments, there is a strong case for regulatory and enforcement powers.

6. The two situations are so different in their requirements that, if practicable, they may be served better by having two groups of staff rather than one man performing both the functions, since administrative aspect

of the inspector's role can reduce the time he can spend on advisory work in the classroom. If, however, both functions are combined by the same person as a dual role, then the emphasis between them will be affected by his position whether as a district or local Inspector or an Inspector at the state or federal level.

7. The position of the Inspector is seen to be a crucial factor influencing his success in implementing policy. He should be well enough trained to be recognized as an expert, and well enough paid to show that his services are valued by the Department or Ministry of Education.

8. In the long run, the role and status of Inspector is influenced by situations peculiar to each country or community and cannot be determined in isolation from the role of the teacher or the development of the teaching profession or administrative structure of the country he is in.⁷⁹

Study Made by the International
Institute for Educational
Planning

Inspection may be considered as an instrument by which the administrative authorities maintain a required

⁷⁹Commonwealth Secretariat, "The Changing Role of Inspector," Report of the Commonwealth Regional Seminar/Workshop on Educational Administration and Supervision, Kuala Lumpur, Malaysia, 27 May - 6 June, 1975 (Marlborough House; Pall Mall, London SW1Y5HX).

contact with schools, teachers, pupils and community so as to ensure that the system is working satisfactorily and efficiently. Taking from this standpoint a national school inspectorate fulfills a controlling, coordinating and communicating role. The inspector is the "watchdog" or the "eyes" and "ears" of the administration.

2. The purpose and functions of the Inspectorate differs according to the difference in the political and administrative structure of a country's educational system. This variation will be reflected between a country having a strong centralized system of control and a country having a substantial devolution of responsibility permitting a considerable measure of autonomy to local units of administration and thence to schools and to teachers in matters of curriculum and teaching method. Example may be cited of variation of role of the Inspectorate in USSR, UK and France. In the case of USSR, the purpose and function of the Inspectorate is the transmittal to schools the ideas and policies of the party in the field of educational development. In the case of the United Kingdom, where the administration of education is a partnership between the central authority and the Local Education Authorities and where the head of the institutions and the teachers of individual schools possess a large amount of responsibility in respect of the academic organizations, curriculum and teaching methods used, Her Majesty's Inspector acts more

as an adviser to the local education authority and the schools on the one hand and the Ministry of Education on the other hand. In France, Where the system is centralized, the Inspector plays a most clearly defined management role with respect to the schools and particularly in regard to the system of marking classroom performance and the careers of teachers.

3. The more fundamental function of the Inspectorate should be to provide a national service by assisting in cooperation with other services such as teacher training, curriculum development and the provision of books and teaching materials, in developing and improving the education of the school system. He should act as an agent of development by disseminating good ideas and practices gained from his experience of many schools and by stimulating the teachers to better performance. In short, the inspector should perform a creative and innovative function.

4. The effective performance of functions by the Inspectorate for the improvement of education of the school is handicapped by the incongenial physical environment of the school such as inadequate dilapidated buildings, lack of essential books and teaching equipment, a high wastage rate of pupils, high pupil teacher ratio, low pay and status of teachers, little financial incentive for professional improvement and responsibility, large number

of untrained or undertrained teachers. An essential pre-condition, therefore, for effective inspection is a determined effort through systematic planning and the mobilization of all resources to remedy such deficiencies of the system.

5. The organization of the Inspectorate and the functions which it is expected to perform should be such that priority over all other functions is given to the essentially professional jobs of inspecting the work of the schools and the in-service training of teachers.

6. The process and strategy of inspecting and reporting should be under constant review so as to enable them to make the maximum constructive contribution to improving standards of education of the schools and assisting teachers in their professional development.

7. The Inspectorate must work in close cooperation with the staff of the teacher training institutions and the heads of schools and maintain liaison with other educational services such as, curricular development teams, school broadcasting, library services and psychological services.

8. The staffing power of the inspectorate should be such as to enable it to make regular visits to the schools and the particular needs of rural and isolated schools must be taken into account.

9. The inspectors must possess adequate academic and professional qualifications so as to enable them to

give strong professional leadership and to command the respect and confidence of the teachers.

10. The conditions underwhich the Inspectors work must be conducive to the performance of their functions. The inspectors must have adequate transport to enable them to visit their schools regularly and they should be provided with the necessary office facilities to support their work in the school and with teachers.⁸⁰

11. The Inspectors should be provided with adequate office accommodation and clerical services to enable them to carry out necessary office work expeditiously and efficiently. There should be a library of books and journals and copies of all textbooks and curriculum materials in use in the school at least at the regional headquarters and district headquarters. In order to give the teachers the required professional lead the Inspectors themselves should acquire professional stature by continuous study for which necessary opportunity should be provided.⁸¹

⁸⁰ Raymond F. Lyons and Mervyn W. Pritchard, Primary School Inspection: a supporting service, (Paris: International Institute for Educational Planning: 1976). pp. 12-17.

⁸¹ Ibid., pp. 52-54.

Section 4

Findings of Two Studies on the Problems of Bangladesh

Study Made by Akhtar Ahmed

Akhtar Ahmed conducted a research on "A Comparative Study of the Expected and Actual Role of the Thana Education Officers in East Pakistan."⁸² The major findings of the research are detailed below:

1. The duties and responsibilities of the Thana Education Officers changed and increased with the change of time. Originally, he was meant for assisting the Deputy Inspector of Schools in inspection and examination at the primary level. Later, he himself performed these duties at the local level on behalf of his superior officer.

2. The physical environment in which the officer worked was reported as not conducive to the proper performance of duties. He had no office space and office assistants for his work.

3. The duties of the Thana Education Officer included departmental and extra departmental works.

4. The actual performance of his duties compared favourably with the duties expected of him. Some duties,

⁸²The area now comprising Bangladesh is former East Pakistan, a province of Pakistan, Bangladesh became a sovereign and independent state on 16 December 1971.

not usually expected of him, were also significantly performed by him in actual practice.

5. According to the respondents, the clerical and extra departmental duties, he performed, did not further the cause of primary education while the administrative, supervisory, and other expected duties did further it.

6. Significant relationship existed between years of experience and the performance of extra departmental duties.

- a. The officers expressing adequacy of previous professional preparation and those having in-service training stated that the clerical and extra departmental work did not further the cause of primary education.
- b. The respondents performing extra departmental works significantly tended to believe that this category of duties did not further the cause of primary education in East Pakistan.⁸³

Study Made by AMA Muhit

A Study on "The Office of the Deputy Commissioner in East Pakistan" was done by A.M.A. Muhit. The main

⁸³ Akhtar Ahmed, "A Comparative Study of the Expected and Actual Role of the Thana Education Officers in East Pakistan" Unpublished Doctor of Education Dissertation (The University of Northern Colorado, U.S.A., 1970), pp. 147-152.

conclusions of the study were as follows:

1. Territorially, the size of a district was an unmanageable jurisdiction. The subdivision, may, accordingly, be made unit of administration instead of the district.
2. In the interest of efficient performance of duties, a number of functions of the Deputy Commissioner might conveniently be delegated to Subdivisional Officers retaining with him the functions of coordinating the works of the subdivisional Officers, inspecting the office of the Subdivisional Officers and acting as appellate authority over the subdivisional officers.
3. The structure of the office of the Deputy Commissioner should be reorganized with clearly defined duties and responsibilities of each incumbent.
4. The division as a tier of control should be abolished and the district officers should be placed directly under the departments at the provincial capital. For the job of inspection of the district officers, each department may set up proper and trained inspectorate to function as staff officer of the Head of the Department. The powers of the divisional

officers should devolve on the district officers.

5. There is lack of supervision over the works of the clerical staff of the Deputy Commissioner's office. The clerical staff lack in proper training.
6. Government offices of East Pakistan in general are short of space, they are ill equipped and ill furnished and suffer from chronic shortage of stationery articles. The office of the Deputy Commissioner excelled all other offices in these respects.
7. The position in respect of supply of stationery and forms to the Deputy Commissioner's office admits of revolutionary reforms. The Dacca Central Depot for the supply of forms and stationery should be completely dismantled and abolished. Instead, the Deputy Commissioner should be vested with the necessary financial powers to procure his requirements of forms and stationery from the local market at competitive prices. Only secret forms might be supplied by the Government Press.⁸⁴

⁸⁴ A.M.A. Muhit, The Deputy Commissioner in East Pakistan (Dacca: National Institute of Public Administration, 1962), pp. 1-117.

CHAPTER III

THE ORGANIZATION FOR EDUCATIONAL ADMINISTRATION IN BANGLADESH AND THE ROLE OF THE DISTRICT INSPECTOR OF SCHOOLS

The structure of an organization is a variable that affects the performance of functions by the incumbents of the organization. Based on this assumption, chapter two of the study has built emerging concepts of organization and administration in global terms. This chapter has presented the organization for educational administration of Bangladesh and the role of the District Inspector of Schools in the organizational structure. The contents of the chapter together with those of the chapter II have been utilized for testing the relevant hypotheses formulated for the analysis of the job of the District Inspector of Schools.

The chapter is divided into three sections.

Section one gives an overview of the administrative system of education indicating the place of the District Inspector of Schools in the organizational structure and the process of inspection being followed by him. Section two presents the character of the system as evident from the review of the system by national and international bodies. Section

three identifies the detailed functions of the District Inspector of Schools together with the personal characteristics prescribed by the Government for appointment to the position.

Section 1

Overview of the System

The educational administration in Bangladesh is guided by the policies laid down by the Ministry of Education with the Minister for Education as the political head, and a Permanent Secretary, recruited from Civil Service as its administrative head. The Ministry is responsible to the President for formulation, implementation and evaluation of policies.¹ Below the Ministry are the two Directorates; the Directorate of Public Instruction responsible for administration and supervision of general education, and the Directorate of Technical Education responsible for administration and supervision of technical education.²

¹Government of the People's Republic of Bangladesh, Cabinet Division, Cabinet Secretariat, Rules of Business, 1977 (Dacca: November 1, 1977), p. 2.

²Government of the People's Republic of Bangladesh, Cabinet Secretariat, Organization and Management Division, Secretariat Instruction 1976 (Dacca: Bangladesh Government Press, 1976), p. 3.

The autonomous organizations such as, the University Grants Commission responsible for coordination and development of university education, the Universities responsible for academic control of degree level college education, the Boards of Intermediate and Secondary Education responsible for academic control of secondary and higher secondary education, the School Text Book Board responsible for production and distribution of textbooks also have their respective shares in the administration of education.

The Bangladesh Bureau of Educational Information and Statistics is a staff organization of the Ministry of Education for collection, compilation and dissemination of educational statistics. The Bangladesh Education Extension and Research Institute is responsible for in-service training of the heads of secondary schools and teachers of science, mathematics and other specialized subjects. The Academy for Fundamental Education is responsible for training of administrators of primary and adult education as well as teachers of Primary Training Institute.³

³Government of the People's Republic of Bangladesh, Ministry of Education, Country Report, Bangladesh, 37th Session of the International Conference on Education, Geneva, (Dacca: 1979), p. 6.

The National Curricula and Syllabi Committee, an adhoc professional body, appointed through a Resolution of the Government, has been created and entrusted with the task of examining the existing curricula and syllabi from primary to higher secondary stage including those of the Primary Training Institutes and to recommend to the Government Changes to be made keeping in view the national ideology and the needs of the contemporary society.⁴

An organogram showing the administrative relationship among various national organizations of educational administration is given in Figure 1.

Administration of School
Education and the Place of
the District Inspector of
Schools in the Setup

The Director of Public Instruction, among his other responsibilities, also holds the charge of administration of school education and is assisted by successive offices at the divisions (4), districts (19), subdivisions (71), thanas (470) and institutional level. Each office is responsible to the one above it.

At the national level, the Director of Public Instruction is assisted in the discharge of his functions by

⁴Government of the People's Republic of Bangladesh, Ministry of Education, Resolutions no. SI/560 Edn. d 15-10-75.

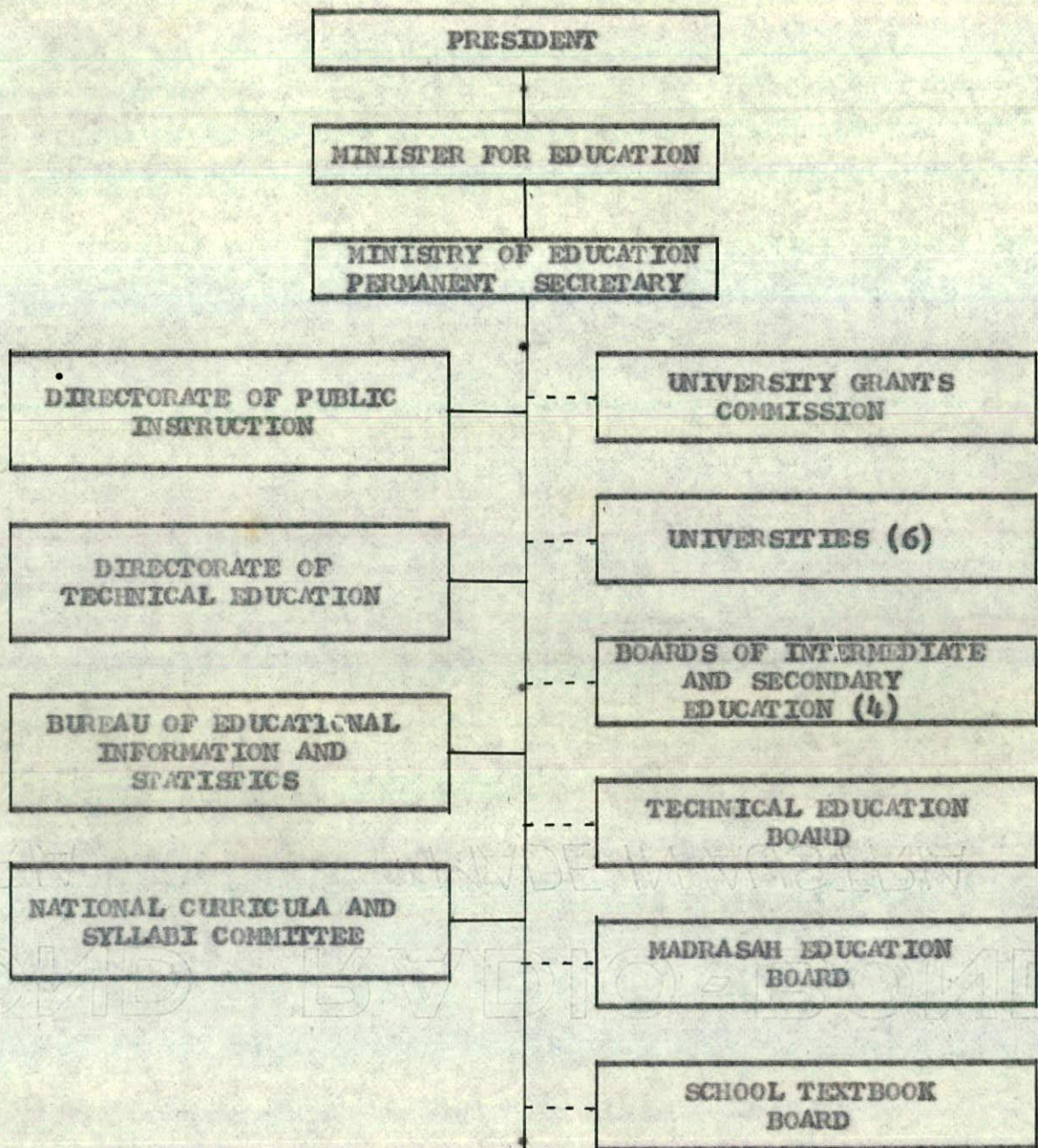


Figure 1. Organogram showing relationship among various national organization of educational administration.

an Assistant Director of Public Instruction for Primary education and an Assistant Director of Public Instruction for

secondary education. The Divisional Office is headed by a Deputy Director of Public Instruction responsible for secondary education in the division. There are two offices at the district headquarters: the District Inspector of Schools responsible for administration and supervision of primary education and the District Education officer, responsible for matters relating to administration and supervision of secondary education. The Subdivisional Education Officer is responsible for administration and supervision of junior secondary education in the subdivision and the Thana Education Officer is responsible for administration of primary education in the Thana. The bigger Thana has an Assistant Subinspector of Schools to assist Thana Education Officer in the Supervision of primary schools. The operational responsibility at the institutional level lies with the head of institution who is advised by the governing body or the management committee as the case may be for a college or a school.⁵ The organizational structure for the administration and supervision of school education in Bangladesh showing the place of the District Inspector of Schools is given in

The figures in parentheses are the total units.

⁵Directorate of Public Instruction, Duties and Functions of the Officers in the Education Directorate and Those of Inspection and Administration under it (Dacca: 1976).

Figure 2.

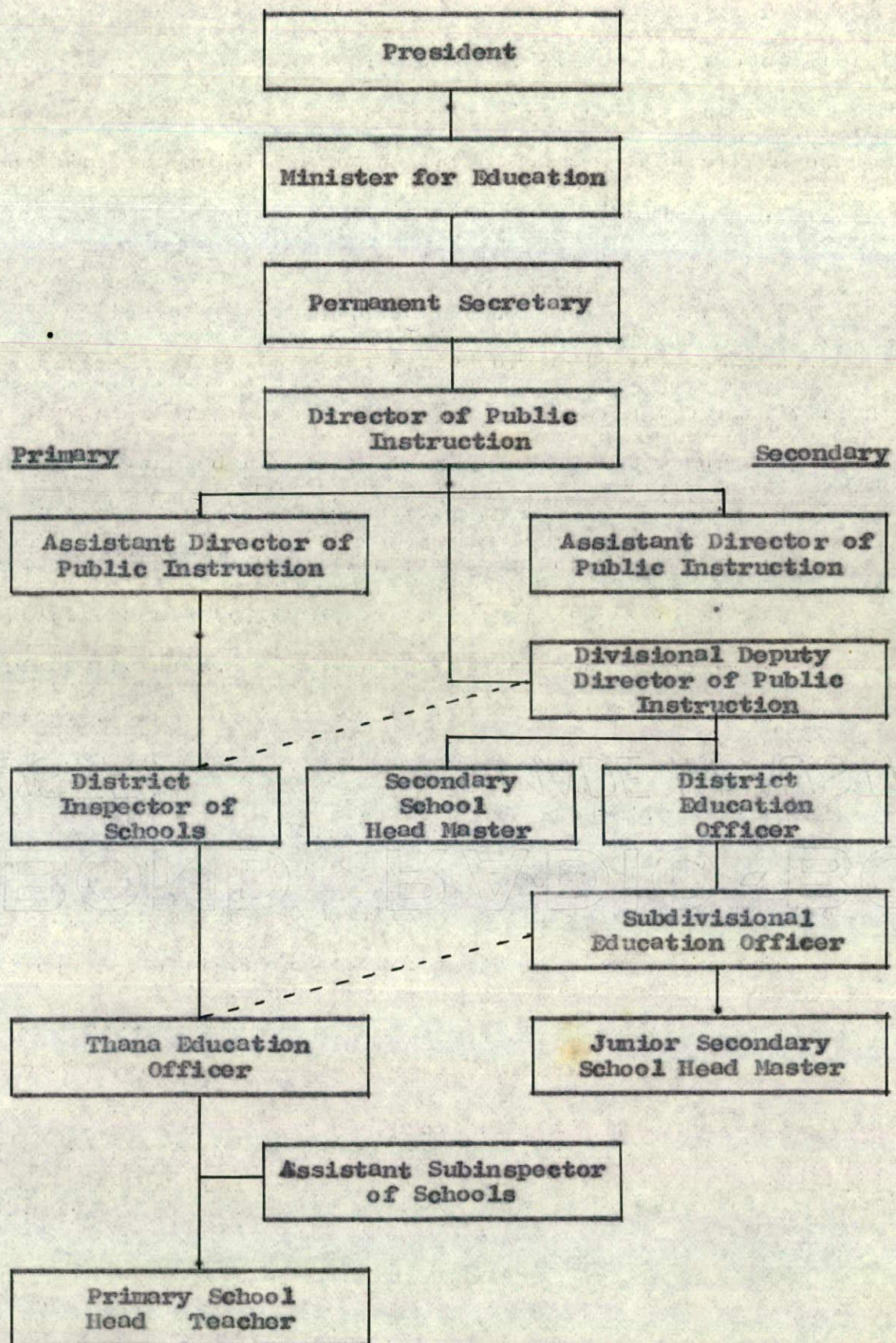


Figure 2. Organizational structure for the administration and supervision of school education and the place of the District Inspector of Schools in the setup.

Process of inspection

The Inspectorate was created during the colonial rule as a part of the Department of Education for the purpose of reporting to the Government on the state of colleges and schools by periodically visiting these institutions. Affiliation of the colleges and schools and the sanction of Government grant were conditional upon a satisfactory report by the Inspector. The reports of the heads of the Education Departments (in the provinces of the British Indian empire) to the Government would include the reports of the proceedings of the inspectors together with the statistical returns in the prescribed proforma.⁷ The process of inspection of a school as described in the Education Code consists of two principal parts, viz., inspection and examination. By inspection is meant the process of seeing a school at work during its ordinary routine, noting the suitability of the building, the sanitary conditions, the arrangement and organization of classes, the furniture and apparatus, how the accounts and registers are kept, the organization and order and

⁷Government of India, Home Department, Selections from the Records of the Government of India, Home Department No. LXXVI, A Collection of Despatches from Home Government on the Subjects of Education in India, 1854-1868 (Calcutta: Superintendent, Government Printing, 1870), pp. 1-7.

discipline, the relation between teachers and scholars and specially the method of teaching. By examination is meant the process of testing the pupils, so as to see if the instruction and the mode of instruction are sound, and further, to see whether faults detected by failures in examinations have been or are being corrected, also to see how subordinate inspecting officers have made suitable reports. In order to make a fair judgement about the condition of a school, both inspection and examination are necessary.⁸

It has been urged that the Inspecting Officers must not consider themselves that they are simply teachers or examiners of pupils. They should possess the experience and knowledge needed by teachers, but their real duty is to see how far the teachers understand the art of teaching and school management, how far they are careful and zealous in their work, to give them information on points of work when they are deficient or upon which they can not be expected to inform themselves; and, in short, to do every thing

⁸Government of Bengal, the Bengal Education Code 1931, (Alipore, Bengal: Superintendent, Government Printing, Bengal Government Press, 1940), p. 42.

possible to smooth away their difficulties.⁹

Section 2

Critique of the System

Ever since the emergence of Bangladesh as an independent and sovereign state in 1971, Committees and Commissions were appointed by the Government to investigate into the system of education and recommend measures for its reformation. Besides, International Bodies too appraised the system. Comments, observations and recommendations of such reports on the state of administrative system of education is detailed below as an evidence of the character of the system.

According to the First Five Year Plan, the system of planning and management of education is inefficient due, among others, to lack of training of the administrative personnel. The report stresses the need for establishing an academy for training of the educational planners and administrators. The Report also suggests the creation of school building cell comprising architects, engineers, economists and educationists to advise the educational authorities on school sites and physical planning of schools, procurement of land and labour, costing and

⁹Government of Bengal, The Bengal Education Code, 1931, Ibid., p. 40.

equipment and for the preparation of appropriate design for the Institution.⁹ The report while commenting on the system of public administration of which educational administration may be conceived of as a subsystem states:

The individual Ministries need to demonstrate initiative and enterprise in identifying the problems in their sector and in taking quick remedial action. The delegation of authority and fixation of clearcut responsibility are recognized to be the best method of ensuring the growth of initiative and responsibility. The risks involved in decentralization are in the long run, much less than those inherent in a system of overcentralization. This is because the range and complexity of issues requiring quick decision are far too great to be handled by a single decision-making unit. It will involve either delay or inefficiency since adequate thought and attention can not be given to each individual issue. Overcentralization often makes it impossible to distinguish between more and less important issues.¹⁰

The Bangladesh Shikhya (Education) Commission 1974, *inter alia*, has identified the following deficiencies of the system:

1. The decision-making authority is overcentralized in the Ministry of Education and the Directorates in the capital city. Lower echelons of the setup at the divisional, district, subdistrict and institutional levels are devoid of necessary power for the performance of functions assigned to them. Even minor matters are required to be referred to the Directorate and thence to the Ministry for a decision thereby creating difficulties in

⁹Government of the People's Republic of Bangladesh, Planning Commission, The First Five Year Plan 1973-78 (Dacca: November 1973), pp. 485-487.

¹⁰Ibid., p. 73.

performing even the work of urgent nature.

2. Appropriate importance is not given to the personnel of the lower echelons of administration as it is evident from the pay and status of the lower levels and the highest levels of the setup. This adversely affects the performance of the lower level officials having impact on the efficiency of the total administration.

3. There is lack of coordination and cooperation among the various functional divisions and levels of the education system thereby impairing the effectiveness of administration.

4. The posts of educational administrators are generally filled up from amongst the teachers. On the one hand, there is the dearth of qualified and trained administrators in the system, on the other hand, there is no arrangement for the training of those who are recruited from the teaching service. This has contributed to the lowering of the standard of quality of administration.

5. The tendency to formulate education policy through executive orders instead of through the Acts of the Parliament is indicative of less importance being given to education. Education policy should form an overall national policy and should be implemented in that spirit.

6. The system of supervision of schools is inadequate both quantitatively and qualitatively. In the opinion of the Commission, the task of the Inspector should

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be to raise the quality of work in the classroom and this he can do only by bringing in new ideas, encouraging initiative and directing the whole of his attention to the content rather than to the external machinery of education. The Commission stresses that the Inspector should be an educationist rather than a clerk and a policeman as he is now.

The Commission, among others, has put forward the following recommendations for the reforms of the system.

1. The administrative authority should be decentralized at the divisional, district and institutional levels.

2. For the administration of school education, four Divisional Directorates with adequate administrative authority and responsibility should be created.

3. An autonomous District Education Authority should be created for the administration of primary education in the district.

4. Management Committees should be constituted in all types of educational institutions with necessary power for the operation of the institution.

5. Education Cadre should be organized with the same financial attraction, professional opportunity and time scale as the Civil Services.

6. Training should be imparted before appointment to the administrative posts. Provision should also be

made for the refresher training of education officers at least once in every fifth year of service so as to acquaint the incumbents with the latest developments in their area of work.

7. An Academy for the training of educational administrators should be established.

8. Education Code of 1931 should be made up-to-date and reprinted. For this purpose, a cell in the Ministry of Education should be created which should be headed by an educationist with the pay and status of the Permanent Secretary, Ministry of Education. The cell should be provided with necessary supporting staff.

The recommendations of the Commission with regard to the supervision of schools are as follows:

1. The task of the Inspector should be to raise the quality of work in the classroom by introducing new ideas and encouraging initiative of the teachers. More attention should be paid to the content rather than to the external machinery of education.

2. Subject specialists should be appointed to accompany the school Inspectors while visiting schools.

3. The Inspectors should be supplied with professional books and journals from the advanced countries of the world. The Inspector should study professional books and journals and other relevant literature, produced by the

International organizations like the Unesco so as to enhance their professional knowledge and competence.

4. Schools should be visited more frequently by the Inspectors.

5. The Inspectors should be freed from extra - departmental duties so as to enable them to spend more time to visiting schools.

6. The number of school inspectors should be increased.¹¹

One appraisal mission of the World Bank to Bangladesh made the following observations on the system of administration of education:

Management of educational system is characterized by three factors: inappropriate structure, insufficient staff and inadequate training. The structure is overcentralized: delegation of decision-making authority is lacking causing managers at all levels to accept rather than attempt to overcome obstacles and constraints.¹²

The mission further observed:

At all levels above the school the span of control for administration is far too large,... Most important,

¹¹ Government of the People's Republic of Bangladesh, Ministry of Education, Bangladesh Shikhya Commission Report 1974 (Dacca: May, 1974), pp. 264-281.

The material is the English version of the Report.

¹² The World Bank, Education Project Division, East Asia and Pacific Regional Office, Bangladesh Education and Training Sector Memorandum, Vol. I (June 12, 1978), p. 17.

no regular system of training and retraining is provided to any of these officers. It will be imperative to design training to produce education managers who are leaders and not inspectors or treasury officers. A career leader concept from teacher to Director of Public Instruction with carefully defined requirements for advancement should be developed.¹³

The Third Regional Conference of the Commonwealth Council for Educational Administration made the following comments/recommendations on the issue of centralization versus decentralization of educational administration of Bangladesh:

The process of change would best be accepted if those directly affected could be given a decision role and hence devolution to school administration and to the village would be appropriate. The sheer immensity of the task reinforces the wisdom of adequate delegation.... The appointment of district educational development officers with a brief much broader than would be typical of a school inspector could have much to recommend it. Their duties could be to work within central guidelines, amongst community groups and with school principals to bring about the greatest supplementation of official resources through self-help activities.¹⁴

¹³ Ibid., Volume 2, pp. 29-30.

¹⁴ The Commonwealth Foundation, Proceedings of the Third Regional Conference of the Commonwealth Council for Educational Administration Held at Dacca, Bangladesh. January 11th to 18th, 1977 (Pall Mall, London SW1, England. Marlborough House, December 1977), pp. 107-108.

Section 3

The Job of the District Inspector of Schools

Originally designated as Deputy Inspector¹⁵ and later renamed as District Inspector of Schools¹⁶ having posted as the chief education officer of a civil district, the functions of the District Inspector of Schools underwent changes with the change of the system of educational administration since the British period. At the moment, he is responsible for the administration and supervision of primary education in a district. The detailed functions of the District Inspector of Schools are not available in one document. The Education Code of 1931 which includes the functions of the educational administrators in broad terms is also not up-to-date. The English version of an extract from the Report of the Bangladesh Shildya Commission 1974 is cited below as evidence:

An Education Code have been compiled as far back as in 1931 for the last time. Since then many years have elapsed, many institutions and organizations have grown up, many old ones have been reorganized, new laws,

¹⁵J.S. Cotton, Progress of Education in India 1892-1893-1896-97, Third Quinquennial Review (Calcutta: Superintendent Government Printing, India 1898), pp. 55-56.

¹⁶J.W. Holme, Progress of Education in Bengal 1917-18-1921-22, Sixth Quinquennial Review (Calcutta: Bengal Secretariat Book Depot, 1923), p. 6.

rules and regulations have come into force and many old ones have been amended but no change has been effected in the Education Code.¹⁷

It was, therefore, necessary to review all relevant documents¹⁸ for assembling the duties and responsibilities of the District Inspector of Schools.

The jobs thus assembled have been classified under ten broad categories with specific items of work under each category. Besides, the cadre of service, method of

¹⁷The Bangladesh Shikhya Commission Report 1974 op. cit., p. 277.

¹⁸Copy of the Despatch from the Court of Directors of the East India Company to the Governor General in India in Council, dated July 19th, 1854, No. 49, pp. 4-10, and, Government of Bengal, The Bengal Education Code, 1931 (Alipore, Bengal: Superintendent, Government Printing, Bengal Government Press, 1940), p. 58, and, Government of East Bengal, Education and Registration Department, Rules Framed under the Bengal (Rural) Primary Education Act, 1930 (Act VII of 1930), Reprint of Bengal Rules (Dacca: Superintendent, Government Printing, East Bengal Government Press, 1952), pp. 1-43, and, Government of East Bengal, Compulsory Primary Education Scheme, East Bengal (Dacca: Superintendent Government Printing, East Bengal Government Press), pp. 1-16, and, Government of East Pakistan, Directorate of Public Instruction, Better Schools (Dacca: East Pakistan Government Press, 1958), pp. 106-107, and, Government of East Pakistan, Education Directorate, Duties and Functions of Officers in the Education Directorate and those in Inspection and Administration under it (Dacca: April 30, 1978), p. 25 (Manographed), and, Bangladesh Parliament, Act VIII of 1974, The Bangladesh Gazette Extra-ordinary, February 5, 1974, and, Government of the People's Republic of Bangladesh, Ministry of Education, Plan for Implementation of the Scheme: Improvement and Development of Primary Schools and Primary Education in Bangladesh (Dacca: August, 1976), pp. 11-13.

recruitment, qualifications and age of the District Inspector of Schools are specifically mentioned. These are described below followed by a description of the broad categories.

Cadre

He belongs to the cadre of Bangladesh Education Service which ranks second from the top in a three tier Education Service viz., (1) Bangladesh Senior Education Service, (2) Bangladesh Education Service and (3) Bangladesh Subordinate Education Service.

Method of Recruitment

Recruitment to the posts is ordinarily made by promotion from Subordinate Education Service, but if a suitable recruit to any of the posts is not forthcoming recruitment is made direct through Public Service Commission.¹⁹

Qualifications

For direct recruitment, candidates must possess a first class degree: Master of Arts or Master of Science from a university together with a degree or diploma in Teaching.

¹⁹Ibid., p. 448.

A satisfactory record of teaching is also required.²⁰

The candidate must produce evidence of a capacity for a touring work, of an aptitude for influencing by inspection the work done in a school and of satisfactory organizing ability.²¹

The candidate must be of a good character. He will furnish a certificate of good character from two respectable persons unconnected with his college or university and not related to him testifying to his private character.

He must be of sound health, good physique, and active habits and free from organic defect or bodily infirmity, and in respect of whom government are satisfied that he is physically fit and in all respects suitable for appointment to government service.²²

Age

Candidates for appointment by direct recruitment must not be over 35 years of age.²³

²⁰ Ibid., p. 452.

²¹ Ibid., p. 455

²² Ibid., p. 21.

²³ Ibid., p. 451.

The minimum qualification for appointment to the Subordinate Education Service is Bachelor of Arts or Bachelor of Science preferably with Honours of a recognized university with a degree in Teaching or first class Master of Arts or Master of Science.²⁴

Teaching experience of a satisfactory nature for not less than two years in recognized secondary schools is also required.²⁵

Detailed Duties and Responsibilities

A: Teacher personnel

1. Selecting and appointing primary school teachers
2. Transferring primary school teachers
3. Promoting primary school teachers
4. Sanctioning leave of primary school teachers
5. Recommending extension of service beyond the prescribed age of superannuation
6. Sanctioning disciplinary measures against primary school teachers
7. Granting deputation of teachers for training
8. Recommending retirement benefits to teachers

²⁴Ibid., p. 447.

²⁵Ibid., p. 458.

B: Staff personnel

1. Drawing and disbursing pay of the staff of the office of the District Inspector of schools
2. Allocating duties to the staff
3. Sanctioning leave to the staff
4. Recommending the cases of retirement benefits of the staff to the Director of Public Instruction
5. Recommending transfer of the staff to the Director of Public Instruction
6. Recommending cases of promotion to the Director of Public Instruction
7. Selecting Clerks for the Office of the Thana Education Officer and forwarding the names to the Director of Public Instruction for approval and orders
8. Supervising the works of the staff of the office of the District Inspector of Schools
9. Writing annual confidential reports of the staff and forwarding the same to the Director of Public Instruction.

C: Officer personnel

1. Inspecting the office of the
 - (1) Subdivisional Education Officer
 - (2) Thana Education Officer
 - (3) Assistant Subinspector of Schools
2. Approving monthly tour programme of Thana Education Officer

3. Approving Tour Diary of Thana Education Officers and Assistant Subinspectors of Schools
4. Recommending leave other than casual leave of Thana Education Officers to the Deputy Director of Public Instruction
5. Sanctioning leave other than casual leave to Assistant Subinspector of Schools
6. Initiating transfer proposal of Thana Education Officers and submitting the same to Director of Public Instruction
7. Transferring Assistant Subinspector of Schools within district
8. Reporting to the Deputy Director of Public Instruction disciplinary cases of
 - (1) Subdivisional Education Officer
 - (2) Thana Education Officers
 - (3) Assistant Subinspector of Schools
9. Supervising the works of
 - (1) Subdivisional Education Officers
 - (2) Thana Education Officers
 - (3) Assistant Subinspector of Schools
10. Writing annual confidential report on Subdivisional Education Officers and sending the same to the District Education Officers

11. Countersigning annual confidential reports of Thana Education Officers and Assistant Subinspectors of Schools and forwarding the same to the Director of Public Instruction.

D: Pupil personnel

1. Assisting in the collection and consolidation of annual returns
2. Assisting in the collection of descriptive roles of the Junior Scholarship Examination and Primary Final Scholarship Examination
3. Assisting in the consolidation of descriptive roles of the Junior Scholarship Examination and Primary Final Scholarship Examination
4. Assisting in the conduct of Junior Scholarship Examination and Primary Final Scholarship Examination
5. Acting as a member of the local examination committee of the Secondary School Certificate Examination and Higher Secondary Certificate Examinations
6. Assisting in the conduct of the Secondary School Certificate Examination and Higher Secondary School Certificate Examination
7. Acting as Superintendent of the Madrasah Examinations
8. Conducting the Primary Training Institute Examination

E: Finance

1. Preparing annual budget in respect of the primary education of the district and submission of the same to the Director of Public Instruction
2. Allocating contingent money to the Thana Education Officers
3. Maintaining Contingent Account Register
4. Disbursing Development Funds
5. Maintaining accounts of development funds
6. Passing travelling allowance bills of Thana Education Officers
7. Ordering supplies and placing contracts.

F: Relations with the Executive Officers

1. Maintaining good relations with the Deputy Commissioner
2. Acting as his adviser in respect of all matters of primary education
3. Keeping him informed of all matters in connection with the development of physical facilities of primary schools
4. Carefully considering the suggestions, made by the Deputy Commissioner, in respect of primary education
5. Obtaining sanction of the Deputy Commissioner for enjoying casual leave
6. Obtaining sanction of the Deputy Commissioner in the selection of primary schools for development and in the selection of Primary school teachers

7. Attending meeting of the various District Committees when called by the Deputy Commissioner.

G: Public relations

1. Approving Managing Committees for primary schools
2. Extending the life of the managing committees for a period not exceeding six months
3. Dissolving the managing committee
4. Conferring with the people when on visit to schools, eliciting their views on the functioning of the school, and encouraging them to take interest in the regular attendance of teachers and pupils, and seeking their help in the development of physical facilities of the school
5. Receiving the public during visiting hours in the office and hearing their grievances
6. Speaking to the people on occasions like annual day of the school and explaining to them various programmes undertaken by the Government for the development of education

H: Reporting

1. Holding inquiries and submitting reports to the higher authorities in respect of various matters such as allegations against subordinate officers and staff, teachers and managing committees, request for new primary school, request for change of site of the

- school, request for development grant, dispute, etc.
2. Collecting, consolidating and submitting various survey reports in respect of teachers, pupils, school buildings, extent of damage done to institutions by natural calamities such as, cyclone, tornado, storm, flood et.
 3. Assisting in the preparation of annual reports on the progress of education at the district level and submitting to the higher authorities
 4. Seeking clarification from the higher authorities on apparent ambiguities in communications received
 5. Attending departmental conferences called by higher authorities.

I: Development of
physical facilities

1. Acting as the member-secretary of the District Primary School Development Committee
2. Obtaining recommendations of the names of the primary schools for inclusion in the development programme from the Subdivisional Primary School Development Committees
3. Convening meeting of the District Primary School Development Committee and placing the recommendations before it

4. Selecting schools and determining the amount of grant to be paid to each school with the approval of the committee
5. Supervising schools undertaken for development
6. Obtaining monthly progress report from the schools under development
7. Consolidating progress reports and submitting the same to the Project Director
8. Arranging publicity of the scheme for encouraging local interest.

J: Visit to schools

1. Remaining on tour for the following categories of visits to schools:
 - (1) Visiting primary schools for full inspection which consists of inspection of building, furniture, equipment and sanitary conditions of the school, records and registers, method of teaching followed by teachers, curricular and cocurricular activities of the pupils etc. and conferring with the managing committee. The inspection is followed by a written report in the visitors' book of the school noting strength and weakness and suggesting ways and means of improvement

- (2) Visiting primary schools for short inspection to check the attendance of teachers and pupils
- (3) Visiting primary schools for checking development works of the school
- (4) Visiting primary school for inquiry into allegations against teachers and managing committee
- (5) Visiting High Schools and Junior High Schools, Senior Madrasahs and Junior Madrasahs for Inspection in connection with first recognition or extension of recognition. The process involves a full Inspection of all aspects of the school viz., working of the managing committee, adequacy of teaching staff and enrolment, results of the public examinations, adequacy of buildings, equipment and library etc. The inspection is followed by a report to the Deputy Director of Public Instruction stating all aspects of the school and giving views whether the institution deserves recognition/extension of recognition
- (6) Visiting schools and madrasahs in connection with accompanying of high officials

CHAPTER IV

METHOD OF INQUIRY

Hypotheses and Method of their Testing

The study aims at identifying and analysing the job of the District Inspector of Schools in Bangladesh. The analysis has been made on the basis of seven hypotheses enumerated in chapter I and restated here to explain the method of testing each of these hypotheses.

The first hypothesis relates to the quantum of the job of the District Inspector of Schools which states:

The job actually performed by the District Inspector of Schools does not compare favourably with the job expected to be performed by him.

To test this hypotheses, the jobs of the District Inspector of Schools have been identified, classified and listed as specific items. The listed jobs have been placed before all the District Inspectors of Schools in the form of a questionnaire with request to indicate whether they perform or do not perform the jobs by giving a tick mark against "Yes" or "No" as the case may be. The statistical significance of the difference of affirmative and negative responses has been found out by chi-square method at 5 per cent level of significance in respect of a Null Hypothesis formulated against each item of the jobs in order to come

to a conclusion about the retention or rejection of this Hypothesis (relevant material of chapters II, III and V).

The second hypothesis formulated for the analysis of the job of the District Inspector of Schools is concerned with the nature of the job of the District Inspector of Schools which states:

The District Inspector of Schools is immersed in the performance of administrative duties and can devote very little time to the supervision of teaching and learning necessary for improving education of the children in the classroom.

The hypothesis has been tested by finding out the amount of time the District Inspector of Schools gives between the performance of administrative duties and of visiting schools for the purpose of supervision of teaching and learning, and by examining the identified nature of his jobs in relation to the jobs he should perform on the basis of the insight gained from the emerging concepts of organization and administration built in the study (relevant material in chapters II, III and V).

The third hypothesis formulated for the analysis of the job of the District Inspector of Schools relates to the process of supervision of schools being followed by the District Inspector of Schools which runs thus:

The nature of inspection is authoritarian and is based on the belief that the authority is competent to prescribe a predetermined curricula and courses of studies for all children of the nation and a pre-fixed method of teaching to be followed by all teachers. The process tends to stifle the creativity in the teaching-learning and, therefore, warrants change.

The hypothesis has been tested by examining the identified process of inspection being followed by the District Inspector of Schools in the light of the insights gained from the emerging concepts of supervision built in the study. The findings and recommendations of the national and international bodies on the system of administration and supervision in Bangladesh have also been taken into consideration in coming to a conclusion on this hypothesis. (relevant material of chapters II and III).

The fourth hypothesis is concerned with the organization of the office of the District Inspector of Schools which states:

The District Inspector of Schools functions in an inappropriate organization. With a poor supervisory capacity he has a large span of control over subordinate officers and staff, primary schools, their teachers and students.

The scope of supervision has increased over the years without corresponding increase in the supervisory strength of his office making him largely incapable for effective functioning.

The jurisdiction of the District Inspector of Schools is heterogeneous in nature having a large variation in the number of primary schools, primary teachers and primary enrolment from district to district.

Having placed in a highly centralized system of administration, the District Inspector of Schools can not ensure effective performance of functions.

For lack in unity of command, the District Inspector of Schools is subjected to confusion in the performance of his functions and the situation demands remedy.

Also, the organization is devoid of built-in institutional forum for participation of the people in the management and control of primary education at this level.

To test the hypothesis, the number of subordinate officers and staff, primary schools, their teachers and enrolment have been found out. The extent of enlargement of his span of control have been indicated by comparing the strength of his office in relation to the quantum of increase in the number of subordinate officers and staff, primary schools, their teachers and students over the base year 1947-48.¹

Conclusion on the highly centralized character of the organization of the District Inspector of Schools and lack in unity of command have been arrived at by examining the existing organization in relation to the emerging concepts of organization and administration. The views expressed by the committees and commissions on the organization for educational administration of Bangladesh have also been taken into consideration. (Material in chapters II, III and v).

The fifth hypothesis relates to the physical environment of the District Inspector of Schools which states:

The physical environment of the District Inspector of Schools does not appear to be conducive to the efficient performance of functions and needs to be improved.

The hypothesis has been tested by identifying selected physical environment of the District Inspector of

¹The year of independence from the British Rule.

Schools, e.g., staff, office accommodation, furniture and equipment, supply of stationery, provision of transport and library etc., and by examining their adequacy for effective performance of functions (relevant material in chapter II, III and V).

The sixth hypothesis is concerned with the personal characteristics of the District Inspector of Schools. It is hypothesized:

The personal characteristics prescribed for appointment to the post of the District Inspector of Schools, formulated in the beginning of the twentieth century, need to be modified in the light of the changed conditions.

To test the hypothesis, selected personal characteristics of the District Inspector of Schools have been identified. These have been examined in relation to those prescribed by the Government, and in relation to desirable characteristics as built in the study. The comments and suggestions of the committees and commissions of Bangladesh have also been utilized in testing the hypothesis. (relevant material of chapter II, III and V).

The seventh hypothesis is concerned with finding relationship among the selected variables which runs thus:

There is no significant relationship among the variables: (a) personal characteristics of the District Inspector of Schools and his views on some aspects of his job, (b) physical environment and his views on some aspects of his job, (c) job satisfaction and his views on working conditions.

To test the hypothesis, data on each item have first been tested for significance by chi-square test of independence at 5 per cent level for the purpose of rejection or retention of a Null Hypothesis being tested. When the test of independence indicates existence of relationship, the contingency coefficient or index of relationship has been computed to determine the extent of relationship. The contingency coefficient or the index of relationship is regarded significant because the chi-square value from which it is obtained is itself significant.

Development of the Questionnaire

In the development of the questionnaire consensus has to be arrived at on two points: the areas of investigation and the type of questions. In consultation with Internal Examining Committee it has been decided that the questionnaire should include such areas of investigation as: (a) selected personal characteristics of the District Inspector of schools, (b) some aspects of physical environment, (c) views on some aspects of physical facilities and working conditions, (d) agreement of the sample population on the degree of performance of the identified functions, (e) the percentage of time spent for various types of administrative duties and in visiting schools, (f) the total number of days spent in visiting schools in a year, and finally, (g) his views on some aspects of his job.

As to the type of questions, items on areas (a), (b), (e) and (f) have been decided to be open-ended. There have been deliberations as to whether items on (c), (d) and (g) should be just "yes" or "no" type or more options as "don't know" or "others" will be given. At length, consensus has been arrived at that "Yes" or "No" type questions despite their limitations should be adopted in the interest of the respondents as also for getting more replies.

Having arrived at a consensus on the content and type of questions, a draft is made and put up to the Internal Examining Committee. The committee consisting of a specialist in educational administration, a specialist in testing and measurement and research methodology and a specialist in language has scrutinized the questionnaire. Some modifications have been suggested and accordingly the questionnaire is amended, finalized and duplicated for use.

Description of the Questionnaire

The questionnaire is designed to obtain data on the following areas:

Personal Characteristics of the District Inspector of Schools

This category includes question items on (a) age, (b) educational qualifications, (c) experience in inspecting service and (d) experience in teaching service. Data for

the section have been collected through items numbered 1-4.

Physical Environment

The physical environment identified for the study includes (a) the total number of primary schools under the jurisdiction of the District Inspector of Schools, (b) the total number of primary school teachers in the district, (c) the total number of students in the primary schools, (d) the total number of staff under the direct supervision of the District Inspector of Schools, (e) the total number of officers under the direct supervision of the District Inspector of schools, (f) the views of the District Inspector of Schools on some working conditions and physical facilities. Through items numbered 5-26 of the questionnaire data for this section are collected.

Duties of the District Inspector of Schools

The duties of the District Inspector of Schools have been classified under ten heads: (a) teacher personnel, (b) staff personnel, (c) officer personnel, (d) pupil personnel, (e) finance, (f) relations with the executive officers, (g) public relations, (h) reporting, (i) development of physical facilities, (j) visiting schools. Through items numbered 27-96 data for this category of duties are collected.

Percentage of time spent in
administrative duties as well
as in visiting schools

The District Inspector of Schools is asked to indicate the percentage of working time he spends in the performance of different categories of administrative duties as well as in different categories of visiting schools. Through item number 97 with its subitems, data have been collected.

Number of days spent on
tour in a Year

The District Inspector of Schools is asked to indicate the number of days he spends on tour in a year. The data on this item have been collected through item numbered 98.

Views on some aspects
of the job

The District Inspector of Schools is asked to give his views on some aspects of his job. The views have been elicited through question items 99-113.

A copy of the questionnaire is placed at Appendix A.

Size and Make-up of the Sample

The study has included all the nineteen District Inspectors of Schools, posted in the districts of Bangladesh, from 20 June to 15 August 1977. Thus the study has covered the entire population.

Administering the Questionnaire

The Director, Institute of Education and Research, University of Dacca, in a letter² dated 23 December 1976 introduced the study to the Secretary, Ministry of Education with the request to instruct the District Inspectors of Schools for according necessary cooperation in the conduct of the study. In response to this letter, the Ministry of Education in its letter³ of 30 December 1976 requested the District Inspectors of schools to cooperate with the author. The questionnaire, together with a mimeographed copy of the letter of the Ministry of Education and with a forwarding letter⁴ from the author, was mailed to all the nineteen District Inspectors of Schools. A self-addressed stamped envelope was attached to the questionnaire. The respondents were requested to fill in the questionnaire and return the same within three weeks. The respondents were assured that the information received through the questionnaire would be treated confidentially and this information would be used only for this study.

² See Appendix B.

³ See Appendix C.

⁴ See Appendix D.

After three weeks a reminder⁵ was issued to four District Inspectors of Schools, from whom replies were yet to be received. At last, completed questionnaire were received from them too.

The return of the questionnaire is 100 per cent.

Procedure for Compilation of Data

Appropriate statistical methods have been used for the compilation of collected data.

Data on Personal Characteristics

The responses to each item have been summarized by using appropriate statistical method and the results are presented in tables.

Data on Physical Environment

The responses to each item have been computed by using appropriate statistical method and the results are placed in tables.

Views on Some Working Conditions and Physical Facilities

The frequencies of "Yes" or "No" are calculated and their corresponding percentages computed. The significance of difference between the number of two types

⁵See Appendix E.

of responses is tested by the Chi-square method. Each Null Hypothesis is tested at the 5 per cent level of significance.

The Null Hypothesis tested in each case is:

There is no significant difference between the number of the District Inspectors of Schools who have responded in the affirmative and the number of those who have responded in the negative.

Each Null Hypothesis is coded with the letters NH, with a subscript corresponding to the number of the item in the questionnaire. The Null Hypothesis is rejected if the calculated Chi-Square value is equal to or more than the tabled Chi-Square value. If the calculated Chi-Square value is less than the tabled Chi-Square value, the Null Hypothesis is retained. The results of computation are presented in appropriate tables.

Performed Duties

The frequencies of "Yes" or "No" have been calculated and their corresponding percentages computed. The Null Hypothesis as described below is tested for significance by the Chi-square method at the 5 per cent level:

There is no significance difference between the number of respondents who have performed the duty and the number of those who have not performed the duty.

Each item of duties described is coded with the letter NH, with a subscript corresponding to the number of the item in the questionnaire. The Null Hypothesis is rejected if the calculated Chi-Square value is equal to

or more than the table Chi-square value. If the calculated Chi-square value is less than the table value, the Null Hypothesis is retained. The results of computations are presented in appropriate tables.

Percentage of Time Spent in the
Performance of Administrative
Duties as well as in Visiting
Schools

Responses to each item are summarized by using appropriate statistical methods and presented in a table.

Number of Days Spent
on Tour in a Year

Responses to this item are computed by using appropriate statistical methods and is placed in a table.

Views of the District Inspector
of Schools on Some Aspects of
his job

The frequencies of "Yes" or "No" have been calculated and their corresponding percentages computed. The significance of difference between the number of two types of responses is tested by the Chi-square method at the 5 per cent level of significance. The same procedure as described in the section relating to views on some working conditions and physical facilities is used.

Comparison of Expected and Actual Performance of Duties

Each item of duties is computed and the results of computation are presented in appropriate tables. Finally, overall comparison of expected and actual performance of duties is furnished in a table.

Determination of Relationship Between Selected Variables

The relationship among four groups of variables:

(1) personal characteristics of the District Inspector of Schools, (2) his physical environment, (3) his views on aspects of his job and (4) his views on selected working conditions and physical facilities are sought to be determined.

The data on each item are first tested for significance by the Chi-Square test of independence at the 5 per cent level for the purpose of rejection or retention of Null Hypotheses being tested. The Null Hypothesis tested is:

The variables under analysis are independent or no relationship exists between the variables.

The Null Hypothesis is coded with the letters NH, with a subscript corresponding to the number of the item in the questionnaire.

When the test of independence indicates existence of relationship, the contingency coefficient or index of relationship is computed to determine the extent of

relationship. The contingency coefficient or the index of relationship is regarded significant because the Chi-Square value from which it is obtained is itself significant. The results of computations are presented in appropriate tables.

The Nature of the Population Studied and the Method
of Testing the Null Hypotheses for Finding
Relationship Among Selected Variables

The population of the District Inspector of Schools is an ever changing one in Bangladesh. Almost every year its composition changes due to superannuation of the older members, promotion of officers from the subordinate Education Service, occasional direct recruitment of a few, death, discharge and dismissal. Most of the incumbents to the office at a particular point of time are usually those who are fortunate enough among a much larger number of members of the junior colleagues to be promoted to the post only a few years before retirement. They have little prospect for promotion to higher posts.

But the essentially stagnant character of the system of educational administration in this country allows the population of these officers to change in their philosophy and practice in work only very gradually and imperceptibly over any short span of time. Hence the sample of the District Inspectors drawn for the study within a very short period of time with 100 per cent coverage may in

effect be assumed to have been a representative sample of a much larger population of such officers who might have held the office over a considerably longer period of time when the system has changed very little.

Given this situation regarding the sample population together with the fact that only non parametric tests have been used to test the significance of certain dichotomies in the population, the outcomes of testing the significance of relevant hypotheses are quite legitimately expected to lead to sound statistical inferences if other conditions for use of such non-parametric tests are satisfied. In actual application of the techniques, care has been taken to satisfy these conditions as far as practicable. For example, in the application of chi-square tests with one degree of freedom correction formula have not been used because expected (theoretical) frequency in each cell is much more than five in the case of hypotheses involving two cells and nearly five in the case of hypotheses involving four cells. Besides, use of correction formula are not likely to change practically the findings in these cases.

CHAPTER V

PRESENTATION OF DATA OBTAINED FROM ANSWERS TO THE QUESTIONNAIRE

This chapter presents the data obtained through answers to the questionnaire received from a sample population consisting of all the nineteen District Inspectors of Schools in Bangladesh. Responses from all the District Inspectors of Schools are received. The answers have been compiled according to the procedures described in the chapter on method of inquiry and presented seriatim. Besides the chapter also attempts to determine relationship among selected variables.

Personal Characteristics of the District Inspectors of Schools

Age

The age of the District Inspectors of Schools ranges from 41 to 56 years. The Mean of the age distribution is 51.26 years and the standard Deviation is 3.38. Data concerning the age of the District Inspectors of Schools are presented in Table 1.

It is evident from Table 1 that 15 or nearly 79 per cent of the District Inspectors of Schools fall within one Standard Deviation from the Mean which indicates that the

sample population is homogeneous in respect of age.

TABLE 1
DATA CONCERNING THE AGE OF THE DISTRICT
INSPECTORS OF SCHOOLS

Age in Years	Frequency	Percentage	
56	1	5.26	
55	1	5.26	
54	3	15.79	
53	3	15.79	
52	4	21.05	
51	0	0	Mean: 51.26
50	2	10.53	SD : 3.38
49	2	10.53	
48	1	5.26	
47	1	5.26	
41	1	5.26	
Total	19	99.99	

Educational Qualifications

At the lowest end about 74 per cent of the District Inspectors of Schools possess an academic Bachelor's degree together with a Bachelor's degree in Education, and at the highest end above 5 per cent of the population have an academic Master's degree together with a Master's degree in Education. The data concerning the

educational qualifications of the District Inspectors of Schools are presented in Table 2.

TABLE 2
DATA CONCERNING THE EDUCATIONAL QUALIFICATIONS
OF THE DISTRICT INSPECTORS OF SCHOOLS

Educational Qualifications	Frequency	Percentage
B.A./B.Sc./B.T./B.Ed.	14	73.68
B.A./B.Sc./M.Ed./M.A.(Ed.)	2	10.53
M.A./M.Sc./B.T./B.Ed.	2	10.53
M.A./M.Sc./M.Ed./M.A.(Ed.)	1	5.26
Total	19	100

B.A. stands for Bachelor of Arts
B.Sc. stands for Bachelor of Science
M.A. stands for Master of Arts
M.Sc. stands for Master of Science
B.T. stands for Bachelor of Teaching
B.Ed. stands for Bachelor of Education
M.Ed. stands for Master of Education
M.A.(Ed.) stands for Master of Arts in Education

It is evident from Table 2 that the typical group in respect of academic and professional qualifications is the one which has an academic Bachelor's degree with a Bachelor's Degree in Education.

Period of Experience in Inspecting Service

The experience of the sample population as District Inspector of Schools ranges from one to six years. On the average, each individual of the sample population has an

experience of four years as District Inspector of Schools. The data concerning the experience of the sample population as District Inspector of Schools are presented in Table 3.

TABLE 3

DATA CONCERNING THE YEARS OF EXPERIENCE AS
DISTRICT INSPECTOR OF SCHOOLS

Experience in Years as District Inspectors	Frequency	Percentage	
6	1	5.26	
5	7	36.84	
4	5	26.31	
3	4	21.05	Mean: 4.00
2	1	5.26	SD : 1.21
1	1	5.26	
Total	19	99.98	

It is evident from Table 3 that 16 or 84 per cent of the population fall within one Standard Deviation from the Mean of the distribution which means that the group is homogeneous in respect of years of experience as District Inspector of Schools.

The experience of the District Inspectors of Schools as Subdivisional Education Officer/Subdivisional Inspector of Schools varies from two to eleven years. On the average, each District Inspector of Schools has an experience of nearly five years as Subdivisional Education

Officer/Subdivisional Inspector of Schools. The data concerning the experience of the District Inspectors of Schools as Subdivisional Education Officer/Subdivisional Inspector of Schools are presented in Table 4.

TABLE 4

DATA CONCERNING THE EXPERIENCE OF THE DISTRICT INSPECTOR OF SCHOOLS AS SUBDIVISIONAL EDUCATION OFFICER/
SUBDIVISIONAL INSPECTOR OF SCHOOLS

Experience in : Years as Subdivisional Education Officer/ Subdivisional Inspector of Schools	Frequency	Percentage	
11	1	5.26	
7	2	10.53	
6	3	15.79	
5	4	21.05	
4	4	21.05	Mean: 4.58 SD : 2.47
3	2	10.53	
2	1	5.26	
0	2	10.53	
Total	19	100.00	

It is evident from the Table 4 that 15 or nearly 79 per cent of the population fall within one Standard Deviation from the Mean which indicates that the group is homogeneous in respect of years of experience as

Subdivisional Education Officers/Subdivisional Inspectors of Schools.

On the average, the District Inspectors of Schools have an experience of nearly 16 years as Thana Education officer/Subinspector of schools. Data concerning the experience of the District Inspectors of Schools as Thana Education Officer/Subinspector of schools are presented in Table 5.

TABLE 5

DATA CONCERNING THE EXPERIENCE OF THE DISTRICT INSPECTORS OF SCHOOLS AS THANA EDUCATION OFFICER/SUB INSPECTOR OF SCHOOLS

Experience in : Years of District Inspector of Schools as Thana Education Officer	Frequency	Percentage	
19	2	10.53	
18	3	15.79	
17	8	42.10	
16	2	10.53	
14	1	5.26	Mean: 15.68
13	1	5.26	S.D.: 4.16
11	1	5.26	
0	1	5.26	
Total	19	99.99	

It is found that 89 per cent of the sample population fall within one Standard Deviation from the Mean of the distribution thereby indicating that the sample population is homogenous in respect of years of experience as Thana Education Officers/Subinspector of schools.

It is also evident from Tables 3, 4 and 5 that on an average a District Inspector of Schools has to his credit an experience of 4.58 and 15.68 years as Subdivisional Education Officer/Subdivisional Inspector and Thana Education Officer/Subinspector respectively. He has to his credit a total period of 20.26 years of experience as an inspecting officer.

Experience in Teaching Service

Nearly 74 per cent of the District Inspectors of Schools have teaching experience and 63 per cent of them possess experience of teaching in secondary schools ranging from one to six years and nearly 11 per cent have experience of teaching in the primary training institutes ranging from one to 13 years.

Physical Environment of the District Inspectors of Schools

Number of Primary Schools under Supervision

The number of primary schools under the supervision of the District Inspectors of Schools varies from district

to district. The highest number of primary schools under the supervision of a District Inspector of Schools is 3444 and the lowest is 800. Theoretically each district has an average of 1912.05 primary schools. But practically each District Inspector Supervises either more or less schools than the average number. The data are presented in Table 6.

TABLE 6

DATA CONCERNING THE DISTRICT INSPECTORS OF SCHOOLS
SUPERVISING EITHER MORE OR LESS THAN THE
AVERAGE NUMBER OF SCHOOLS
PER DISTRICT

District	:	:	:
Inspector of	:	:	:
Schools	:	:	:
Supervising	:	Frequency	Percentage
Number of	:	:	:
Schools	:	:	:
More than the	:	:	:
Average	:	9	47.36
Less than the	:	:	:
Average	:	10	52.63
Total	:	19	99.99

:Mean: 1912.05
:SD : 834.67

The percentage of the District Inspectors of Schools falling within one Standard Deviation from the Mean of the distribution is sixty-three which indicates that the variability of the distribution of primary schools under the supervision of the District Inspectors of schools is large.

Number of Primary School Teachers

The number of teachers under the supervision of a District Inspector of Schools ranges from 2,457 to 16,090. The average number of teachers under the supervision of the District Inspectors of Schools is 8,257. This is again theoretical. The data concerning the District Inspectors of Schools having either more or less than the average number of primary school teachers under supervision are presented in Table 7.

TABLE 7

DATA CONCERNING THE DISTRICT INSPECTORS OF SCHOOLS HAVING EITHER MORE OR LESS THAN THE AVERAGE NUMBER OF PRIMARY SCHOOL TEACHERS UNDER SUPERVISION

No. of District Inspectors of Schools Having Teachers under Supervision	:	:	:	:
	:	Frequency	Percentage	:
More than the Average	:	9	47.37	:
Less than the Average	:	10	52.63	:
				Mean: 8257.15
				SD : 3721.52

The percentage of the District Inspector of Schools falling within one Standard Deviation from the Mean of the distribution is 63 which indicates a heterogeneous nature of jurisdiction of the District Inspector of Schools in respect of the number of primary school teachers to be supervised.

Enrolment in the
primary schools

The enrolment of primary schools varies from district to district with a range from 58,121 to 656,531. Theoretically, the average enrolment of primary schools in a district is 358,068.10. The data concerning the District Inspectors of Schools having either more or less than the average enrolment in the primary schools under their supervision are presented in Table 8.

TABLE 8

DATA CONCERNING THE DISTRICT INSPECTORS OF SCHOOLS HAVING
EITHER MORE OR LESS THAN THE AVERAGE ENROLMENT OF
SCHOOLS UNDER SUPERVISION

District Inspectors: of Schools Having Enrolment	:	Frequency	:	Percentage	:
More than the average	:	10	:	52.63	:
Less than the average	:	9	:	47.37	:
Total	:	19	:	100	:

Mean: 358,068.10
SD : 173,842.57

It is evident that 63 per cent of the distribution fall within one standard deviation from the Mean of the distribution thereby indicating a large variation of enrolment of the schools under the supervision of the District Inspectors of Schools.

Data concerning primary schools, their teachers and enrolment under the supervision of the District Inspector of Schools are presented in appendix table F.

Number of Staff under
Direct Supervision

The staff of the office of the District Inspector of Schools consists of a head clerk, one or more accountants, lower division clerks and Members, lower subordinate service. The data concerning the staff under the direct supervision of the District Inspectors of Schools are presented in Table 9.

TABLE 9

DATA CONCERNING THE STAFF UNDER THE DIRECT SUPERVISION
OF THE DISTRICT INSPECTOR OF SCHOOLS

Title	Total Number	Average
Head Clerks	19	1
Accountants	29	1.52
Lower Division Clerk	144	7.57
Member, Lower Subordinate Service	95	5
Total	287	15.10

Number of officers under
Direct Supervision of the
District Inspectors of Schools

There are 420 Thana Education Officers under the direct supervision of the District Inspectors of Schools. The number of Thana Educational Officers varies from district to district. The highest number of Thana Education Officers under the supervision of the District Inspector of schools is 43 and the lowest is 9. The

average number of Thana Education Officers under the direct supervision of the District Inspector of schools is 22.10.

Staff of the Thana
Education Officers

The staff of the Thana Education Officers under the supervision of the District Inspectors of Schools consists of 366 Assistant Subinspectors of Schools/ Assistant to the Thana Educational Officers, 844 Clerks in the offices of the Thana Education Officers and 412 Members of the Lower Subordinate Service. The total staff of the Thana Education Officers under the supervision of the District Inspector of Schools is 1622. The average number of staff of the Thana Education Officers under the supervision of the District Inspector of Schools is 85.36.

Data concerning the officers and staff under the supervision of the District Inspectors of Schools are placed at appendix table G.

Adequacy of Working Conditions
and Physical Facilities for
Efficient Performance of
Functions

The District Inspectors of Schools are asked to give their views on the adequacy or otherwise of the 18 aspects of the working conditions and physical facilities as listed in the questionnaire. They have been instructed to indicate their opinion by giving tick marks against

"Yes" or "No" as the case may be. The answers have been compiled according to the procedures laid down in the chapter on the method of inquiry. The data are presented in Table 10.

It is found from Table 10 that in as many as 13 items out of 18 there is significant difference between affirmative and negative responses of the respondents. However, in the case of 12 duties, according to the overwhelming majority, the working conditions and physical facilities tend to be not adequate. In the case of one duty viz., adequacy of travelling allowance, the overwhelming majority have expressed the view that the travelling allowance is adequate. In this case, the difference of opinion is real and not apparent. In the remaining 5 items, the majority views are that the working conditions and physical facilities are not adequate. The test of significance, however, indicates that the difference of opinion is apparent and not real. Here, the possibility of their working conditions and physical facilities being adequate and not adequate tend to be 50:50.

Summary of calculations for testing the Null Hypotheses Relating to the views of the District Inspectors of Schools on some working conditions and physical facilities is given at appendix table H.

TABLE 10

DATA REGARDING THE VIEWS OF THE DISTRICT INSPECTORS OF
SCHOOLS ON 18 ASPECTS OF THEIR WORKING CONDITIONS
AND PHYSICAL FACILITIES

Item	Null Hypothesis (NH)	Conclusion/Hypothesis Rejected/Retained
Adequacy of staff for the efficient performance of functions	NH 10	Retained
Adequacy of office space	NH 11	Rejected
Sufficiency of furniture	NH 12	Retained
Adequacy of the supply of office equipment from the central store	NH 13	Rejected
Supply of office equipment from the central store in time	NH 14	Rejected
Authority to buy office equipment locally	NH 15	Rejected
Adequacy of financial provision to buy office equipment locally	NH 16	Retained
Adequacy of the supply of forms and stationery	NH 17	Rejected
Supply of forms and stationery in time	NH 18	Rejected
Authority to print forms and stationery locally	NH 19	Retained
Adequacy of financial allotment to print forms and stationery locally	NH 20	Retained
Existence of library	NH 21	Rejected
Adequacy of stock of professional books and journals	NH 22(1)	Rejected
Adequacy of Departmental books	NH 22(2)	Rejected
Availability of budget provision for the library	NH 23	Rejected
Authority to buy books from contingent allotment	NH 24	Rejected
Availability of official transport	NH 25	Rejected
Adequacy of travelling allowance	NH 26	Rejected

Duties and Responsibilities

The District Inspectors of Schools are asked to indicate whether they perform or do not perform the identified duties by giving a tick mark against "Yes" or "No" as the case may be against items 27 to 96(6) of the questionnaire. The answers to the questions have been compiled according to the methodology described in the chapter on the method of inquiry. The results of computation are furnished in tables 11-20.

A: Teacher Personnel

Eight duties have been identified under this category of functions. The overwhelming majority of the District Inspectors of Schools have indicated that they have performed each of these duties. There is significant difference between "Yes" and "No" answers of the respondents. The Null hypothesis has been rejected in each case. The results of computation have been given in table 11.

B: Staff Personnel

Of the nine duties in this category, each of the duties has been performed by a great majority of the District Inspectors of Schools. There is significant difference between "Yes" and "No" answers of the sample population. In case of each of these duties, the Null Hypothesis has

TABLE 11

RESULTS OF COMPUTATION OF ANSWERS RELATING TO
DUTIES ON TEACHER PERSONNEL

Duty	: Null : Hypothesis : (NH)	: Conclusion: : Hypothesis : Rejected/ : Retained
Selecting and appointing primary school teachers	: NH 27	: Rejected
Transferring primary school teachers	: NH 28	: Rejected
Promoting primary school teachers	: NH 29	: Rejected
Sanctioning leave other than casual leave to teachers	: NH 30	: Rejected
Recommending extension of service beyond the prescribed age for superannuation	: NH 31	: Rejected
Sanctioning disciplinary measures against primary school teachers	: NH 32	: Rejected
Sanctioning deputation of primary school teachers for training	: NH 33	: Rejected
Recommending retirement benefits of primary school teachers	: NH 34	: Rejected

been rejected. The results of computation have been given in table 12.

C: Officer Personnel

A total of seventeen duties have been identified in the category of officer personnel. Out of these duties, thirteen duties are reported to have been performed by a great majority of the District Inspectors Schools. There

TABLE 12
RESULTS OF COMPUTATION OF ANSWERS RELATING TO
DUTIES ON STAFF PERSONNEL

Duty	Null Hypothesis (NH)	Conclusion: Hypothesis/Rejected/Retained
Drawing and disbursing of pay of the staff	NH 35	Rejected
Allocating duties	NH 36	Rejected
Sanctioning leave	NH 37	Rejected
Recommending retirement benefits	NH 38	Rejected
Recommending transfer	NH 39	Rejected
Recommending promotion	NH 40	Rejected
Selecting clerks for the office of the thana education officers	NH 41	Rejected
Supervising works of the staff	NH 42	Rejected
Writing annual confidential reports	NH 43	Rejected

is significant difference between the respondents who perform these duties. The Null Hypothesis in each of these cases has been rejected. Out of the remaining four duties, in the case of NH 44(1) and 51(1) the test of significance indicates that half of the respondents tends not to perform these duties and in the remaining two cases, NH 44(3), and 52(1), half of the District Inspectors of Schools tends to perform these functions. The results of computation are presented in table 13.

TABLE 13

RESULTS OF COMPUTATION OF ANSWERS RELATING TO THE DUTIES
OF THE DISTRICT INSPECTORS OF SCHOOLS ON
OFFICER PERSONNEL

Duty	Null Hypothesis (NH)	Conclusion/ Hypothesis Rejected/ Retained
Inspecting the office of the Subdivisional Education Officers	NH 44(1)	Retained
Inspecting the Office of the Thana Education Officers	NH 44(2)	Rejected
Inspecting the Office of the Assistant Subinspectors of schools	NH 44(3)	Retained
Approving monthly tour programme of Thana Education Officers	NH 45	Rejected
Approving tour diary of Thana Education Officers and Assistant Subinspectors of schools	NH 46	Rejected
Recommending leave other than casual leave of Thana Education Officers	NH 47	Rejected
Sanctioning leave other than casual leave of Assistant Subinspectors of Schools	NH 48	Rejected
Initiating transfer proposal of Thana Education Officers	NH 49	Rejected
Transferring Assistant Subinspectors of schools within district	NH 50	Rejected
Reporting disciplinary cases of Subdivisional Education Officers	NH 51(1)	Retained
Reporting disciplinary cases of Thana Education Officers	NH 51(2)	Rejected
Reporting disciplinary cases of Assistant Subinspectors of schools	NH 51(3)	Rejected
Supervising of the works of Subdivisional Education Officers	NH 52(1)	Retained
Supervising the works of Thana Education Officers	NH 52(2)	Rejected
Supervising the works of Assistant Subinspectors of schools	NH 52(3)	Rejected
Writing annual confidential reports of Subdivisional Education Officers	NH 53	Rejected
Countersigning annual confidential reports of Thana Education Officers and Assistant Subinspectors of Schools	NH 54	Rejected

D: Pupil Personnel

Out of eight duties identified in the category of pupil personnel, four duties have not been performed by the over whelming majority. The outcome of the test of significance indicates that there is significant difference between the District Inspectors of Schools who respond in the affirmative and those who respond in the negative. In the case of remaining four duties, the test of significance indicates that the sample population has been divided in their opinion almost equally. The results of computation are presented in table 14.

E: Finance

In all, seven duties have been identified. All the duties have been performed by the overwhelming majority of the District Inspectors of Schools. The test of significance indicates that the difference between the respondents who perform the duties and those who do not perform the duties are real. The results of computation are presented in table 15.

F: Relations with the Executive Officers

Seven duties expected to be performed by the District Inspector of Schools in terms of his role defined in the government document have been performed by the overwhelming majority of them. The outcome of the test of

TABLE 14

RESULTS OF COMPUTATION OF ANSWERS RELATING TO
DUTIES ON PUPIL PERSONNEL

Duty	: Null : Hypothesis : (NH)	: Conclusion: : Hypothesis : Rejected/ : Retained
Assisting in the collection and consolidation of annual returns	: NH 55	: Retained
Assisting in the collection of descriptive rolls of the Junior scholarship examination and primary final scholarship examination	: NH 56	: Retained
Assisting in the consolidation of descriptive rolls of the Junior scholarship examination and primary final scholarship examination	: NH 57	: Retained
Assisting in the conduct of junior scholarship examination and primary final scholarship examination	: NH 58	: Retained
Acting as a member of the local examination committee of the secondary and higher secondary school certificate examination	: NH 59	: Rejected
Assisting in the conduct of the secondary school certificate examination and higher secondary school certificate examination	: NH 60	: Rejected
Acting as superintendent of the madrasah examination	: NH 61	: Rejected
Conducting Primary Training Institute final examination	: NH 62	: Rejected

significance indicates that there is significant

difference between the respondent who have replied in the

TABLE 15
RESULTS OF COMPUTATION OF ANSWERS RELATING TO
DUTIES ON FINANCE

Duty	: Null : Hypothesis : (NH)	: Conclusion: : Hypothesis : Rejected/ : Retained
Preparing annual budget in respect of the primary education: of the district and submission of the same to the Director of Public Instruction	: : : : : NH 63	: : : : : Rejected
Allocating contingent money to the Thana Education Officers	: : : NH 64	: : : Rejected
Maintaining contingent account register	: : : NH 65	: : : Rejected
Disbursing development funds	: : : NH 66	: : : Rejected
Maintaining accounts of development funds	: : : NH 67	: : : Rejected
Passing travelling allowance bill of Thana Education Officers	: : : NH 68	: : : Rejected
Ordering supplies and placing contracts	: : : NH 69	: : : Rejected

affirmative and those who have replied in the negative in each item of duties. The results of computation are presented in table 16.

G: Public Relation

Six duties are identified in this category. From answers to the questionnaire it is evident that each of the jobs has been performed by a great majority of the sample population. In the case of each of these items, the

TABLE 16

RESULTS OF COMPUTATION OF ANSWERS RELATING TO DUTIES
ON RELATION WITH EXECUTIVE OFFICERS

Duty	: Null : Hypothesis : (NH)	: Conclusion: : Hypothesis : Rejected/ : Retained
Maintaining good relations with the Deputy Commissioner	: : NH 70	: : Rejected
Acting as his adviser in respect of all matters of primary education	: : NH 71	: : Rejected
Keeping him informed of all matters in connection with the development of physical facilities	: : NH 72	: : Rejected
Carefully considering the suggestions made by the Deputy Commissioner in respect of primary education	: : NH 73	: : Rejected
Obtaining sanction of the deputy commissioner for enjoying casual leave	: : NH 74	: : Rejected
Obtaining sanction of the Deputy Commissioner in the selection of primary schools for development and in the selection of primary school teachers	: : NH 75	: : Rejected
Attending meeting of the various district committees when called by the Deputy Commissioner	: : NH 76	: : Rejected

difference in response is real and not apparent. The results of computation are presented in Table 17.

H: Reporting

Of the five items of the job expected to be performed by the District Inspectors of Schools, all the

TABLE 17

RESULTS OF COMPUTATION OF ANSWERS RELATING TO
DUTIES ON PUBLIC RELATIONS

Duty	: Null : Hypothesis : (NH)	: Conclusion: : Hypothesis : Rejected/ : Retained
Approving Managing Committees for primary schools	: NH 77	: Rejected
Extending the life of the Managing Committee	: NH 78	: Rejected
Dissolving the Managing Committee	: NH 79	: Rejected
Conferring with the people when on visit to schools	: NH 80	: Rejected
Receiving the public during visiting hours	: NH 81	: Rejected
Speaking to the people on occassions like annual day	: NH 82	: Rejected

items have been performed by the overwhelming majority. The test of significance indicates that there is significant difference between the sample population who have responded in the affirmative and those who have responded in the negative. The results of computation are presented in table 18.

I: Development of Physical Facilities

There are eight items of the job in this category. All the items have been performed by the overwhelming majority of the District Inspectors of Schools. Significant difference is found between the sample population who have

TABLE 18
RESULTS OF COMPUTATION OF ANSWERS RELATING TO
DUTIES ON REPORTING

Duty	Null Hypothesis (NH)	Conclusion: Hypothesis Rejected/Retained
Holding inquiries and submitting reports to the higher authorities:	NH 83	Rejected
Collecting consolidating and submitting various survey reports:	NH 84	Rejected
Assisting in the preparation of annual reports	NH 85	Rejected
Seeking clarification from higher authorities	NH 86	Rejected
Attending departmental conferences	NH 87	Rejected

replied in the affirmative and those who have replied in the negative. The results of computation are presented in table 19.

J: Visiting Schools

Of the six duties identified from the government documents which are expected to be performed by the District Inspector of School, five duties have actually been performed by the overwhelming majority of them. In these cases, test of significance indicates a real difference between the sample population who have responded in the affirmative and those who have responded in the negative. In the case of one duty (96(5), the population tends to be

TABLE 19

RESULTS OF COMPUTATION OF ANSWERS RELATING TO DUTIES
ON DEVELOPMENT OF PHYSICAL FACILITIES

Duty	Null Hypothesis (NH)	Conclusion: Hypothesis Rejected/Retained
Acting as a member-secretary of the District Primary School Development Committee	NH 88	Rejected
Obtaining recommendations from the Subdivisional Primary School Development Committee	NH 89	Rejected
Convening meeting of the District Primary School Development Committee	NH 90	Rejected
Selecting schools and determining the amount of grant to be paid	NH 91	Rejected
Supervising schools undertaken for development	NH 92	Rejected
Obtaining monthly progress reports from the schools under development	NH 93	Rejected
Consolidating progress reports and submitting to the Project Director	NH 94	Rejected
Arranging publicity for encouraging local interest	NH 95	Rejected

divided equally as to whether they perform or do not perform the duty. The results of computation are presented in table 20.

TABLE 20
RESULTS OF ANALYSIS OF THE DUTIES RELATING
TO VISITING SCHOOLS

Duty	Null Hypothesis (NH)	Conclusion: Hypothesis Rejected/Retained
Visiting primary schools for full inspection	NH 96(1)	Rejected
Visiting primary schools for short inspection	NH 96(2)	Rejected
Visiting primary schools for checking development works	NH 96(3)	Rejected
Visiting primary schools for inquiry into allegations	NH 96(4)	Rejected
Visiting schools and Madrasahs in connection with recognition	NH 96(5)	Retained
Visiting schools and Madrasahs in connection with accompanying high officials	NH 96(6)	Rejected

Summary of calculations of Null Hypotheses relating to performance or non-performance of the identified jobs is given at appendix table I.

Percentage of Time Devoted to (1) Various
Categories of Administrative Duties and
in (2) Visiting Schools

The District Inspectors of Schools are asked to indicate the percentage of working time they devote to (1) various categories of administrative duties and in (2) visiting schools. Apparently, they spend 61.42 per cent of their time in administrative functions and 38.57 per cent of his time in visiting schools. Of the nine

broad categories of administrative duties, "teacher personnel" consumes the highest amount of time (15.94 per cent). Administrative duties relating to "development of physical facilities" takes the second highest amount of time (12.42 per cent). Administrative duties relating to "pupil personnel" takes the lowest amount of time (2.10 per cent). Of the six categories of visiting schools, "visiting schools for checking development works" consumes the highest amount of time (13.63). "Visiting schools for short inspection" takes the second highest amount of time (10.89 per cent). The lowest amount of time is spent for "visiting schools for accompanying high officials" (1.31 per cent). The results of computation of answers are presented in table 21. Data on the estimate of the District Inspectors of Schools are given in appendix table J.

Number of Days Spent in Visiting
Schools in a Year

The District Inspectors of schools are asked to indicate the number of days they have spent in visiting schools in a year. The number of days they spend in visiting schools ranges from 100 to 220 days. The mean number of days they remain on tour is 144.57. Nearly fifty-three per cent of the District Inspectors of Schools remain on tour for 150 days each in a year for visiting schools which is the minimum number of days a District Inspector of Schools has to remain on tour for visiting

TABLE 21

AVERAGE PERCENTAGES OF TIME DEVOTED TO VARIOUS CATEGORIES OF ADMINISTRATIVE DUTIES AND VISITING SCHOOLS

Categories of Administrative Duties	Rank	Percentage	Categories of Visiting Schools	Rank	Percentage
Teacher Personnel	9	15.94	Visiting schools for checking development works	6	13.63
Development of physical facilities	8	12.42	Visiting schools for short inspection	5	10.89
Staff Personnel	7	7.10	Visiting schools for full inspection	4	5.63
Public Relations	6	5.68	Visiting schools for inquiries into allegations	3	4.78
Officer Personnel	5	5.10	Visiting schools in connection with recognition	2	2.31
Reporting	4	4.68	Visiting schools for accompanying high officials	1	1.31
Finance	3	4.42			
Relation with Executive Officers	2	3.94			
Pupil Personnel	1	2.10			
Total per cent		61.42	Total per cent		38.57

schools in a year. Data concerning the number of days on tour in a year are presented in table 22.

TABLE 22
DATA CONCERNING THE NUMBER OF DAYS SPENT
ON TOUR ANNUALLY

No. of days	Frequency	Percentage	
220	1	5.26	
200	1	5.26	
150	10	52.65	
128	1	5.26	
125	1	5.26	Mean: 144.57
120	2	10.52	
114	1	5.26	
100	2	10.52	
		99.97	

Views of the District Inspector of Schools
on Some Aspects of his Job

The District Inspectors of Schools are asked to give their opinion on 17 aspects of their jobs. Out of these items, significant difference between the respondents who have given affirmative views and those who have given negative views are found in the case of 11 items. In the case of 6 remaining items, the views expressed are non-significant. The results of computation are presented in table 23. Summary of calculations is placed in the appendix table K.

TABLE 23

RESULTS OF COMPUTATION OF THE ANSWERS RELATING TO
THE OPINION ON SOME ASPECTS OF JOB

Views Expressed on	Null Hypothesis (NH)	Conclusion: Hypothesis Rejected/Retained
Adequacy of academic and professional qualifications for efficient performance of functions	: NH 99	: Rejected
In-service training in the area of administration and supervision of schools during the last ten years	: NH 100(1)	: Rejected
In-service training in the area of administration and supervision of schools during the last five years	: NH 100(2)	: Rejected
Conduciveness of working conditions to the efficient performance of functions	: NH 101	: Retained
Satisfaction with the job	: NH 102	: Retained
Comparability with the analogous jobs within the Education Department	: NH 103(1)	: Retained
Comparability with the analogous jobs outside the Education Department	: NH 103(2)	: Rejected
Commensurateness of salary and fringe benefits with qualifications and experience	: NH 104	: Rejected
Contribution of administrative duties to the education of the children in the classroom	: NH 105	: Rejected
Contribution of visits to primary schools for full inspection to the education of the children in the classroom	: NH 106	: Rejected
Contribution of visits to primary schools for short inspection to the education of the children in the classroom	: NH 107	: Rejected

TABLE 23 - Continued

Views Expressed on	Null Hypothesis (NH)	Conclusion: Hypothesis Rejected/Retained
Contribution of visits to primary schools for checking development works to the education of the children in the classroom	: NH 108	: Retained
Contribution of visits to primary schools for inquiry into allegations to the education of the children in the classroom	: NH 109	: Retained
Contribution of visits to primary schools in connection with accompanying high officials to the education of the children in the classroom	: NH 110	: Retained
Contribution of visit to schools and Madrasahs for inspection in connection with recognition to the education of the children in the classroom	: NH 111	: Rejected
Feasibility of visiting primary schools for full inspection	: NH 112	: Rejected
Views as to whether the works of the District Inspector of Schools are too heavy	: NH 113	: Rejected

Comparison of Expected and Actual
Performance of Duties

The duties of the District Inspector of Schools as identified from official documents have been compared with his actually performed duties and the results of comparison are presented in the tables 24-33 indicating (1) the expected duties (E), the duties not expected (NE), (2) the

performed duties (P), the duties not performed (NP),
(3) the percentage of those who actually perform,
(4) significant (S), and non-significant (NS).

A: Teacher Personnel

Under this category, there are eight duties. The District Inspectors of Schools are expected to perform each of these duties. All the duties are performed by overwhelming majority of the District Inspectors of Schools. The results of comparison are presented in table 24.

B: Staff Personnel

All the nine duties expected to be performed by the sample population have actually been performed by the overwhelming majority. In each case, there is significant difference between the number of the respondents who perform the duties and the number of those who do not perform the duties. The results of comparison are presented in table 25.

C: Officer Personnel

Out of 17 duties expected to be performed by the District Inspector of Schools in this category, 13 duties have been performed by a great majority of the sample population. In all these cases, the difference between affirmative responses and negative responses are significant. In the case of the remaining four duties, the difference

TABLE 24

COMPARISON BETWEEN EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES RELATING TO TEACHER PERSONNEL

Duty	Whether Expected Not Expected	Whether Per- formed/ Not Per- formed	Per cent Actually Per- formed	Whether Signi- ficants/ Non- signi- ficance
Selecting and appointing primary school teachers	E	P	94.73	S
Transferring primary school teachers	E	P	100	S
Promoting primary school teachers	E	P	100	S
Sanctioning leave of primary school teachers	E	P	94.73	S
Recommending extension of service beyond the prescribed age of superannuation	E	P	100	S
Sanctioning disciplinary measures against primary school teachers	E	P	100	S
Granting deputation of teachers for training	E	P	100	S
Recommending retirement benefits of teachers	E	P	100	S

between affirmative and negative responses are non-significant. The probability of performing these duties or not performing these duties by the respondents are 50:50. The results are presented in table 26.

TABLE 25

COMPARISON BETWEEN EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES RELATING TO STAFF PERSONNEL

Duty	Whether Expected/ Not Expected	Whether Per- formed/ Not Per- formed	Per cent Actually Per- formed	Whether Signi- ficant/ Non- signi- ficant
Drawing and Disbursing pay of the staff of the office of the District Inspector of Schools	E	P	100	S
Allocating Duties to the staff	E	P	100	S
Sanctioning leave to the staff	E	P	100	S
Recommending the cases of retirement benefits of the staff to the Director of Public Instruction	E	P	100	S
Recommending transfer of the staff to the Director of Public Instruction	E	P	100	S
Recommending cases of promotion to the Director of Public Instruction	E	P	100	S
Selecting clerks for the office of the Thana Education Officer and forwarding the names to the Director of Public Instruction	E	P	100	S
Supervising the works of the staff of the District Inspector of Schools	E	P	100	S
Writing annual confiden- tial reports of the staff and forwarding the same to the Director of Public Instruction	E	P	100	S

TABLE 26

COMPARISON OF EXPECTED AND ACTUAL PERFORMANCE OF
DUTIES RELATING TO OFFICER PERSONNEL

Duty	Whether Expected/ Not Expected	Whether Per- formed/ Not Per- formed	Per cent Actually Per- formed	Whether Signi- ficant/ Non- signi- ficant
Inspecting the Office of the Subdivisional Education Officer	E	P	36.84	NS
Inspecting the Office of the Thana Education Officer	E	P	100	S
Inspecting the Office of the Assistant Subinspec- tors of schools	E	P	57.89	NS
Approving monthly tour programme of the Thana Education Officer	E	P	94.73	S
Approving tour diaries of Thana Education Officers and Assistant Subinspectors of Schools	E	P	89.47	S
Recommending leave other than casual leave of the Thana Education Officers to the Deputy Director of Public Instruction	E	P	100	S
Sanctioning leave other than casual leave to the Assistant Subinspectors of schools	E	P	94.73	S
Initiating transfer proposal of the Thana Education Officers and submitting the same to the Director of Public Instruction	E	P	100.00	S

TABLE 26 - Continued

Duty	Whether Expected/ Not Expected	Whether Per- formed/ Not Per- formed	Per cent Actually Per- formed	Whether Signi- ficant/ Non- Signi- ficant
Transferring Assistant Subinspectors of Schools within the district	E	P	94.73	S
Reporting to the Deputy Director of Public Instruction disciplinary cases of Subdivisional Education Officers	E	P	47.36	NS
Reporting to the Deputy Director of Public Instruction disciplinary cases of Thana Education Officers	E	P	100	S
Reporting to the Deputy Director of Public Instruction disciplinary cases of Assistant Subinspectors of Schools	E	P	100	S
Supervising the works of Subdivisional Educational Officers	E	P	52.63	NS
Supervising the works of Thana Education Officers	E	P	100	S
Supervising the works of Assistant Subinspectors of schools	E	P	89.47	S
Writing annual confidential report on Subdivisional Education Officers and sending the same to District Education Officer	E	P	84.21	S
Countersigning annual confidential reports of the Thana Education Officers and Assistant Subinspectors of Schools and forwarding the same to the Director of Public Instruction	E	P	100	S

D: Pupil Personnel

Eight duties have been identified in this category. In the case of four duties, the difference between affirmative and negative responses are non-significant. In the case of four other duties, the difference between affirmative and negative responses are significant. The comparative position of expected and actual performance of duties are presented in table 27.

E: Finance

Out of seven duties expected to be performed by the District Inspector of schools in this category, all have actually been performed by the overwhelming majority. The outcome of the test of significance indicates that there is significant difference between the sample population who have responded in the affirmative and those who have responded in the negative. The results of comparison are presented in table 28.

F: Relations with the Executive Officers

Seven duties have been identified in the category. The comparison between expected and actual performance indicates that all the duties have been performed by a great majority of the sample population. In the case of all the duties, there is significant difference between the respondents who have performed these duties and those who

TABLE 27

COMPARISON BETWEEN EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES ON PUPIL PERSONNEL

Duty	Whether Expected/ Not Expected	Whether Per- formed/ Not Per- formed	Per cent Actually Per- formed	Whether signi- ficant/ Non- signi- ficant
Assisting in the collection and consolidation of annual returns	E	P	68.42	NS
Assisting in the collection of descriptive rolls of junior scholarship examination and primary final scholarship examination	E	P	47.36	NS
Assisting in the consolidation of descriptive rolls of the junior scholarship examination and primary final scholarship examination	E	P	47.36	NS
Assisting in the conduct of junior scholarship examination and primary final scholarship examination	E	P	47.36	NS
Acting as a member of the local examination committee of the Secondary School Certificate Examination and Higher Secondary Certificate Examination	E	P	15.78	S
Assisting in the conduct of the Secondary School Certificate Examination and Higher Secondary School Certificate Examination	E	P	26.31	S
Acting as superintendent of the Madrasah examination	E	P	21.05	S
Conducting the Primary Training Institute final examination	E	NP	Zero	S

TABLE 28

COMPARISON BETWEEN EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES RELATING TO FINANCE

Duty	Whether Expected/ Not Expected	Whether Per- formed/ Not Per- formed	Per cent Actually Per- formed	Signi- ficant/ Non- signi- ficant
Preparing annual budget in respect of primary education of district and submission of the same	E	P	100	S
Allocating contingent money to the Thana Education Officers	E	P	100	S
Maintaining contingent account register	E	P	100	S
Disbursing development funds	E	P	100	S
Maintaining accounts of development fund	E	P	100	S
Passing travelling a allowance bills of Thana Education Officer	E	P	100	S
Ordering supplies and placing contracts	E	P	94.73	S

have not performed the duties. The comparative statement is presented in table 29.

G: Public Relations

Six duties are identified. All of these are expected to be performed by the District Inspector of Schools. It is evident from the comparative statement that

TABLE 29

COMPARISON BETWEEN EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES IN RESPECT OF RELATIONS WITH
THE EXECUTIVE OFFICERS

Duty	: :Whether :Expected :Not :Expected :	:Whether: :Per- :formed/ :Not :Per- :formed :	:Per cent: :Actually: :Per- :formed :	:Whether :Signi- :ficant/ :Non- :signi- :ficant
Maintaining Good Relations with the Deputy Commissioner	E	P	100	S
Acting as his advisor in respect of all matters of primary education	E	P	94.73	S
Keeping him informed of all matters in connection with the development of physical facilities of primary schools	E	P	100	S
Carefully considering the suggestions made by the Deputy Commissioner in respect of primary education	E	P	94.73	S
Obtaining sanction of the Deputy Commissioner for enjoying casual leave	E	P	94.73	S
Obtaining sanction of the Deputy Commissioner in the selection of primary schools for development and in the selection of primary school teachers	E	P	100	S
Attending meeting of the various district committees when called by the Deputy Commissioner	E	P	100	S

these duties are actually performed by an overwhelming majority of the sample population. There is significant difference between the sample population who have responded

in the affirmative and those who have responded in the negative. The results of comparison are presented in table 30.

TABLE 30

COMPARATIVE POSITION OF EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES RELATING TO PUBLIC RELATIONS

Duty	: Whether Expected Not Expected	: Whether Per- formed Not Per- formed	: Per cent Actually Per- formed	: Whether Signi- ficant Non- signi- ficant
	:	:	:	:
Approving managing committee for primary schools	: E	: P	: 100	: S
Extending the life of the managing committee	: E	: P	: 94.73	: S
Dissolving the managing committee	: E	: P	: 94.73	: S
Conferring with the people when on visit to school	: E	: P	: 100	: S
Receiving the public during visiting hours in the office	: E	: P	: 100	: S
Speaking to the people on occasions like annual day	: E	: P	: 100	: S

H: Reporting

All the five duties identified under the category are performed by an overwhelming majority of the respondents. There is significant difference between the respondents who have performed the duties and those who have

not performed the duties. The results of comparison are presented in table 31.

TABLE 31

COMPARATIVE POSITION OF EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES IN THE CATEGORY OF REPORTING

Duty	: Whether Expected/ Not Expected	: Whether Per- formed/ Not Per- formed	: Per cent Actually Per- formed	: Whether Signi- ficant/ Non- signi- ficant
	:	:	:	:
Holding inquiries and submitting reports to higher authorities	E	P	100	S
Collecting consolidating and submitting various survey reports	E	P	100	S
Assisting in the preparation of annual reports	E	P	89.47	S
Seeking clarification from higher authorities	E	P	100	S
Attending departmental conferences	E	P	100	S

I: Development of Physical
Facilities

All the duties expected to be performed by the District Inspector of Schools have actually is been performed by the overwhelming majority of them. There is significant difference between the sample population who have responded in the affirmative and those who have responded in the negative. The results of comparison are presented in table 32.

COMPARATIVE STATEMENT OF EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES RELATING TO DEVELOPMENT OF
PHYSICAL FACILITIES

Duty	Whether Expected Not Expected	Per- formed Not Per- formed	Per cent Actually Per- formed	Signi- ficant/ Non- signi- ficant
Acting as a member- secretary of the District Primary School Development Committee	E	P	100	S
Obtaining recommendations of the names of the primary schools for inclusion in the development programme from the Subdivisional Primary School Development Committee	E	P	100	S
Convening meeting of the District Primary School Development Committee	E	P	100	S
Selecting the schools and determining the amount of grants to be paid	E	P	100	S
Supervising schools undertaken for development	E	P	100	S
Obtaining monthly progress report from the schools under development	E	P	94.73	S
Consolidating progress reports and submitting the same to the Project Director	E	P	100	S
Arranging publicity of the scheme for encouraging local interest	E	P	94.73	S

J: Visiting Schools

Out of the six duties expected to be performed by the District Inspector of Schools, five duties have actually been performed by the overwhelming majority of the respondents. In all these cases, there is significant difference between the respondents who perform the duties and those who do not perform the duties. In the case of one duty, the probability of performing and not performing the duty tends to be equal. The results of comparison are presented in table 33.

Overall Comparison of Expected and Actual Performance of Duties

Out of a total of 81 duties expected to be performed by the District Inspector of Schools, 68 duties, in other words, nearly 84 per cent of the total duties have been performed by 79 to 100 per cent of the respondents. In these cases, the difference between affirmative and negative responses are significant. Twelve duties or nearly 15 per cent of duties have been performed by respondents ranging from 16 to 68 per cent. Out of the twelve duties, four duties have been performed by a marginal majority and five duties have been performed by a marginal minority. In all these cases, the difference between affirmative and negative responses is non-significant. Three duties have been performed by a small minority and one duty has not been performed by any one. In these cases,

TABLE 33

COMPARATIVE POSITION OF EXPECTED AND ACTUAL PERFORMANCE
OF DUTIES RELATING TO VISITS TO SCHOOLS

Duty	: :Whether :Expected :Not :Expected	:Whether :Per- :formed :Not :Per- :formed	:Per cent :Actually :Per- :formed	:Whether :Signi- :ficant/ :Non- :signi- :ficant
	: : : : :	: : : : :	: : : : :	: : : : :
Visiting primary schools for full inspection	: : E	: : P	: : 94.73	: : S
Visiting primary schools for short inspection	: : E	: : P	: : 100	: : S
Visiting primary schools for checking development works	: : E	: : P	: : 100	: : S
Visiting primary schools for inquiry into allegations	: : E	: : P	: : 100	: : S
Visiting schools and Madrasahs in connection with recognition	: : E	: : P	: : 57.89	: : NS
Visiting schools and Madrasahs in connection with accompanying high officials	: : E	: : P	: : 78.94	: : S

the difference is significant. The breakdown of the overall expected and actual performance of duties is presented in table 34.

Determination of Relationship between
Selected Variables

The relationship among four groups of variables viz., (1) personal characteristics, (2) physical environment, (3) views of the District Inspector of Schools

TABLE 34
OVERALL COMPARISON OF EXPECTED AND ACTUAL
PERFORMANCE OF DUTIES

Name of the Categories of Duties	Total No. of Duties	Performed by 79-100 Per Cent	Performed by 16-68 Per Cent	Performed by None
A. Teacher Personal	8	8	-	-
B. Staff Personnel	9	9	-	-
C. Officer Personnel	17	13	4	-
D. Pupil Personnel	8	-	7	1
E. Finance	7	7	-	-
F. Relation with Executive Officers	7	7	-	-
G. Public Relations	6	6	-	-
H. Reporting	5	5	-	-
I. Development of Physical Facilities	8	8	-	-
J. Visiting Schools	6	5	1	-
Total	81	68	12	1
Percentage	99.99	83.95	14.81	1.23

on some aspects of his job and (4) views of the District Inspector of Schools on selected working conditions and physical facilities, is sought to be determined according to the procedure envisaged in the chapter on method of inquiry.

The data are presented in tables indicating (1) the variables, (2) Null Hypothesis, (3) Chi-square value, (4) conclusion, and (5) contingency coefficient.

Personal Characteristics

The personal characteristics selected for finding relationship are (1) age (Item 1), (2) qualification (Item 2); (3) experience as District Inspector of Schools (Item 3), and (4) teaching experience (Item 4).

Physical Environment

The physical environments selected for finding relationship are (1) number of primary schools under inspection of the District Inspectors of Schools (Item 5), and (2) views of the District Inspectors on the working conditions (Item 10-26 excluding items 21-25), and views of the District Inspectors of Schools on some aspects of the job (Items 99-113) excluding item 100).

Relationship between Age and Views of the District Inspectors of Schools on some Aspects of his job

Relationship is sought to be determined between the age of the District Inspector of Schools and his views on fifteen aspects of his job. For the purpose of finding relationship the District Inspectors of Schools are dichotomized: (1) those who belong to the age group upto 50 years and (2) those who belong to the age group above 50 years.

The results of computation indicate that in the case of Null Hypothesis 1/102 i.e. between Age and Job satisfaction, the observed Chi-square value is 4.86 and the contingency coefficient is 0.45. It can be concluded, therefore, that significant relationship exists between the age of the District Inspectors of Schools and the type of response they give regarding the question whether they are satisfied with their job or not.

Significant relationship also exists in the case of Null Hypothesis 1/112 where the observed Chi-Square value is 11.63 and the contingency coefficient is 0.61. In other words, there is significant relationship between the age of the District Inspectors of Schools and the type of response they give to the question whether it is possible for them to visit primary schools for full inspection in view of heavy demand on their time for administrative duties. In the case of other Null Hypotheses, there is no significant relationship between the age of the District Inspectors of Schools and their views regarding relevant questions.

Relationship between age and some aspects of his job is presented in table 35. Summary of calculation is placed at appendix table L.

Relationship between Qualifications and Views
on Some Aspects of the Job

Relationship is sought to be determined between qualifications and views on some aspects of the job. For

TABLE 35

RELATIONSHIP BETWEEN AGE AND VIEWS ON SOME ASPECTS OF THE JOB

Variable: Age	: Null : Hypothesis : (NH)	: Chi- : Square : Value	: Conclusion: : Hypothesis : Rejected/ : Retained	: Contin- : gency : coeffi- : cient
Adequacy of Academic and Professional Qualifications	: : : NH 1/99	: : : 0.00	: : : Retained	: : :
Conduciveness of working conditions	: : NH 1/101	: : 2.42	: : Retained	: :
Job satisfaction	: : NH 1/102	: : 4.86	: : Rejected	: 0.45
Comparability of the Job within the Education Department	: : : NH 1/103(1)	: : : 0.83	: : : Retained	: : :
Comparability of the Job with analogous jobs outside Education Department	: : : NH 1/103(2)	: : : 0.30	: : : Retained	: : :
Salary and Fringe Benefits	: : NH 1/104	: : 0.61	: : Retained	: :
Administrative Duties	: : NH 1/105	: : 0.16	: : Retained	: :
Full Inspection	: : NH 1/106	: : 0.00	: : Retained	: :
Short Inspection	: : NH 1/107	: : 2.07	: : Retained	: :
Checking development works	: : NH 1/108	: : 0.42	: : Retained	: :
Inquiry into allegations	: : NH 1/109	: : 1.02	: : Retained	: :
Accompanying high officials	: : NH 1/110	: : 0.32	: : Retained	: :
Recognition of schools and madrasahs	: : NH 1/111	: : 1.30	: : Retained	: :
Possibility for full Inspection	: : NH 1/112	: : 11.632	: : Rejected	: 0.61
Heaviness of work	: : NH 1/113	: : 0.61	: : Retained	: :

this purpose, the respondents are dichotomized: (1) those having Bachelor's degree and (2) those having Master's degree.

The results of computation indicate that in the case of Null Hypothesis 2/109 and 2/112, significant relationship exists. In the case of the former, Chi-square value is 3.99 and contingency coefficient is 0.41. It can be concluded on the basis of this result that significant relationship exists between the qualifications of the District Inspectors of Schools and the type of answers they give to the question whether visit to primary schools for inquiry into allegations contribute to the education of the children in the classroom. In the case of Null Hypothesis 2/112, Chi-square value is 11.63 and contingency coefficient is 0.61. It can be concluded from the result that there is significant relationship between the qualifications of the District Inspectors of Schools and the type of response they give to the question whether it is possible for them to visit primary schools for full inspection in view of the fact that there is heavy demand on their time for administrative duties. In the case of remaining Null Hypotheses, no significant relationship is found to exist. The results of computation are presented in table 36. Summary of calculation is given at appendix table M.

Relationship between Experience as District
Inspector of Schools and Views on
Some Aspects of His Job

Relationship is sought to be determined between the experience of the District Inspector of Schools and their views on fifteen aspects of his job. For the purpose of

TABLE 36

RELATIONSHIP BETWEEN QUALIFICATION AND VIEWS ON
SOME ASPECTS OF THE JOB

Variable: Qualifications	: Null Hypothesis (NH)	: Chi- Square Value	: Conclusion: Hypothesis Rejected/ Retained	: Contin- gency Coeffi- cient
Academic and Professional Qualifications	: NH 2/99	: 0.00	: Retained	:
Working conditions	: NH 2/101	: 2.53	: Retained	:
Job satisfaction	: NH 2/102	: 0.43	: Retained	:
Comparability of job within education department	: NH 2/103(1)	: 0.89	: Retained	:
Comparability of job outside education department	: NH 2/103(2)	: 1.46	: Retained	:
Salary and Fringe benefits	: NH 2/104	: 0.37	: Retained	:
Administrative duties	: NH 2/105	: 0.64	: Retained	:
Full inspection	: NH 2/106	: 0.00	: Retained	:
Short inspection	: NH 2/107	: 0.09	: Retained	:
Checking development works	: NH 2/108	: 0.02	: Retained	:
Inquiry into allegations	: NH 2/109	: 3.99	: Rejected	: 0.41
Accompanying high officials	: NH 2/110	: 0.01	: Retained	:
Recognition of schools and madrasahs	: NH 2/111	: 0.79	: Retained	:
Possibility for full inspection	: NH 2/112	: 11.63	: Rejected	: 0.61
Heaviness of work	: NH 2/113	: 0.37	: Retained	:

finding such relationship the District Inspectors of Schools are dichotomized: (1) those who have four years of experience which is the Mean period of experience of the respondents and (2) those who have the experience of more than four years. In the case of all Null Hypotheses, Variation in the experience as District Inspector of Schools does not influence views of the respondents on some selected aspects of their jobs. The results of computation are presented in table 37. Summary of calculations is presented in appendix table N.

Relationship between Teaching Experience and
Views on Some Aspects of the Job

Relationship is sought to be determined between teaching experience of the respondents and their views on fifteen aspects of their job. For the purpose, the respondents are dichotomized: (1) those having teaching experience and (2) those having no teaching experience. No relationship exists between teaching experience of the respondents and the type of response they give on certain aspects of their jobs. The results of computation are presented in table 38. Summary of calculation is given at appendix table O.

TABLE 37

RELATIONSHIP BETWEEN EXPERIENCE AS DISTRICT INSPECTOR
OF SCHOOLS AND VIEWS ON SOME ASPECTS OF THE JOB

Variable: Experience as District Inspector of Schools	: Null Hypothesis (NH)	: Chi-Square Value	: Conclusion: Hypothesis Rejected/Retained
Academic and Professional Qualifications	: NH 3/99	: 0.00	: Retained
Working conditions	: NH 3/101	: 2.35	: Retained
Job satisfaction	: NH 3/102	: 2.35	: Retained
Comparability of the job within the education department	: NH 3/103(1)	: 2.35	: Retained
Comparability of job outside the Education Department	: NH 3/103(2)	: 0.11	: Retained
Salary and Fringe Benefits	: NH 3/104	: 0.76	: Retained
Administrative Duties	: NH 3/105	: 0.76	: Retained
Full Inspection	: NH 3/106	: 0.00	: Retained
Short Inspection	: NH 3/107	: 0.88	: Retained
Checking development works	: NH 3/108	: 2.77	: Retained
Inquiry into allegations	: NH 3/109	: 2.77	: Retained
Accompanying high officials	: NH 3/110	: 1.02	: Retained
Recognition of schools and Madrasahs	: NH 3/111	: 0.05	: Retained
Possibility for full inspection	: NH 3/112	: 0.05	: Retained
Heaviness of work	: NH 3/113	: 0.76	: Retained

TABLE 38

RELATIONSHIP BETWEEN TEACHING EXPERIENCE AND
VIEWS ON SOME ASPECTS OF THE JOB

Variable: Teaching Experience	: Null Hypothesis (NH)	: Chi-Square Value	: Conclusion: Hypothesis Rejected/Retained
Academic and Professional Qualifications	: NH 4/99	: 0.00	: Retained
Working conditions	: NH 4/101	: 0.17	: Retained
Job satisfaction	: NH 4/102	: 0.42	: Retained
Comparability of the job within the Education Department	: NH 4/103(1)	: 1.02	: Retained
Comparability of the job outside the Education Department	: NH 4/103(2)	: 0.37	: Retained
Salary and fringe benefits	: NH 4/104	: 0.61	: Retained
Administrative duties	: NH 4/105	: 1.30	: Retained
Full Inspection	: NH 4/106	: 0.00	: Retained
Short Inspection	: NH 4/107	: 1.36	: Retained
Checking Development Works	: NH 4/108	: 0.32	: Retained
Inquiry into Allegations	: NH 4/109	: 0.83	: Retained
Accompanying high officials	: NH 4/110	: 0.83	: Retained
Recognition of schools and Madrasahs	: NH 4/111	: 1.30	: Retained
Possibility for full inspection	: NH 4/112	: 1.30	: Retained
Heaviness of work	: NH 4/113	: 0.61	: Retained

Relationship between Primary Schools under
Inspection and Views on Some
Aspects of the Job

Relationship is sought to be determined between the number of primary schools under inspection and views of the respondents on some aspects of the job. For the purpose, the District Inspectors of Schools are dichotomized:

(1) those having upto the Mean number of primary schools under inspection (1912.05) and those having above the Mean number of primary schools under inspection. No relationship exists between the number of primary schools under inspection of the District Inspector of Schools and the type of response that they give regarding some aspects of their jobs. The results of computation are presented in table 39. Summary of calculation is given at appendix table P.

Relationship between Job Satisfaction and
Views on Selected Working Conditions

Relationship is sought to be determined between the views on job satisfaction and views on twelve working conditions. For the purpose of finding relationship the District Inspectors of Schools are dichotomised: (1) those who have expressed the views that they have job satisfaction and (2) those who have expressed the views that they have no job satisfaction. No relationship exists between the views on job satisfaction and the type of response that they give on working conditions and physical facilities. The results of computation are presented in table 40. Summary of calculation is placed at appendix table Q.

TABLE 39

RELATIONSHIP BETWEEN NUMBER OF PRIMARY SCHOOLS UNDER
INSPECTION AND VIEWS ON SOME ASPECTS OF THE JOB

Variable: Number of Primary Schools under Inspection	: Null : Hypothesis : (NH)	: Chi- : Square : Value	: Conclusion: : Hypothesis : Rejected/ : Retained
Academic and Professional Qualifications	: NH 5/99	: 0.00	: Retained
Working conditions	: NH 5/101	: 1.57	: Retained
Job satisfaction	: NH 5/102	: 0.05	: Retained
Comparability of the job within the Education Department	: NH 5/103(1)	: 0.54	: Retained
Comparability of the job outside the Education Department	: NH 5/103(2)	: 0.01	: Retained
Salary and fringe benefits	: NH 5/104	: 0.95	: Retained
Administrative duties	: NH 5/105	: 2.48	: Retained
Full inspection	: NH 5/106	: 0.00	: Retained
Short inspection	: NH 5/107	: 0.53	: Retained
Checking development works	: NH 5/108	: 2.57	: Retained
Inquiry into allegations	: NH 5/109	: 0.46	: Retained
Accompanying high officials	: NH 5/110	: 0.54	: Retained
Recognition of Schools and Madrasahs	: NH 5/111	: 2.48	: Retained
Possibility for full inspection	: NH 5/112	: 2.01	: Retained
Heaviness of work	: NH 5/113	: 0.95	: Retained

TABLE 40

RELATIONSHIP BETWEEN JOB SATISFACTION AND VIEWS ON
SOME SELECTED WORKING CONDITIONS AND
PHYSICAL FACILITIES

Variable: Job Satisfaction	: Null Hypothesis (NH)	: Chi-Square Value	: Conclusion: Hypothesis Rejected/Retained
Adequacy of staff	: NH 102/10	: 0.03	: Retained
Adequacy of office space	: NH 102/11	: 0.00	: Retained
Sufficiency of furniture	: NH 102/12	: 0.03	: Retained
Adequacy of the supply of office equipment	: NH 102/13	: 0.006	: Retained
Timely supply of office equipment	: NH 102/14	: 0.00	: Retained
Authority to buy office equipment locally	: NH 102/15	: 0.43	: Retained
Adequacy of financial provision to buy office equipment locally	: NH 102/16	: 0.02	: Retained
Adequacy of the supply of stationery	: NH 102/17	: 0.006	: Retained
Timely receipt of forms and stationery	: NH 102/18	: 0.00	: Retained
Authority to buy forms and stationery locally	: NH 102/19	: 2.57	: Retained
Adequacy of financial provision to buy forms and stationery locally	: NH 102/20	: 0.46	: Retained
Adequacy of travelling allowance allotment	: NH 102/26	: 0.95	: Retained

CHAPTER VI

ANALYSIS OF THE JOB OF THE DISTRICT

INSPECTOR OF SCHOOLS

The study aims at analysing the job of the District Inspector of Schools in Bangladesh on the basis of seven hypotheses. The material for analysis has been provided by the emerging concepts of organization and administration, as built in chapter II, aided by the contents with respect to organization for educational administration in Bangladesh and the role of the District Inspector of Schools in the system, as presented in chapter III, and the data obtained by administering a questionnaire on the District Inspector of Schools as presented in chapter V. The analysis of each hypothesis has been made in the pages that follow:

Expected and Actual Performance of the Job

Pursuant to the objective of the study and with a view to testing the first hypothesis underlying the study, the jobs of the District Inspector of Schools have been identified by scrutinizing government documents. The statistical significance of performance or non-performance of the job has been tested by testing a Null Hypothesis formulated in respect of each job so as to be able to come to a conclusion. In all, a total of eighty-one duties

under various categories have been identified. The duties thus identified have been termed in this study as duties expected to be performed by the District Inspector of Schools.

It is evident from the analysis (table 34) that out of a total of eighty-one duties expected to be performed by the District Inspector of Schools, sixty-eight or nearly 84 per cent duties have been actually performed by the District Inspector of Schools. In these cases, affirmative responses range from 79 to 100 per cent. The outcome of the test of significance indicates that in the case of these duties, there is significant difference between the responses of those who perform the duties and those who do not perform the duties. Therefore, the hypothesis that the duties that are actually performed by the District Inspectors of Schools do not compare favourably with the duties expected to be performed by the District Inspector of Schools is rejected. In fact, the overwhelming majority of the District Inspectors of Schools actually perform almost all the duties expected of them. The hypothesis has, therefore, been reformulated by stating that the actually performed jobs of the District Inspector of Schools tend to compare favourably with the jobs expected to be performed by him.

Twelve or nearly 15 per cent of duties have been performed by the respondents ranging from 16 to 68 per cent.

Out of these twelve duties, four duties (table 26, 27 and 33) have been performed by a marginal majority but the outcome of the test of significance indicates that they are tended to be performed by almost half of the total number of the respondents. On the basis of the statistical analysis it has been concluded that the sample population is equally divided in their opinion as to whether they perform or do not perform these jobs. The Null Hypotheses in the case of these duties are, therefore, retained. Five duties (table 26 and 27) have been performed by less than half of the population. But the test of significance indicates that the probability of their performance or non-performance is 50:50. The Null Hypotheses have, therefore, been retained. Three duties (table 27) have been performed by a small number of sample population. The test of significance indicates that these duties have not been performed by almost all the respondents. The Null Hypotheses have, therefore, been rejected. One duty (table 27) has not been performed by any one of the respondents. The Null Hypothesis in this case is rejected.

In case of nine duties which are tended to be performed by half of the total number of the respondents, more than one interpretations may be put forward on the basis of the findings of the study: (a) it may be that it may be that originally these duties were within the purview of allocation of work of the District Inspectors of

Schools but these duties have since been changed but the changes have not been adequately communicated to the incumbents, (b) it may as well be that the duties of the District Inspectors are so heavy that only half of the population can perform the job. In reply to a question as to whether the job of the District Inspector of Schools is too heavy, 95 per cent of the sample population have replied in the affirmative. This affirmation together with the quantum of functions of the District Inspector of Schools identified in the study tends to support this interpretation. About three duties which have not been performed by most of the respondents, and one duty which has not been performed by any single respondent, one may assume that this duty is no more within the allocation of work of the District Inspector of Schools but necessary amendment has not been made in the Education code nor it is communicated to the District Inspector of Schools. The assumption has its support from the Bangladesh Shiksha (Education) Commission Report 1974 which has mentioned that the Education Code of 1931 has not been updated and reprinted.

The incongruence between the expected and actual duties may also be explained by the social theory of Getzels and Guba according to which a given act is derived simultaneously from both "nomothetic" and "idiographic" dimensions of the social system. Its implications for administration being that the "Superordinate" may decide (expected) but his

decision is empty (actual) if the subordinate does not implement."¹ The data on the requirement for the District Inspectors of Schools to remain on tour for a minimum number of 150 days per annum (expected) and their performance with respect to this function (actual) tends to further confirm the assumption. Although the District Inspectors of Schools are required to remain on tour for 150 days annually, the data indicate that they remain on tour for a period ranging from 100 days to 220 days per annum. The Mean number of days they remain on tour is 144.57. Nearly 53 per cent only remain on tour for 150 days per annum (table 22).

While a well defined and elaborately described jobs can contribute to their effective performance by the incumbents of the organization, it should also be borne in mind that the organization is peopled with their unique need-dispositions. The people of the organization with their "flesh and blood"² should be counted as variable affecting the performance of the job. In support of this contention Barnard-Simon theory of "organizational equilibrium", the concept of "effectiveness" and "efficiency" of Barnard, the concept of "group achievement" and "group maintenance" of

¹Getzels, Lippman and Campbell, Educational Administration as a Social Process, op. cit., p. 52.

²Ibid., p. 53.

Cart-Wright and Zander and two major dimensions of effective leadership "initiating structure in group interaction" and "consideration" and "task orientation and people orientation" of the Personnel Research Board of the Ohio State University, presented in chapter II, may be cited.

Nature of the Job of the District Inspector of Schools

The study reveals that the District Inspector of Schools is the administrator of primary education in his district. He is entrusted with twin responsibility of administration and supervision of primary education of the district. The duties, he performs, show that they are overwhelmingly administrative in nature. This contention finds support from the identified jobs of the District Inspector of Schools and the views expressed by the educationists in their reports on education in Bangladesh, presented in chapter III. This has also been confirmed by the District Inspector of Schools while estimating the amount of time they give to the performance of administrative duties and duties relating to visiting schools as presented in table 21.

From the estimate of the District Inspector of schools, 61.42 per cent of his time is spent in administrative work and 38.57 per cent in visiting schools. Again, out of 38.57 per cent time spent by the District Inspector of Schools in visiting schools, 19.72 per cent time is utilized

in visiting schools for checking development works, for inquiry into allegations, and for accompanying high officials thereby decreasing the net time for visiting schools for supervision of teaching-learning from 38.57 to 18.85 and increasing the net time for administrative work from 61.42 to 81.14.

The study reveals that the functions of educational administrators/Inspectors vary from country to country. The advanced countries are in a position to appoint different categories of people to perform the functions of administration, of supervision, of assessment, and of offering advice. The developing countries, however, can not afford to maintain so many people because of resource constraint. An education officer or an inspector has to perform a variety of jobs. There is, however, a consensus among the authors of organization and administration that educational administrators and Inspectors should primarily be concerned in providing an expert technical service of studying and improving conditions that surround learning and pupil growth. Everything in the schools system should be designed for the ultimate purpose of stimulating learning and growth of children in the school. Based on this thesis, the nature of the job of the District Inspector of Schools falls far short of requirements. While the author of the study does not advocate for completely freeing the District Inspector of Schools from

the administrative job because of the situational factor, the criteria built in this study strongly suggests that there should be a balance between his job of administering and job of supervising.

In spite of the fact that the District Inspector of Schools is already overburdened with his departmental work, he has to perform many extra-departmental functions when called upon to do so by the Deputy Commissioner. On the other hand, even some important items of professional duty such as, staff help and leadership for teachers in curriculum development and curriculum revision, training, orientation and guidance of teachers, psychological study of children and audio-visual materials have not been explicitly stated as duties of the District Inspector.

The foregoing analysis of the nature of the job of the District Inspector of Schools tends to support the second hypothesis of the study that the District Inspector of Schools is burdened with routine administrative duties and can devote very little time in the professional work of supervision of teaching and learning. The existing situation with respect to the nature of the job of the District Inspector of Schools calls for reformulation of his job and reorganization of his office so as to enable him to pay more attention to the job that can contribute more to the improvement of education of the children in the classroom.

Process of Supervision

The process of supervision in Bangladesh consists of two parts viz., inspection and examination. Inspection involves assessment of all aspects of the school ranging from physical facilities to the method of teaching being followed by the teachers. Examination involves assessment of the progress of studies as evident from the responses of the pupils as well as from the observation of the actual teaching of the teachers. It is urged in the education code that the Inspector is not simply an examiner; he must be well versed in the correct method of teaching so as to enable him to correct the deficiencies. The Inspector must be able to give correct guidance in matters of omissions and commissions made by the teachers. The Inspector will also form his views in the course of inspection of several schools how efficiently the subordinate inspecting officers are carrying out their functions. At the end of a visit to a school an inspection report in the prescribed proforma is written giving strength and weakness of the school and recommending measures for improvement.

From the salient features of authoritarian supervision, described by Reller and Morphet, Burton, Bruchner and Barr (chapter II), corroboration available from the reports of the Committees and Commissions of Bangladesh, structure of organization for educational administration and supervision in Figures 1 and 2 (chapter III), together

with the identified process of supervision, described in the foregoing paragraph, tends to support the viewpoint that the process of supervision of primary schools being practiced in Bangladesh is authoritarian in character.

The authoritarian process assumes that knowledge is fixed and immutable and the authority is competent to prescribe a uniform curricula and courses of studies for the whole country. It also assumes that there are predetermined methods of teaching known to the inspectors and those in authority and it can be imposed on the teachers to follow. The authoritarian concept of supervision ignores the precarious, uncertain, variable and experimental nature of life, of learning process and of education. It precludes teachers' participation in the making of decision by which they are affected. Any variation from the predetermined method is considered insubordination on the part of the teachers. The findings of psychology indicate that there are individual differences among pupils as well as among teachers. Every child is unique in his need-disposition as is every teacher. The authoritativian process of supervision creates insecurity among teachers and is detrimental to the mental health of the people under such supervision. The Education Commission of 1974 is critical of this process of supervision as "policing". The commission has opined that it does not create initiative of the teachers in the performance of functions. Under such a process the staff hide their deficiencies instead of

seeking guidance from the supervisors for removal of their deficiencies.

The emerging concepts of supervision as presented in chapter II corroborated by the reports on education of Bangladesh as described in chapter III support the viewpoint that a person can produce more in an open climate than in an authoritarian climate. Halpin and Craft has found that an organization possessing an open climate is a lively organization moving towards its goal and at the same time providing satisfaction to the members of the organization. Wiles has opined that an official leader who conceives his roles as working within a group can help a group release its full ability. One of the conclusions of the Commonwealth Regional Seminar/Workshop on Educational Administration and Supervision, Kuala Lumpur, is that if the role of the Inspector is just confined to a quality control, he is static but if he works for quality improvement then his role is dynamic.

The emerging concept of supervision puts emphasis on the dignity and respect for individuals and sharing of ideas between the teacher and inspector so that supervision becomes a cooperative process. If a number of persons can effectively coordinate their activities and work as a team they are likely to accomplish more than the same persons working separately. In other words, the whole is likely to be greater than sum of its parts. Even preparation of a

report on conclusion of the visit of the school becomes a combined operation between the inspector and the staff of the school. Other characteristics of emerging supervision include peer relationship among teachers and inspectors wherein leadership is shared, functions are flexible and diverse and derive from the needs of the situation. It is experimental in nature and critical of the existing situation for its improvement.

The foregoing analysis tends to support the hypothesis number three of the present study that the process of supervision of schools being practiced by the District Inspector is authoritarian in nature and can not be supported on the sound theory of supervision and, therefore, warrants change.

Structure of the Office of the District Inspector of Schools

The District Inspector of Schools assisted by the Thana Education Officers is responsible to the Director of Public Instruction for the administration and supervision of primary education in the district. On an average, a District Inspector has 22.10 Thana Education Officers under his supervision and a supporting staff numbering 15.10 in his own office on an average. The staff working with the Thana Education Officers numbering 85.36 on an average in a district also falls under his supervision. This brings the total number of officers and staff under his supervision to 123. Literature on management suggests for a maximum

number of 6 personnel under the supervision of a manager. The number of officers and staff under the supervision of the District Inspector is 2050 per cent larger than the desired number advocated by the management specialists. Besides, the District Inspector of Schools has under his supervision, on an average, 1,912.05 primary schools, 8,257.15 primary teachers and 352,068.10 pupils. According to Urwick, "No supervisor can supervise directly the work of more than five or at the most, six subordinates whose work interlocks."³

The Karachi Plan of Unesco of 1959-60 recommended a supervisor: teacher ratio of 1:144.⁴

It can safely be concluded, therefore, that the span of control of the District Inspector of Schools is very large.

The second point of analysis is the expansion of the span of control of the District Inspector since 1947-48 without corresponding increase in the supervisory capability at the district office. The average total

³L. Urwick, *The Elements of Administration* (New York: Harper and Bros: 1943), pp. 45-46, 125. Taken from: Bertram M. Gross, "The Scientific Approach to Administration." Behavioural Science and Educational Administration, op. cit., p. 44.

⁴Unesco Regional Office for Education in Asia and the Pacific, Bangkok, Principles and Problems of Educational Management (Bangkok: 1983), p. 78.

number of officers and staff under the supervision of a District Inspector was 15 in the year 1947-48 which rose to 123 in 1977-78, the percentage of increase being 720 over the base year. The percentages of increase of primary schools, their teachers and enrolment over the base year 1947-48⁵ are 9.69, 85.59 and 144.55 respectively. The computation of the enlargement of the span of control of the District Inspector of Schools over the years is presented in appendix table R.

The foregoing analysis has proved beyond doubt that scope of supervision of the District Inspector of Schools has increased over the years without corresponding increase in the supervisory strength of his office making him largely incapable for effective functioning.

The smaller the number of schools, teachers and pupils under the supervision of an Educational Administrator or Inspector, the more attention he is likely to be able to pay for the supervision of schools under his jurisdiction. The number of schools, teachers, and pupils under the supervision of a District Inspector of Schools are on a very high side. It appears to be an impossibility for him to visit all schools in situ during a year as required under

⁵On the 14 August 1947 British India was partitioned into two independent states, Indian Union and Pakistan. Bangladesh was then a part of Pakistan.

rules. This has also been corroborated by the reports of committees and commissions on education of Bangladesh. The existing situation, therefore, calls for reorganization and strengthening of the District Inspectorate.

Thirdly, the data also indicate the heterogenous nature of distribution of primary schools, primary teachers and primary enrolment under the jurisdiction of the District Inspectors of Schools. The number of primary schools under the supervision of the District Inspectors of Schools ranges from 800-3444, 63 per cent of the sample population falling within one standard deviation from the Mean of the distribution (1912.05). The number of primary teachers ranges from 2,457 - 16,090, 63 per cent of the sample population falling within one standard deviation from the Mean of the distribution (8257.15). The number of primary enrolment ranges from 58,121-656,531, 63 per cent of the population falling within one standard deviation from the Mean of the distribution (3721.52).

The situation indicated above has implications for the administration. Because of the bigger number of primary schools, primary teachers and primary enrolment, the districts having bigger jurisdiction should receive consideration in matters of allocation of human and material resources for the administration and supervision of primary schools in the district.

Fourthly, the organization of the office of the District Inspector of schools lacks in unity of command. The District Inspectors of Schools are to report to two authorities viz., the Director of Public Instruction and to the Deputy Director of Public Instruction of the division. The orders in this regard says, "The Deputy Director of Public Instruction may exercise control and supervise the activities of the District Inspector of Schools..."⁶ The same happens also in respect of Thana Education Officers. They are to report to the District Inspector of Schools in all matters of administration and supervision of primary education in the Thana. They are also required to report to the Subdivisional Education Officers for some other matters.

The order defining the channel of communication says, "The Thana Education Officer and their staff shall henceforth remain under the direct control of the District Inspector of Schools."⁷ The order also stipulates:

The Thana Education Officer will submit their tour diaries to the District Inspector of Schools with copies to the Subdivisional Education officer. Their travelling allowance bills to be passed by the District Inspector of Schools but they will draw their

⁶Government of the People's Republic of Bangladesh Directorate of Education, Memo No. 6949 (110-Pry. dated 18th December, 1974).

⁷Ibid.

monthly salaries and travelling allowance from the Subdivisional Education Officers as usual until further orders.⁸

The order requires that the annual confidential reports of the Thana Education Officers will be initiated by the Subdivisional Education Officers.

The concept of unity of command demands that a single executive should coordinate the activities of the subordinates. The concept also demands that the duties and responsibilities of the incumbents in the organization should be clearly defined so as to avoid chaos and confusion in the performance of functions. It follows from the same concept that one incumbent should not be subordinated to two persons. This demoralizes the spirit of the person under the command of two persons and hampers efficiency in the performance of function.

Fifthly, there is no vertical coordination at the district level of school administration. The District Inspector of Schools and the District Education Officers are officers of the same rank and status. While the District Inspector of Schools reports direct to the Director of Public Instruction in matters of administration and supervision of primary education in the district, the District Education Officer reports to the Deputy Director

⁸Ibid.

of Public Instruction at the divisional headquarters. This leaves room for disunity in the system.

Sixthly, another anomaly in the organization is the subordination of the District Inspector of Schools to the Deputy Commissioner. The District Inspector has to maintain constant liaison with the Deputy Commissioner and keep him informed of all important decisions regarding primary education. The Deputy Commissioner has the power of coordinating the activities of the Government at the district level. He can seek the assistance of the District Inspector whenever such need arises in matters relating to public administration at the district level. The regulation requiring all district level officials (including District Inspector of Schools) to report to the Deputy Commissioner in addition to departmental heads is the legacy of the colonial rule. The purpose was to keep tight control over all other departments through the law and order enforcing agency. This needs to be reviewed in the changed circumstances.

The analysis of the preceeding paragraphs points to the conclusion that the organization of the District Inspector lacks in unity of command leaving room for conflict and confusion in the performance of functions thereby affecting the morale of the incumbents of such an organization.

Seventhly, the District Inspector of Schools works in a highly centralized organization and does not possess

adequate authority for the performance of his day to day functions. This is evident from the character of the organization for educational administration in Bangladesh as presented in chapter III. On the one hand the educational administration is a subsystem of public administration lacking in adequate authority for initiative and action in the planning and management of education, on the other hand within the Ministry of Education. The lower echelons of the administration lack authority in decision making and such authorities are centralized at the top echelon of administration. The Ministry of education is responsible for formulation of policy, implementation and evaluation. The Directorates are responsible for execution of policy to the extent such authority is delegated. The decision making authority at the subexecutive level is far too less. Responsibilities for execution of policies rest with the Directorate and the Subexecutive Authority has the right of decision making so far as it is delegated to them by the Head of the Directorate.

This position can not be supported on sound assumptions such as, leadership is not confined to those holding status position in the power strata, responsibility as well as power and authority can be shared, the individual find^s security in a dynamic climate in which he shares responsibility for decision making, the situation and not the position determine^s the right and privilege to exercise authority.

Eighthly, another element that is found lacking from the analysis of organization of the office of the District Inspector of Schools is the absence of institutional forum of the people for participation in the administration of primary education in the district. It is not at all fair to leave the community from participating in the affairs of education for whom the system is working. There should be built-in provision for the participation of the people in the administration. The people who are affected by a decision have a right to be involved in decision making.

The analysis in the foregoing paragraphs tends to support the hypothesis number four of the study relating to the inappropriate nature of the organization of the office of the District Inspector of Schools in which the jobs are performed calling for its reorganization.

Physical Environment

That the organizational structure and behaviour are constrained and facilitated by forces in the environment of an organization is evident from the following quotation of Carlson:

There are a great many factors in what can be called the environment of an organization. Some are quite obvious such as, financial ties, material dependencies, recruitment limitations. Others are less obvious such as, prestige.⁹

⁹Richard O. Carlson, "Environmental Constraints and Organizational Consequences: The Public Schools and Clients," Behavioural Science and Educational Administration, op. cit., p. 262.

Efforts have been made in the study to discover some aspects of the physical environment of the District Inspector of Schools to ascertain how far they facilitate or hinder the performance of functions. The District Inspectors of Schools have been asked to indicate their views on some aspects of their environment. The first set of question items are on the adequacy of staff, office space and furniture. Secondly, views have been elicited as to whether the supply of office equipment from the central store is adequate and whether their supply is timely. In case the supply is not timely, whether they have authority to buy office equipment locally and whether there is adequate financial provision to procure these things locally in case the central store fails to supply in time. Thirdly, the District Inspector of Schools have been asked as to whether the supply of forms and stationery from the central store is adequate and whether such supply is made in time, if not, whether they have authority to print forms and stationery locally and whether they have adequate financial provision to print forms and stationery locally. Fourthly, the sample population have been asked as to whether they have a library in their office, if so, whether adequate professional books and journals and departmental books are available in that library. They have also been asked as to whether they have annual budget provision for the library and whether they have authority to buy books out of contingent allotment.

Fifthly, views have been elicited as to whether the District Inspectors have official transport and whether they have adequate travelling allowance allotment for visiting schools.

Out of eighteen questions, seventeen questions have been responded to negatively by the overwhelming majority. In all these cases there is significant difference between the respondents who have replied in the affirmative and those who have replied in the negative. The overwhelming majority of the population have opined that their office space and furniture for the office are not adequate. Supply of office equipment from the central store is not adequate, nor they are supplied timely. They have no authority to buy office equipment locally nor there is adequate financial provision to buy office equipment locally. Supply of forms and stationery from the central store is not adequate nor the supply is timely. The District Inspectors have no authority to buy forms and stationery locally nor they have adequate financial provision to buy office equipment locally. The District Inspectors have indicated that they have no library nor they have annual budget provision for the library. They have no authority to buy books from out of the contingent fund. They have also said that they have no official transport for the purpose of tour.

The replies to the questionnaire corroborated by the findings of the education committees and commissions

about the physical environment of the sample population as presented in chapters I, II (section 4) and III support the hypothesis number five: The physical environment of the District Inspector of Schools is not conducive to the effective performance of functions. This calls for taking steps by the administration for overcoming the difficulties created by the environment so as to facilitate performance of the jobs by the incumbents.

Personal characteristics

The hypothesis underlying the personal characteristics of the District Inspector of Schools has been tested from two angles. First the characteristics they actually possess in relation to those prescribed by the Government, and second, in relation to desirable characteristics as built in the study. The personal characteristics which have been identified for study include academic and professional qualifications of the District Inspectors of Schools, his teaching experience, his age of entry, and his qualities and criteria for selection.

First, the academic and professional qualifications of the District Inspector of Schools have been taken up for analysis.

According to the prescribed rules, 75 per cent of the posts of the District Inspectors of Schools are filled up from the Subordinate Education Service having a minimum

qualification of a Bachelor's degree in General Education preferably with Honours, with a degree or diploma in Education. Twenty-five per cent of the posts of the District Inspectors of Schools are filled up by direct recruitment having a Master's degree in General Education together with a degree or diploma in Education.

The results of computation of answers to the questionnaire indicate that at the lowest end 74 per cent of the District Inspectors of Schools possess a Bachelor's degree in General Education together with a degree in Education. At the highest end 5 per cent of the District Inspectors possess a Master's degree in General Education together with a Master's degree in Education. It can be concluded on the basis of the data available that almost all the District Inspectors of Schools possess only the minimum qualification required of an officer of the Subordinate Education Service. None of the incumbents possess even the preferred qualifications viz., Honours degree required for appointment to the Subordinate Education Service.

It is also evident from the data available that the District Inspectors of Schools are all promoted from the Subordinate Education Service and spent on an average above 20 years of service as Subordinate Education Officer in the inspection branch. They have been promoted to the post of the District inspectors at the fag end of their service. This means that the system of direct recruitment

at the rate of 25 per cent of the posts is not being followed.

Before a judgement could be made about the adequacy or inadequacy of the educational qualifications of the District Inspector of Schools, it should be stated that the qualifications required for appointment to a certain post in a country depends on many factors. These include, among others, the overall service structure of the country, the level of educational system that produces educated manpower, requirements of the job, the incumbents are entrusted to to perform, his rank and status in the hierarchy, the level of socio-economic development of the country.

In the context of Bangladesh, the requirement of a first degree in general education (fourteen years of education) appears to be able to provide a general background for appointment to the beginning position of the primary inspectorate. The first degree in professional education may also be adequate provided the degree provided the degree provides specialised education and training necessary for the job he is required to perform as an administrator and supervisor of primary education. It appears from the qualification of the District Inspectors that above 84 per cent of them possess the first professional degree in Education viz., Bachelor of Teaching or Bachelor of Education. This degree prepares candidates for appointment to the post of secondary school teachers. There is no

provision for the preparation of a candidate for administrative and supervisory posts in the colleges where these degrees are offered. While it can not be said that the education provided in the degree of Bachelor of Teaching and Bachelor of Education are not at all beneficial to those who will serve as primary inspector, it can be said that the emphasis here is on teaching in secondary schools whereas for those who will be appointed in the primary inspectorate the emphasis should be on primary education together with emphasis on the subject areas as educational administration and supervision of instruction. The views as evident from the following quotation may throw some light on the qualification of the officials of the inspectorate in general and primary inspectorate in particular:

The present inspectorate both the higher and the lower is so ... ill selected in personnel that very little effective supervision over school education is being exercised. The officers of the inspectorate never received any training in the techniques of supervision and administration. The primary inspectorate in particular has no special training whatsoever for the kind of work they are engaged in. They were trained in a secondary teachers' training college for teaching in secondary schools.¹⁰

It is evident from the reply of the District Inspectors to the questionnaire that nearly seventy nine

¹⁰ Khan Bahadur Abdul Hakim, Reconstruction of School Education (Dacca: Azim Villa: 1948), p. 125.

per cent of them have not undergone any in-service training in the area of administration and supervision during the last 10 years and about 89 per cent of them have not undergone any in-service training in in administration and supervision during the last 5 years. The findings of chapter III with regard to quality of educational administrators also point to the conclusion that the academic and professional qualifications of the District Inspectors are inadequate.

On the basis of the presentation in the foregoing paragraphs, in consonance with his rank and status in the hierarchy, and the jobs, he is entrusted to perform, it is felt strongly that the District Inspectors should possess a higher academic and professional qualifications to provide the leadership necessary for improvement of primary education in the district.

The second characteristic taken up for study is the teaching experience.

The data indicates that 74 per cent of the District Inspectors of Schools possess teaching experience of whom 63 per cent in secondary education and 11 per cent in Primary Training Institutes.

Teaching experience is desired of a person to be appointed in the Subordinate Education Service (Inspection Branch) and for appointment to the Education Service (inspection branch). It has already been discussed the rationale for having teaching experience for inspecting

service (chapter II). Historically, the Inspectors were required primarily to assess the quality of teaching and it was thought that he should himself be a master teacher to perform the job effectively. With the broadening of the scope of inspection there has been a declining emphasis on the requirement of teaching experience. Some argue that in the present context of functions, an inspector has to perform, teaching should not be a "must". He must, however, be possessed of a broad knowledge of teaching procedures and of materials of instruction (chapter II). The author of this report, however, strongly, strongly feels that teaching experience should be a desirable qualification for the inspection service, because classroom provides a laboratory for gaining practical experience into the problems of teaching-learning situation. A person with teaching experience should be able to do his function more effectively than the one who has no teaching experience to his background.

The above contention may be supported by citing examples of the values put by different groups of people on teaching experience. A study group in a state supervisory conference in USA has desired, among others, "skill as a teacher" as one of the characteristics for the educational administrators (chapter II, section 2). The Commonwealth Regional Seminar/Workshop on educational administration and supervision at Free town, Sierraleon, has suggested "teaching

experience" as one of the characteristics for appointment to the position of Inspector. The Commonwealth Seminar/Workshop on educational administration and supervision at Kingston, Zamaica has suggested "superior teaching skills" as one of the characteristics for the Inspectors (chapter II, section 3).

As to the level of teaching experience a candidate should possess for appointment to the primary inspectorate, it appears appropriate to have teaching background at the primary level because of the distinctive developmental characteristics of primary school children from those of the secondary school children. The requirement of teaching background at the level of secondary school has been a legacy of the past. There may be many other reasons for this, which have not been stated explicitly. For example, the minimum qualification for appointment to the post of primary school teacher is much lower than that of a secondary school teacher. The prescribed qualifications for appointment as primary teachers are Secondary School Certificate examination (10 years of schooling) plus one-year training in a Primary Training Institute. Rarely, candidates with a University degree join primary teaching because of low emoluments of primary teachers. But preferably a Primary Inspector should have experience of teaching in primary schools. The situation is changing now and it should be examined as to how candidates with experience in primary

teaching could be made available for appointment to the Primary Inspectorate. To begin with, primary teaching may be prescribed as a preferred qualification together with other qualifications for appointment to the beginning post of Primary Inspectorate. Raising the pay and status of primary teachers may be considered another measure to attract the University graduates to enter into primary teaching.

Thirdly, the age of entry to the position has been taken up for analysis.

The age of entry to a position may differ from cadre to cadre in the same country and from position to position in the same cadre. There should, however, be a rationale behind each system. In the case of the District Inspector of Schools, the maximum age of entry for direct recruitment is 35 years compared to 25 years in the Civil Service. In the case subordinate Education Service, the maximum age of entry is 25 years with relaxation upto 35 years for in-service teachers compared to a maximum of 25 years of age in Subordinate Civil Service. Flexibility in the age of entry into Education service is due, presumably, to facilitate entry of matured teachers into administrative at a later stage. On the same presumption the existing age of entry (25 to 35 years) for both Subordinate Education Service and Education Service may be supported.

Fourthly, qualities and criteria prescribed for appointment to the post of District Inspector of Schools have been analysed. These include: good physique, capacity to undertake tour and capacity to influence the education of the school by inspection, satisfactory organizing ability and good character. These qualities should be desired of for the performance of functions entrusted to the District Inspector of schools.

The capacity to improve the quality of education of the school by inspection may further be elaborated. A number of personal characteristics on which various groups of people have put values are likely to be of help to the District Inspector in influencing the quality of education of the school. These include: working gracefully and effectively with the people individually and in groups, easy approachability, respect for individual, humility, skill in leadership, skill in human relations, skill in group process, skill in personnel administration and skill in evaluation. Other criteria which may also be subsumed under the above characteristics for appointment to the posts of the District Inspector of Schools include: making sound decisions, communicating effectively, maintaining morale skillfully and coping with the changing circumstances constructively. (chapter II).

Based on the insight gained from the emerging concepts of administration and supervision, it appears that

the personal characteristics described in the foregoing paragraph can help a person to work effectively and can attain the goals of the organisation through the performance of the job.

To conclude, the data available from the study tends to confirm the hypothesis partially. Some of the previously formulated characteristics for appointment to the post of the District Inspector of Schools still hold good and should continue to be the requirement for appointment to the post. The personal characteristics of the District Inspector of Schools with respect to academic and professional qualifications are not adequate and need to be upgraded. Qualities and criteria based on the emerging concepts of administration and supervision are likely to enhance the efficiency of the District Inspector of Schools and should be included in the job description of the District Inspector of Schools explicitly and efforts should be made to recruit candidates with those characteristics by application of appropriate personality tests.

Relationship Among Selected Variables

The last hypothesis underlying the study is to the effect that there is no significant relationship among the following groups variables viz., (1) personal characteristics of the District Inspector of Schools, (2) his physical environment, (3) his views on some aspects of his job, and

(4) his views on selected working conditions and physical facilities. In order to test this hypothesis, the following Null Hypothesis is tested.

The variables under analysis are independent or no relationship exists between the variables.

The data on each item has been tested for significance by the Chi-Square test of independence at the 5 per cent level of significance. When the test of independence indicates a significant relationship, the contingency coefficient as an index of relationship computed to determine the extent of relationship. The contingency coefficient or the index of relationship is regarded significant whenever the corresponding Chi-Square value from which it is obtained is itself significant.

First, the relationship between age and fifteen aspects of his job is sought to be determined. The outcome of the test of independence is as follows.

a. Significant relationship is found to exist between age and views on job satisfaction. Variation in age tends to influence significantly the expression of views on job satisfaction. The older District Inspectors of Schools tend to opine in greater number than the younger ones that they are satisfied with their job.

b. Relationship is found significant between age and views whether it is possible for the District Inspector of Schools to visit primary schools for full inspection in

view of heavy demand on their time for administrative duties. Variation of age tends to influence significantly the views on this aspect of the job. The older District Inspectors of Schools tend to opine in greater number than the younger ones that it is possible for them to visit primary schools for full inspection even there is heavy demand on their time for administrative work.

c. In the cases of other Null Hypotheses with respect to age and some aspects of his job, relationship is non-significant.

Second, relationship is sought to be determined between the qualification and views on some aspects of his job. The analysis has indicated the following results:

a. Significant relationship exists in the case of qualification and views as to whether visit to primary schools for inquiry into allegations contribute to the education of the children in the classroom. In other words, variation in qualification tends to influence significantly the views on this aspect of the job. The District Inspectors of Schools with lower qualifications tend to opine in greater number than those with higher qualifications that visit to primary schools for inquiry into allegations contribute to education of the children in the classroom.

b. Significant relationship is found to exist between qualifications and views as to whether visit to primary schools for full inspection contributes to education

of the children in the classroom. In other words, variation in qualification tends to influence significantly the views on this aspect of the job. The District Inspectors of Schools with higher qualifications tend to opine in greater number than those with lower qualifications that visit to primary schools for full inspection contribute to the education of the children in the classroom.

c. In the cases of other Null Hypotheses with respect to relationship between qualification and views on some aspects of his job, relationship is found non-significant.

Third, relationship is sought to be determined between experience as District Inspector of Schools and his views on some aspects of the job. The results of analysis indicate that there is no significant relationship between the variable "Experience as District Inspector of Schools" and his views on some aspects of his job.

Fourth, relationship is sought to be determined between the variable "Teaching Experience" and views on some aspects of the job. In the cases of all Null Hypotheses, relationship is found non-significant.

Fifth, relationship is sought to be determined between the variable "Number of Primary Schools under Inspection" and views on aspects of his job. In the cases of Null Hypotheses, relationship between the two groups of variables is found non-significant.

Sixth, relationship is sought to be determined between job satisfaction and views of the District Inspector of Schools on twelve working conditions. In the cases of all Null Hypotheses, relationship is found non-significant.

The outcome of the test of independence indicates that only in a very few cases, statistically significant relationship exists between the selected groups of variables viz., (1) personal characteristics of the District Inspector of Schools and his views on some aspects of his job, (2) physical environment of the District Inspector of Schools and views on some aspects of his job and (3) job satisfaction and views on some selected working conditions. In the majority of cases of Null Hypotheses, the relationship is non-significant.

CHAPTER VII

Recommendation

Based on the analysis of the job of the District Inspector of Schools, insight gained from the emerging concepts of organization and administration, and comments and suggestions of the committees and commissions of Bangladesh, the following recommendations are made in order to improve the existing situation:

1. An organization consists of persons with unique backgrounds and unique positions who tend to perceive things in their unique perspectives. Armed with this insight the organization should take considerable care to clarify organizational expectations and also see that communications of these expectations have taken place. The jobs may be conceived of as organizational expectations as the organization seeks to attain its goal through the performance of the jobs. The outcome of the test of hypothesis relating to the expected and actual performance of the job by the District Inspector of Schools indicates that the actual performance of the job of the District Inspector of Schools compares favourably with the job expected to be performed by him. However, discrepancy exists between the expected and actual performance of the job. Discrepancy between expected and actual performance

of the job is likely to be minimized in an organization where the job of the incumbents is well defined, elaborately described and well communicated to all concerned in the organization. It is, accordingly, recommended that the job of the District Inspector of Schools should be clearly defined, elaborately described and a copy of the job descriptions should be made available to each of the District Inspectors of Schools and all others concerned in the organization.

2. The jobs are performed by the people in the organization. A well defined and elaborately described jobs may not be performed by the incumbents of the organization to the extent it is expected by the organization because of the incongruence between the role expectation and the individual need-disposition. Again, the participants of an organization receive incentives from it in return of their contributions to it. Each participant tends to continue their exchange of contributions so long as the inducements offered are as great or greater than the required contributions in exchange. Based on these presumptions, it is recommended that the needs of the District Inspector of Schools as they are evident through the analysis of his job should be satisfied and adequate incentives provided to him for the effective performance of the jobs assigned to him.

3. With the change of time organizational laws, rules and regulations change. These changes should be incorporated in the job descriptions of the incumbents of the organization and should be made available to them so as to facilitate performance of functions. In Bangladesh, the Education Code of 1931 has not yet been updated causing confusions among the functionaries in the performance of jobs. It is, therefore, recommended that arrangements be made for updating the code, its reprinting and supply to the incumbents of the organization so as to avoid confusion and facilitate performance of functions as expected by the organization.

4. To allow the organization to be consistent with the changing situation, laws, rules and regulations are also needed to be periodically reviewed to see how far they are in tune with the changed circumstances. The job of the District Inspector of Schools formulated in the situation of the beginning of the twentieth century need to be reviewed and changed. To cite an example, the job requiring the District Inspector of Schools to visit in situ all primary schools of the district is an impossible demand in the current situation because of the enormous increase in the number of subordinate officers and staff, number of schools, their teachers and enrolment, and because of addition of many more functions to this office. It is, therefore, recommended that the job of the District

Inspector of Schools should be reviewed and reformulated keeping in view the changing need and situation.

5. In ultimate analysis, the purpose of administration is the improvement of education of the children in the classroom and the machinery of administration should be geared to the attainment of that purpose. The nature of the job that the District Inspector of Schools performs is overwhelmingly administrative. The analysis tends to indicate that not 81.14 per cent of his time is spent on administrative duties and only 18.85 per cent of his time is spent in the supervision of instruction. While the author does not undermine the importance of the job of personnel administration, development of physical facilities, keeping liaison with other subsystems etc., necessary for maintaining the organization for the attainment of its goal, it can be said without fear of contradiction that the job of the District Inspector is only geared to the oiling of the external machinery of education to the utter neglect of a very important aspect of his job viz., supervision of education of the school. This is an awful situation and calls for a change. The job of the District Inspector of Schools should be formulated and the structure of his office organized in a manner that he can devote most of his time in the supervision of education and all other matters related to it.

6. Some of the jobs which are considered to be able to contribute to the education of the children in the classroom such as, matters relating to curriculum development, curriculum revision, orientation and guidance to teachers, conference in small groups of teachers for interaction and study of school children are not explicitly stated to form part of the job of the District Inspector of Schools. It is recommended that these jobs should form part of the functions of the District Inspector of Schools and should be explicitly stated in the job descriptions of the District Inspector of Schools.

7. The District Inspector of Schools has to perform many extra-departmental functions whenever asked by the Deputy Commissioner. Unless there is a national emergency, the District Inspector of Schools should be spared from the performance of such functions in the interest of the departmental work.

8. The process of supervision needs to be improved. It should encourage initiative of the teachers by bringing in new ideas to them. The process should involve the teachers in the planning and implementing supervisory activities. The teachers should be encouraged for self evaluation. The writing of the inspection reports cooperatively by the Inspector and teachers should be practiced. The views of the teachers should be respected. The doors of communication should always be kept open for

interaction and feedback. While evaluating the work of the school, the District Inspector of Schools should evaluate himself through the feedback received from his clientele.

9. The monthly plan of activities, besides supervision of selected schools, should include meeting and exchanging views with subordinate inspecting officers, head teachers and members of the local community. Such meeting should provide opportunity for two-way communication between the District Inspector and other participants of the meeting. These meetings should also provide a forum for dissemination of new knowledge and discussing ways and means for improvement of education.

10. A handbook of inspection may assist in educating the inspecting officers in the modern methods of supervision. It is recommend that arrangement be made for the preparation of an inspection handbook for the District Inspectors and Thana Education Officers who are responsible for the supervision of primary schools and the handbook made available to each of them. This handbook may conveniently be used by inspecting officers responsible for supervision of secondary schools too.

11. Another important tool for improving the process of supervision is the training of the incumbents responsible for the supervision of schools. It is recommended that the District Inspectors of Schools should be given preservice education in the emerging concepts of

of administration and supervision and they should also be given periodic inservice training to keep them abreast of the latest development and thus to update and upgrade their knowledge.

12. Technical Assistance from International Organizations for the activities enumerated in paragraphs 10 and 11 may be sought to supplement the national resources.

13. The analysis of the organization of the office of the District Inspector of Schools has proved that the supervisory capacity of this office both in respect of administrative supervision and academic supervision of schools is extremely inadequate. It is, therefore, necessary that the supervisory capability of this office be improved. This can be done in two ways: one; by strengthening the office in a modest scale and two; by delegating some jobs to the Thana Education Office which should also be strengthened in a modest scale so as to enable it to shoulder the additional responsibility. Some responsibilities may also be delegated to individual schools.

14. In keeping with the three broad divisions of the job of the District Inspector of Schools, viz., personnel administration, physical facilities development and supervision of schools, the office may be strengthened by appointment of two supervisory officers viz., an Additional District Inspector of Schools and an Assistant

Engineer. The former will be given the charge of personnel administration and in addition, he will also perform the functions of supervision of schools, the latter supported by a draftsman will look after the work of physical facilities development. The District Inspector of Schools assisted by the two newly appointed officers will coordinate the administration and supervision of primary education in the district. In the absence of the District Inspector of Schools, the Additional District Inspector of Schools will remain in charge of the office and the Assistant Engineer will report to him. The job of the two newly appointed officers will be clearly defined and adequately described. The District Inspector of Schools will delegate adequate authority to these officers for the performance of their functions. Arrangements will be made for interaction with these officers through weekly, fortnightly and monthly meetings.

15. To facilitate local participation in the administration of primary education in the district, an advisory committee with a chairman and members nominated by the government will be constituted to advise the office of the District Inspector of schools and the Director of Public Instruction in matters of administration and supervision of primary education in the district. The district Inspector of Schools will act as the member-secretary of the Advisory Committee and his office will provide secretariat

to the Committee. The Committee may be composed of (a) two representatives of the Primary Teachers Association, (b) one representative of the Secondary Teachers Association, (c) one representative of the College Teachers Association, (d) one representative of the District Council, (e) one representative of the Deputy Commissioner, (f) The Chairman of the Thana Primary Education Advisory Committee ex-officio member, (g) one person interested in education other than teachers, (h) The District Inspector of Schools being ex-officio member-secretary. The Chairman may be a retired outstanding educationist of the district. The proposed organization of the office of the District Inspector is given in figure 3.

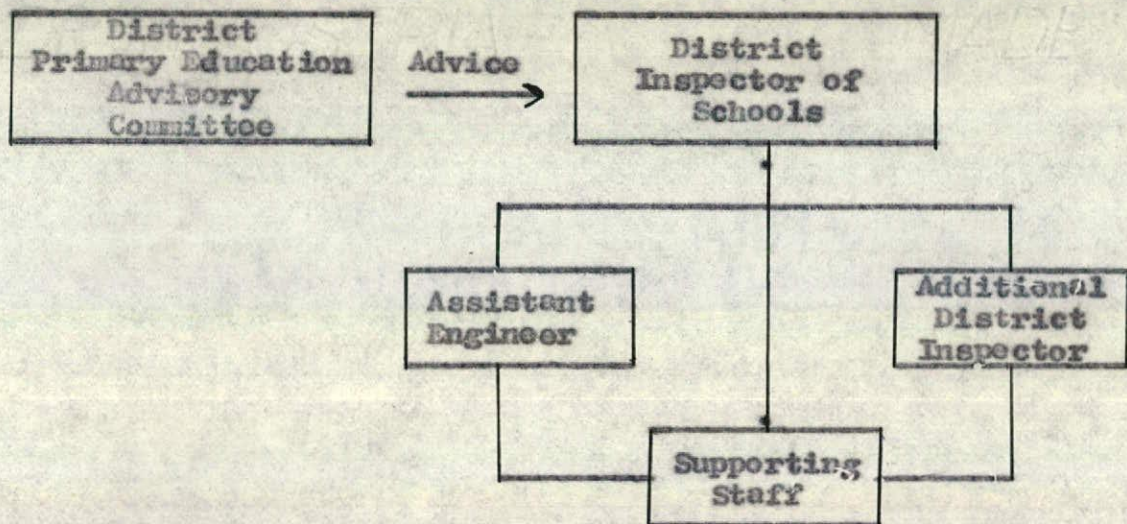


Figure 3. Proposed organization of the office of the District Inspector of Schools.

16. The Thana Education Office will also be reorganized on the basis of the three broad divisions of

the jobs viz., personnel administration, development of physical facilities and supervision of schools. One additional Thana Education Officer will be appointed and given the charge of personnel administration. In addition he will also perform the job of academic supervision of schools. One Subassistant engineer will be appointed to look after matters relating to physical facilities development. The Thana Education Officer assisted by the two newly appointed officers will coordinate the administration and supervision of primary education in the Thana. The Additional Thana Education Officer will remain in charge of the office in the absence of the Thana Education Officer and the Subassistant Engineer will report to him. The functions of the officers will be clearly defined and elaborately described. The Thana Education Officer will delegate adequate authority to the newly appointed officers for the performance of their functions. There will be arrangement for continuous interaction among the officers at the Thana level through weekly, fortnightly and monthly meetings.

The organization of the proposed Thana Education Office is given in Figure 4.

17. A Thana Primary Education Advisory Committee will be constituted with a chairman and members nominated by the government to advise the Thana Education Office and the office of the District Inspector of Schools in matters

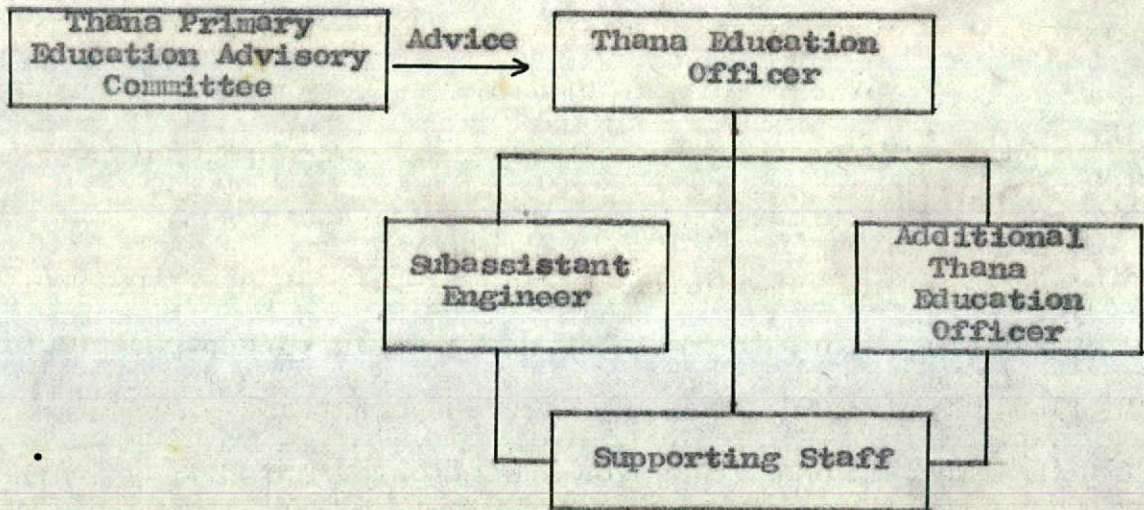


Figure 4. Proposed organization of the Office of the Thana Education Officer.

of administration and supervision of primary education in the Thana.

The committee will be composed of (a) two representatives of the Primary Teachers Association, (b) one representative of the Secondary Teachers Association, (c) one representative of the College Teachers Association, (d) one representative of the Thana Council, (e) one representative of the Union Council, (f) Thana Education Officer, ex-officio member-secretary, (g) one person interested in education other than teachers. The chairman may be a retired outstanding educationist of the Thana.

18. To begin with, the job of assigning and reassigning of teachers to different primary schools within the Thana, supervision of the staff of the Thana Education Office, selection of schools for physical facilities development within the Thana and their supervision will be

delegated to the Thana Education Officer. The District Inspector of Schools will retain only appellate power with respect to these functions.

Administrative duty relating to pupil personnel namely, collection of statistics on primary education in the school area and monitoring the progress of development work will be delegated to the individual schools. The head teacher of the school, assisted by the school management committee will perform these functions. The Thana Education Office will consolidate the data for the Thana. The office of the District Inspector of Schools will compile data of all Thana within the district.

19. The analysis of the organization of the office of the District Inspector of Schools indicates heterogeneous nature of the jurisdiction of the District Inspectors of Schools. There is wide variation of the number of schools, number of teachers and number of students from district to district. It is recommended that the district having bigger area and larger number of schools, teachers and enrolment should be given larger share of resource allocation.

20. The existing system of the District Inspector's serving two offices at a time viz., Directorate of Public Instruction and the Deputy Directorate at the divisional headquarters, and similarly, the Thana education officer's serving two office at a time viz., the office of the

District Inspector of Schools and the Subdivisional Education Office, is detrimental to the unity of command and demoralizing for the officers serving two offices at a time. This should be done away with. The District Inspectors should deal direct with the Directorate in all matters and the Thana Education Officer should deal direct with the office of the District Inspector in all matters.

21. On the same principle recommended in the preceding paragraph the District Inspector of Schools should not be required to report to the Deputy Commissioner in matters of his own department. He should perform his functions advised by the District Primary Education Advisory Committee. A representative of the Deputy Commissioner may be nominated on the Primary Education Advisory Committee for the purpose of coordination.

22. In the absence of a provision for vertical coordination between the two subsystems viz ., primary and secondary school administration at the district level, horizontal coordination between the two offices of education viz., the office of the District Inspector of Schools and the office of District Education Officer should be encouraged.

23. The analysis has demonstrated the highly centralised character of the system of administration in Bangladesh. The higher echelons of administration retaining all powers. On the one hand, due to the

centralized character of administration the higher echelons remain unnecessarily overburdened with routine administration, on the other hand, this system deprives the lower echelons of administration from having share of their legitimate power for managing their own affairs. In the interest of speedy disposal of business and effective performance of functions, it is recommended as a measure of general principle that authority should be delegated adequately from the policy level to the executive level and from the executive level to the subexecutive level and institutional level. This will facilitate optimization of contribution by each subsystem to the attainment of the goals of the system.

The District Inspector of Schools lacks in adequate authority for the performance of his functions. It is, therefore, recommended that adequate power and authority be delegated to him for the effective performance of his functions.

24. It is evident from the analysis of the organization in which the District Inspector of Schools functions that the official responsible for administration of secondary education at the district level is called District Education Officer, official at the subdivisional level designated as subdivisional Education Officer and official at the Thana level as Thana Education Officer. To make the office of the District Inspector of Schools more akin to the system, the position may be redesignated as

District Education Officer (Primary). In that case, the proposed Additional District Inspector of Schools will be named as Additional District Education Officer (Primary). This is also more in tune with the functions he performs.

25. District being the unit of administration, it is felt that for a well coordinated activity the administration of school education (primary and secondary) may be brought under the same umbrella at this level. Accordingly, it is recommended that a feasibility study be made for the creation of an autonomous District Education Authority with a subauthority at the Thana level.

26. The place of the reorganized office of the District Inspector in the organization for educational administration is shown diagrammatically in figure 5.

27. The physical environment of the District Inspector of schools in the form of office space, furniture, equipment, books, stationery, are not adequate. The facilities for undertaking tour in the form transport are not adequate too. It is recommended that steps be taken to improve the physical environment of the District Inspectors so as to facilitate performance of the job assigned to him.

28. The District Inspector of Schools has got no library. Immediate steps be taken to establish a library in each of the office of the District Inspector of Schools. This library should consist of departmental and professional

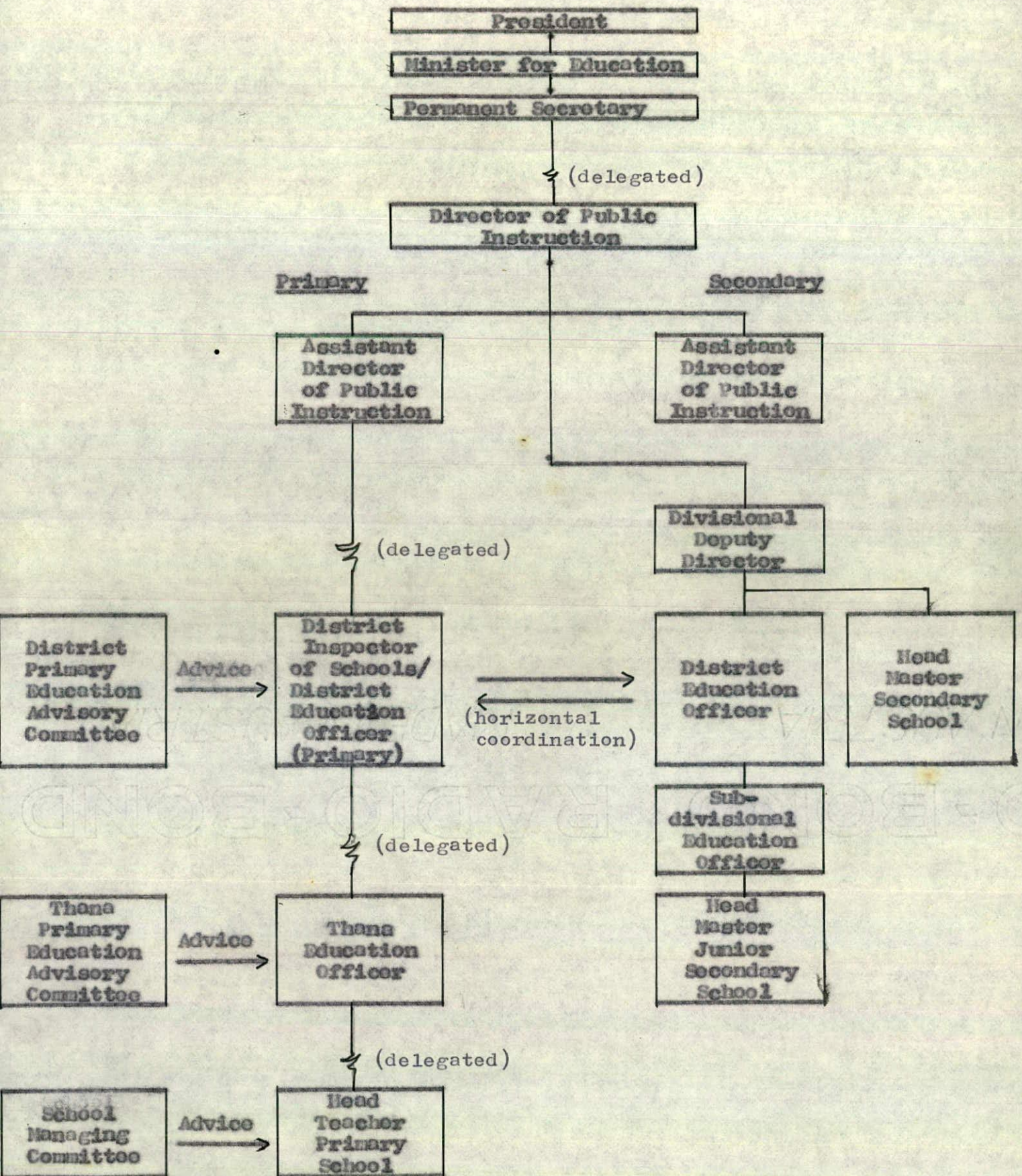


Figure 5. The place of the Reorganized Office of the District Inspector of Schools in the system of school administration in Bangladesh.

books. Curriculum and text books that are in use in school should also be there so as to facilitate study by the District Inspectors (others concerned may also take advantage of this library). International agencies and aid giving agencies may also be approached for assistance in such enterprise if called for.

29. In order to enable him to provide the leadership necessary for efficient administration and supervision of primary education in the district, the academic and professional qualifications of the District Inspector of Schools should be raised. The minimum qualification for appointment to the post of the District Inspector of Schools should be Master's degree in General Education together with a degree or diploma in Education with specialisation in the area of administration and supervision of education or a Master's degree in Education with major in educational administration.

The professional preparation should include advanced course credits in: supervision of instruction, curriculum and methods, child development and child study, school administration, evaluation and measurement of educational achievement, counselling and guidance.

The directly recruited candidates on selection should undergo training for a period of six months on the administrative and financial procedures of the country. The promotees to the posts should be given an orientation

training of three months' duration before taking over the posts.

30. The existing maximum age limit of 35 years for direct appointment to the posts of the District Inspectors of Schools appears to be adequate. At the moment a student obtain Master's degree at the age of 22 years. The maximum age of 35 years for direct appointment to the post of the District Inspector of Schools has provided opportunity for the matured people from teaching to have a lateral entry into the administrative service of education.

31. The existing prescription of satisfactory teaching experience for direct appointment to the post of District Inspector of Schools and for appointment to the Thana Education Officer should continue.

32. The existing requirements of good physique, capacity to undertake tour are in keeping with the requirement of the job of the District Inspector of Schools and should continue.

33. The requirement of quality to influence the education of the school by inspection, organizing ability and good character are also desirable characteristics and should continue. However, these criteria need to be elaborated. The knowledge of emerging theory of organization and administration tends to support the view that a person who can deal gracefully with others, who is fair, who is easily approachable, who has respect for individuals, who

is humans, who believes in the dignity of human being, who is knowledgeable, who have skills in leadership, skill in human relations, skill in group process, skill in personnel development and skill in evaluation can influence better in improving the education of the schools. There are other administrative and leadership behaviour on which people have put value as criteria for selection of administrative personnel. These may be subsumed under the five skills as noted above. These competencies are: making sound decisions, communicating effectively, maintaining morale skillfully and coping with the changing circumstances skillfully. These qualities and criteria may also be explicitly stated in the job descriptions of the District Inspector of Schools.

34. The provision for lateral entry to the service provides an opportunity to the matured people to join the service at a later period thereby facilitating raising the quality of service. The present quota for direct recruitment to the posts of District Inspector of Schools should be raised from 25 to 50 per cent. There should, however, be provision for in-service officers with requisite qualifications to compete for appointment to the posts. Some credit should be given for their experience in inspection service. One hundred per cent of the beginning post of the Primary Inspectorate should be filled up by direct recruitment. Promotion to the higher posts should be based on seniority cum efficiency.

35. In consonance with the responsibility of the District Inspector of Schools, the post should be upgraded to the Bangladesh Senior Education Service. Simultaneously, the beginning post of the Primary Inspectorate should be made attractive by elevating it to Bangladesh Education Service.

APPENDICES

APPENDIX A

QUESTIONNAIRE

For the District Inspector of Schools

Date _____

SECTION I: A

DIRECTION: Please supply the information that has been requested in question items 1-9.

1. Your age in years _____
2. Your qualifications
(Please mention the highest academic and professional degree you hold)
Academic _____
Professional _____
3. Your total period of service as
 - (1) D.I. of Schools _____
 - (2) S.D.I./S.D.E.O. _____
 - (3) S.I./T.E.O. _____
4. Your total period of teaching experience in
 - (1) Secondary Schools _____
 - (2) Primary Schools _____
 - (3) Primary Training Institutes _____
5. Total number of primary schools in the district you serve _____
6. Total number of primary school teachers in the district you serve _____
7. Total number of students in the primary schools of the district you serve _____

8. Particulars of the posts of staff under your direct supervision in the office of the D.I. of schools

<u>Serial No.</u>	<u>Name of the post</u>	<u>Total Number</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

9. Particulars of the posts of officers under your direct supervision in the district you serve

<u>Serial No.</u>	<u>Name of the post</u>	<u>Total Number</u>
1.	_____	_____
2.	_____	_____

SECTION I: B

DIRECTION: Please indicate your response to question items 10-26 giving a tick mark () against "Yes" or "No" as the case may be.

10. Do you have adequate staff in your office for the efficient performance of your functions? Yes ___ No ___
11. Is your office space adequate for your staff and for yourself? Yes ___ No ___
12. Do you think the furniture in your office is sufficient? Yes ___ No ___
13. Do you think the supply of office equipment from the central store is adequate for running the office efficiently? Yes ___ No ___
14. Do you receive, on requisition from the central store, supply of office equipment in time? Yes ___ No ___
15. Do you have authority to buy office equipment locally, if central store can not supply such equipment in time? Yes ___ No ___

16. Do you have adequate financial provision to buy office equipment locally, if the central store can not supply such equipment in time? Yes ___ No ___
17. Do you think the supply of forms and stationery from the central store is adequate for running the office efficiently? Yes ___ No ___
18. Do you receive on requisition from the central store, supply of forms and stationery in time? Yes ___ No ___
19. Do you have authority to print forms and purchase stationery locally if the central store can not supply such forms and stationery in time? Yes ___ No ___
20. Do you have adequate financial allotment to print forms and stationery locally if the central store can not supply such forms and stationery in time? Yes ___ No ___
21. Do you have a library in the office? Yes ___ No ___
22. If you have a library, does it possess adequate stock of
(1) Professional books and journals Yes ___ No ___
(2) Departmental books Yes ___ No ___
23. Do you have annual budget provision for the library? Yes ___ No ___
24. Do you have authority to buy books out of contingent allotment? Yes ___ No ___
25. Do you have an official transport for visiting schools? Yes ___ No ___
26. Do you have adequate travelling allowance allotment for visiting schools? Yes ___ No ___

SECTION II

DIRECTION: Listed in sub-sections A to J duties and responsibilities which you might be performing. If you do or do not perform these duties, please indicate your response by giving a tick mark () against "Yes" or "No" as the case may be.

A: Teacher Personnel

- | | |
|---|-------------|
| 27. Selecting and appointing primary school teachers | Yes___No___ |
| 28. Transferring primary school teachers | Yes___No___ |
| 29. Promoting primary school teachers | Yes___No___ |
| 30. Sanctioning leave of primary school teachers | Yes___No___ |
| 31. Recommending extension of service beyond the prescribed age of superannuation | Yes___No___ |
| 32. Sanctioning disciplinary measures against primary school teachers | Yes___No___ |
| 33. Granting deputation of teachers for training | Yes___No___ |
| 34. Recommending retirement benefits of teachers | Yes___No___ |

B: Staff Personnel

- | | |
|---|-------------|
| 35. Drawing and disbursing pay of the staff of the office of the D.I. schools | Yes___No___ |
| 36. Allocating duties to the staff | Yes___No___ |
| 37. Sanctioning leave to the staff | Yes___No___ |
| 38. Recommending the cases of retirement benefits of the staff to the D.P.I. | Yes___No___ |
| 39. Recommending transfer of the staff to the D.P.I. | Yes___No___ |
| 40. Recommending cases of promotion to the D.P.I. | Yes___No___ |

- C: Officer Personnel

- | | | |
|-----|---|------------------------------------|
| 44. | Inspecting the office of the | |
| | (1) S.D.E.O. | Yes <u> </u> No <u> </u> |
| | (2) T.E.O. | Yes <u> </u> No <u> </u> |
| | (3) A.S.I. | Yes <u> </u> No <u> </u> |
| 45. | Approving monthly tour programme of T.E.O. | Yes <u> </u> No <u> </u> |
| 46. | Approving Tour Diary of T.E.O.'s and A.S.I.'s | Yes <u> </u> No <u> </u> |
| 47. | Recommending leave other than casual leave of T.E.O.'s to the D.D.P.I. | Yes <u> </u> No <u> </u> |
| 48. | Sanctioning leave other than casual leave to A.S.I.'s | Yes <u> </u> No <u> </u> |
| 49. | Initiating transfer proposal of T.E.O.'s and submitting the same to D.P.I. | Yes <u> </u> No <u> </u> |
| 50. | Transferring A.S.I.'s within district | Yes <u> </u> No <u> </u> |
| 51. | Reporting to D.D.P.I. disciplinary case of | |
| | (1) S.D.E.O.'s | Yes <u> </u> No <u> </u> |
| | (2) T.E.O.'s | Yes <u> </u> No <u> </u> |
| | (3) A.S.I.'s | Yes <u> </u> No <u> </u> |
| 52. | Supervising the works of | |
| | (1) S.D.E.O.'s | Yes <u> </u> No <u> </u> |
| | (2) T.E.O.'s | Yes <u> </u> No <u> </u> |
| | (3) A.S.I.'s | Yes <u> </u> No <u> </u> |
| 53. | Writing annual confidential report on S.D.E.O.'s and sending the same to D.E.O. | Yes <u> </u> No <u> </u> |

54. Countersigning annual confidential reports of T.E.O.'s and A.S.I.'s and forwarding the same to D.P.I.

Yes ___ No ___

D: Pupil Personnel

55. Assisting in the collection and consolidation of annual returns

Yes ___ No ___

56. Assisting in the collection of descriptive rolls of the Junior Scholarship Examination and Primary Final Scholarship Examination

Yes ___ No ___

57. Assisting in the consolidation of descriptive rolls of the Junior Scholarship Examination and Primary Final Scholarship Examination

Yes ___ No ___

58. Assisting in the conduct of Junior Scholarship Examination and Primary Final Scholarship Examination

Yes ___ No ___

59. Acting as a member of the local examination committee of the Secondary School Certificate Examination and Higher Secondary Certificate Examinations

Yes ___ No ___

60. Assisting in the conduct of the secondary School Certificate Examination and Higher Secondary School Certificate Examination

Yes ___ No ___

61. Acting as Superintendent of the Madrasah Examinations

Yes ___ No ___

62. Conducting the P.T.I. Final Examination

Yes ___ No ___

E: Finance

63. Preparing annual budget in respect of the primary education of the district and submission of the same to the D.P.I.

Yes ___ No ___

64. Allocating contingent money to the T.E.O.'s

Yes ___ No ___

65. Maintaining Contingent Account Register

Yes ___ No ___

66. Disbursing Development Funds Yes ___ No ___
67. Maintaining accounts of development funds Yes ___ No ___
68. Passing T.A. Bills of T.E.O.'s Yes ___ No ___
69. Placing orders for supplies and entering into contracts Yes ___ No ___

F: Relations with the Executive Officers

70. Maintaining good relations with the D.C. Yes ___ No ___
71. Acting as his adviser in respect of all matters of primary education Yes ___ No ___
72. Keeping him informed of all matters in connection with the development of physical facilities of primary schools Yes ___ No ___
73. Carefully considering the suggestions, made by the D.C., in respect of primary education Yes ___ No ___
74. Obtaining sanction of the D.C. for enjoying casual leave Yes ___ No ___
75. Obtaining sanction of the D.C. in the selection of Primary Schools for development and in the selection of Primary school teachers Yes ___ No ___
76. Attending meeting of the various District Committees when called by the D.C. Yes ___ No ___

G: Public Relations

77. Approving Managing Committee for Primary Schools Yes ___ No ___
78. Extending the life of the managing committees for a period not exceeding six months Yes ___ No ___
79. Dissolving the managing committee Yes ___ No ___

80. Conferring with the people when on visit to schools, eliciting their views on the functioning of the school and encouraging them to take interest in the regular attendance of teachers and pupils and seeking their help in the development of physical facilities of the school Yes___No___
81. Receiving the public during visiting hours in the office and hearing their grievances Yes___No___
82. Speaking to the people on occasions like annual day of the school and explaining to them various programmes undertaken by the Government for the development of education Yes___No___

H: Reporting

83. Holding inquiries and submitting reports to the higher authorities in respect of various matters, as; allegations against subordinate officers and staff, teachers and managing committees, request for new primary school, request for change of site of the school, request for development grant, dispute, etc. Yes___No___
84. Collecting, consolidating and submitting various survey reports, in respect of teachers, pupils, school buildings, extent of damage done to institutions by natural calamities, as cyclone, tornado, storm, flood etc. Yes___No___
85. Assisting in the preparation of annual reports on the progress of education at the district level and submitting to the higher authorities Yes___No___
86. Seeking clarification from the higher authorities on apparent ambiguities in communications received Yes___No___
87. Attending departmental Conferences called by higher authorities Yes___No___

I: Development of Physical Facilities

88. Acting as a member-secretary of the District Primary School Development Committee Yes ___ No ___
89. Obtaining recommendations of the names of the Primary Schools for inclusion in the development programme from the sub-divisional Primary School Development Committees Yes ___ No ___
90. Convening meeting of the District Primary School Development Committee and placing the recommendations before it Yes ___ No ___
91. Selecting Schools and determining the amount of grant to be paid to each school with the approval of the Committee Yes ___ No ___
92. Supervising schools undertaken for development Yes ___ No ___
93. Obtaining monthly progress report from the schools under development Yes ___ No ___
94. Consolidating progress reports and submitting the same to the Project Director Yes ___ No ___
95. Arranging publicity of the scheme for encouraging local interest Yes ___ No ___

J: Visiting Schools

96. Remaining on tour for the following categories of visits to schools
- (1) Visiting primary schools for full inspection which consists of inspection of building, furniture, equipment and sanitary conditions of the school, records and registers, method of teaching followed by teachers, curricular and co-curricular activities of the pupils etc. and conferring with the managing committee. The inspection is followed by a

- written report in the visitors' book of the school noting strength and weakness and suggesting ways and means of improvement
- (2) Visiting primary schools for short inspection to check the attendance of teachers and pupils Yes ___ No ___
- (3) Visiting primary schools for checking development works of the school Yes ___ No ___
- (4) Visiting primary school for inquiry into allegations against teachers and managing committee Yes ___ No ___
- (5) Visiting High Schools and Junior High Schools, Senior Madrasahs and Junior Madrasahs for inspection in connection with first recognition or extension of recognition. The process involves a full inspection of all aspects of the school viz., working of the managing committee, adequacy of teaching staff and enrolment, results of the public examinations, adequacy of buildings, equipment and library etc. The inspection is followed by a report to the D.D.P.I. stating all aspects of the school and giving views whether the institution deserves recognition/extension of recognition Yes ___ No ___
- (6) Visiting schools and madrasahs in connection with accompanying of high officials Yes ___ No ___

SECTION III

97. What percentage of the time available to you in a year do you devote to (1) administrative duties and (2) visits to school? (Please supply the information in the proforma below. Please remember that the total of the two categories of duties will become 100 percent)

1. Administrative Duties	Percent
1) Teacher Personnel	_____
2) Staff Personnel	_____
3) Officer Personnel	_____
4) Pupil Personnel	_____
5) Finance	_____
6) Relation with the Executive Officer	_____
7) Public Relations	_____
8) Reporting	_____
9) Development of physical facilities	_____
Total	_____

2. Visits to Schools	
1) Visit to primary schools for full inspection	_____
2) Visit to primary schools for short inspection	_____
3) Visit to primary schools for checking development works	_____
4) Visit to primary schools for inquiry into allegations against teachers and Managing Committee	_____
5) Visit to schools and madrasahs in connection with recognition	_____
6) Visit to schools and madrasahs in connection with accompanying high officials	_____
Total	_____

98. How many days in a year do you spend in visiting schools? _____

SECTION IV

DIRECTION: Listed below a few questions to elicit your views on them. Please indicate your response affirmatively or negatively by giving a tick mark () against "Yes" or "No" as the case may be.

99. Do you think your academic and professional qualifications are adequate for efficient performance of your functions? Yes ___ No ___
100. Did you undergo any inservice training in the area of administration and supervision of schools
(1) During the last 10 years Yes ___ No ___
(2) During the last 5 years Yes ___ No ___
101. Do you think your working conditions are conducive to the efficient performance of functions? Yes ___ No ___
102. Are you satisfied with your job? Yes ___ No ___
103. Does your job compare favourably with the analogous jobs
(1) Within the Education Department Yes ___ No ___
(2) Outside the Education Department Yes ___ No ___
104. Do you think the salary and fringe benefit that you are receiving are commensurate with your qualifications and experience Yes ___ No ___
105. Do you think administrative duties contribute to the education of the children in the classroom Yes ___ No ___
106. Do you think visits to primary schools for full inspection contribute to the education of the children in the classroom Yes ___ No ___
107. Do you think visit to primary schools for short inspection contribute to the education of the children in the classroom Yes ___ No ___
108. Do you think visit to primary schools for checking development works contribute to the education of the children in the classroom Yes ___ No ___

109. Do you think visit to primary schools for inquiry into allegations contribute to the education of the children in the classroom? Yes___No___
110. Do you think visits to primary schools in connection with accompanying high officials contribute to the education of the children in the classroom? Yes___No___
111. Do you think visits to schools and madrasahs for inspection in connection with recognition contribute to the education of the children in the classroom? Yes___No___
112. In view of the heavy demand on your time for administrative duties, is it possible for you to visit primary schools for full inspection? Yes___No___
113. Do you think the work of the D.I. of schools is too heavy? Yes___No___

APPENDIX B

LETTER FROM THE DIRECTOR TO THE SECRETARY

Ref. IER/9065/76

December 23, 1976

To
The Secretary
Ministry of Education (Education Division)
Govt. of the People's Republic of Bangladesh
Bangladesh Secretariat
Dacca

Subject: Request for the issue of a letter to the District Inspectors of Schools for according cooperation in connection with a research study.

Sir,

Mr. Saifuddin Ahmed, a doctoral student of the Institute is doing a research study on the job of the District Inspectors of Schools in Bangladesh. We hope, the research will bring forth useful findings in the sphere of the administration of primary education in Bangladesh, so often required by the administration for policy decision. The design of the research has been constructed keeping this point in view.

2. The sample population for this research consists of the nineteen District Inspectors of Schools posted in the districts of Bangladesh.
3. The mechanism for data collection will comprise visits of the offices of the District Inspectors of Schools, interviews with the District Inspectors and a questionnaire to be responded to by the District Inspectors of Schools.
4. The responses to be received in this connection will be kept anonymous.
5. The researcher will contact the persons concerned for obtaining necessary information/eliciting opinion.
6. We shall be grateful if you kindly send a letter of request to all concerned for according cooperation in the matter.

Yours faithfully,

/s/ Syed Abdus Salam
Acting Director

APPENDIX C

LETTER FROM THE MINISTRY TO THE RESPONDENTS

GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH
MINISTRY OF EDUCATION
(EDUCATION DIVISION)

No. SVIII/804(25)-Edn.

Dated 30.12.1976

From: Md. Abul Hossain,
Assistant Educational Advisor,
Ministry of Education (Education Division).

- To : 1. The Director of Public Instruction,
Bangladesh,
Dacca.
2. Assistant Director of Public Instruction,
Incharge of Primary Education,
Dacca.
3. Deputy Directors of Public Instruction,
Dacca, Chittagong, Rajshahi, Khulna.
4. All District Inspectors of Schools
in Bangladesh.

Subject: Request for according cooperation in
connection with a research study.

Sir,

I am directed to state that Mr. Saifuddin Ahmed, Assistant Educational Advisor of the Ministry, now on deputation to the Institute of Education and Research, University of Dacca, for studies leading to the degree of Ph.D. in Education, is doing a research study on the job of the District Inspectors of Schools in Bangladesh. It is hoped that the research will bring forth useful findings in the sphere of the administration of Primary Education in Bangladesh, so often required by the administration in policy decision. The design of the research, it is

understood, has been constructed keeping this point in view,

2. The sample population for this research consists of all District Inspectors of Schools, posted in different districts of Bangladesh.

3. The mechanism for data collection will comprise visits of the offices of the District Inspectors of Schools, interviews with the District Inspectors and a Questionnaire, to be replied to, by the sample population.

4. The response to be received in this connection, it is understood, will be kept anonymous.

The researcher will contact all concerned for obtaining necessary information/eliciting opinion.

I am to request you kindly to accord necessary cooperation to the researcher in the conduct of this study.

Your obedient servant,

/s/ Abul Hossain
Assistant Educational Adviser.

APPENDIX D

LETTER FROM THE RESEARCHER TO THE RESPONDENTS

Institute of Education and Research
University of Dacca
Dacca

June 20, 1977

Dear Sir,

Kindly refer to the Ministry of Education (Education Division)'s letter no. SVIII/804(25)-Edn., dated 30.12.76 regarding the research study on the job of the District Inspector of Schools (copy enclosed for ready reference).

2. I am sending to you in connection with this study a questionnaire together with a self addressed and stamped envelope.

3. It will be highly appreciated if you kindly fill in the questionnaire and return it to me by 15.7.77.

4. You need not write your names on the Questionnaire. The information received through this Questionnaire will be treated confidentially and will be used only for this study. You have been given a number on the questionnaire only to check the return.

5. Thanking you,

Truly yours,

/s/ Saifuddin Ahmed.

APPENDIX E

FOLLOW-UP LETTER

Institute of Education and Research
University of Dacca
Dacca

July 16, 1977

Dear Mr.

Kindly refer to my letter of June 20, 1977, regarding the research study on the job of the District Inspector of Schools. The questionnaire sent to you with the letter under reference is yet to be received back.

May I remind you kindly to spare a portion of your valuable time in filling out the questionnaire and return it to me as early as possible. A copy of the questionnaire together with a copy of my letter of June 20, 1977 is attached herewith for ready reference.

With very best wishes,

Truly yours,

/s/ Saifuddin Ahmed.

Mr.

APPENDIX TABLE F

DATA CONCERNING PRIMARY SCHOOLS, THEIR TEACHERS AND
ENROLMENT UNDER SUPERVISION OF THE DISTRICT
INSPECTOR OF SCHOOLS

Serial no. of the District Inspector	Total No. of Primary Schools	Total No. of Primary Teachers	Total No. of Primary Enrolment
1	1,938	11,000	540,000
2	841	2,457	58,121
3	1,636	7,292	389,757
4	2,734	13,483	656,531
5	3,440	10,700	570,000
6	3,201	16,090	105,674
7	2,050	8,321	396,216
8	3,444	13,904	645,251
9	898	4,061	177,271
10	2,256	9,868	480,879
11	1,760	7,275	276,525
12	920	4,138	203,205
13	1,544	6,754	400,000
14	800	3,321	150,349
15	2,050	9,045	375,720
16	1,172	4,832	289,798
17	1,484	7,448	277,592
18	2,647	11,337	526,250
19	1,514	5,560	284,155

APPENDIX TABLE G

DATA CONCERNING OFFICERS AND STAFF UNDER THE SUPERVISION
OF THE DISTRICT INSPECTOR OF SCHOOLS

Serial No. of the Dis- trict	: Staff in the Office of the : District Inspector of Schools						: Thana Education Officer and his : Staff					Total Staff in the offices of the Thana Educa- tion Offi- cers
	: Head : Clerk	: Account- : tant	: Lower : Divi- : sion : Clerk	: Member : Lower : Sub- : ordi- : nate : Ser- : vice	: Total	: Thana : Educa- : tion : Offi- : cer	: Assis- : tant : Subin- : specto- : r of : Thana : Educa- : tion : Officer	: Clerk : to : Thana : Educa- : tion : Officer	: Member : Lower : Sub- : ordi- : nate : Ser- : vice			
1	1	1	6	5	13	22	21	42	21	84		
2	1	1	6	3	11	11	7	21	11	39		
3	1	1	7	6	15	13	10	30	12	52		
4	1	2	9	5	17	21	20	56	20	96		
5	1	2	8	6	17	32	18	69	31	118		
6	1	1	8	6	16	42	32	79	40	151		
7	1	1	12	5	19	24	23	49	24	96		
8	1	2	9	7	19	43	39	83	42	164		
9	1	2	6	4	13	9	8	20	9	37		
10	1	1	7	5	14	25	23	54	24	101		
11	1	2	8	5	16	22	18	42	22	82		
12	1	1	8	5	15	10	8	23	10	41		
13	1	2	7	6	16	20	19	38	20	77		
14	1	2	5	4	12	12	11	21	12	44		
15	1	2	8	4	15	30	30	52	30	112		
16	1	1	8	5	15	14	13	29	14	56		
17	1	2	7	4	14	17	16	35	17	68		
18	1	2	9	6	18	31	31	65	31	127		
19	1	1	6	4	12	22	19	36	22	77		
Total	19	29	144	95	287	420	366	844	412	1622		
Average	1	1.52	7.57	5	15.10	22.10				35.36		

APPENDIX TABLE H

SUMMARY OF CALCULATIONS FOR TESTING THE NULL HYPOTHESES
RELATING TO THE VIEWS OF THE DISTRICT INSPECTORS OF
SCHOOLS ON SOME WORKING CONDITIONS AND
PHYSICAL FACILITIES

No. of Null Hypotheses	No. of Affirmative Responses	No. of Negative Responses	Percentage of Affirmative Responses	Percentage of Negative Responses	Chi-Square Value	Table Chi-Square Value	Significant/ Not Significant
10	8	11	42.10	57.89	0.47	3.84	NS
11	-	19	-	100.00	19.00	3.84	S
12	8	11	42.10	57.89	0.47	3.84	NS
13	2	17	10.52	89.47	11.84	3.84	S
14	-	19	-	100.00	19.00	3.84	S
15	5	14	26.31	73.68	4.26	3.84	S
16	6	13	31.57	68.42	2.57	3.84	NS
17	2	17	10.52	89.47	11.84	3.84	S
18	-	19	-	100.00	19.00	3.84	S
19	7	12	36.84	63.15	1.31	3.84	NS
20	9	10	47.36	52.63	0.05	3.84	NS
21	3	16	15.78	84.21	8.89	3.84	S
22(1)	3	16	15.78	84.21	8.89	3.84	S
22(2)	3	16	15.78	84.21	8.89	3.84	S
23	-	19	-	100.00	19.00	3.84	S
24	1	18	5.26	94.73	15.2	3.84	S
25	-	19	-	100.00	19.00	3.84	S
26	18	1	94.73	5.26	15.2	3.84	S

APPENDIX TABLE I

SUMMARY OF CALCULATIONS FOR TESTING THE NULL HYPOTHESES
RELATING TO PERFORMANCE OR NON-PERFORMANCE OF THE
IDENTIFIED JOBS

Null Hypo- thesis number	Number of Affir- mative Res- ponses	Number of Nega- tive Res- ponses	Chi- Square Value	Table Chi- Square Value	Signi- ficant/ Non- Signi- ficant	Percent Actually Performed
27	18	1	15.2	3.84	94.73	94.73
28	19	-	19.00	3.84	S	100.00
29	19	-	19.00	3.84	S	100.00
30	18	1	15.2	3.84	S	94.73
31	19	-	19.00	3.84	S	100.00
32	19	-	19.00	3.84	S	100.00
33	19	-	19.00	3.84	S	100.00
34	19	-	19.00	3.84	S	100.00
35	19	-	19.00	3.84	S	100.00
36	19	-	19.00	3.84	S	100.00
37	19	-	19.00	3.84	S	100.00
38	19	-	19.00	3.84	S	100.00
39	19	-	19.00	3.84	S	100.00
40	19	-	19.00	3.84	S	100.00
41	19	-	19.00	3.84	S	100.00
42	19	-	19.00	3.84	S	100.00
43	19	-	19.00	3.84	S	100.00

APPENDIX TABLE I - Continued

Null Hypothesis number	Number of Affirmative Responses	Number of Negative Responses	Chi-Square Value	Table Chi-Square Value	Significant/Non-Significant	Per cent Actually Performed
44(1)	7	12	1.31	3.84	NS	36.84
44(2)	19	-	19.00	3.84	S	100.00
44(3)	11	8	0.47	3.84	NS	57.89
45	18	1	15.2	3.84	S	94.73
46	17	2	11.84	3.84	S	89.47
47	19	-	19.00	3.84	S	100
48	18	1	15.2	3.84	S	94.73
49	19	-	19.00	3.84	S	100.00
50	18	1	15.2	3.84	S	94.73
51(1)	9	10	0.05	3.84	NS	47.36
51(2)	19	-	19.00	3.84	S	100.00
51(3)	19	-	19.00	3.84	S	100.00
52(1)	10	9	0.05	3.84	NS	52.63
52(2)	19	-	19.00	3.84	S	100.00
52(3)	17	2	11.84	3.84	S	89.47
53	16	3	8.89	3.84	S	84.21
54	19	-	19.00	3.84	S	100.00
55	13	6	2.57	3.84	NS	68.42
56	9	10	0.05	3.84	NS	47.36
57	9	10	0.05	3.84	NS	47.36
58	9	10	0.05	3.84	NS	47.36

APPENDIX TABLE I - Continued

Null Hypothesis number	Number of Affirmative Responses	Number of Negative Responses	Chi-Square Value	Table Chi-Square Value	Significant/Non-Significant	Per cent Actually Performed
59	3	16	8.89	3.84	S	15.78
60	5	14	4.26	3.84	S	26.31
61	4	15	6.36	3.84	S	21.05
62	-	19	19	3.84	S	Zero
63	19	-	19.00	3.84	S	100.00
64	19	-	19.00	3.84	S	100.00
65	19	-	19.00	3.84	S	100.00
66	19	-	19.00	3.84	S	100.00
67	19	-	19.00	3.84	S	100.00
68	19	-	19.00	3.84	S	100.00
69	18	1	15.2	3.84	S	94.73
70	19	-	19.00	3.84	S	100.00
71	18	1	15.2	3.84	S	94.73
72	19	-	19.00	3.84	S	100.00
73	18	1	15.2	3.84	S	94.73
74	18	1	15.2	3.84	S	94.73
75	19	-	19.00	3.84	S	100.00
76	19	-	19.00	3.84	S	100.00
77	19	-	19.00	3.84	S	100.00
78	18	1	15.2	3.84	S	94.73
79	18	1	15.2	3.84	S	94.73

APPENDIX TABLE I - Continued

Null Hypothesis number	Number of Affirmative Responses	Number of Negative Responses	Chi-Square Value	Table Chi-Square Value	Significant/Non-Significant	Per cent Actually Performed
80	19	-	19.00	3.84	S	100.00
81	19	-	19.00	3.84	S	100.00
82	19	-	19.00	3.84	S	100.00
83	19	-	19.00	3.84	S	100.00
84	19	-	19.00	3.84	S	100.00
85	17	2	11.84	3.84	S	89.47
86	19	-	19.00	3.84	S	100.00
87	19	-	19.00	3.84	S	100.00
88	19	-	19.00	3.84	S	100.00
89	19	-	19.00	3.84	S	100.00
90	19	-	19.00	3.84	S	100.00
91	19	-	19.00	3.84	S	100.00
92	19	-	19.00	3.84	S	100.00
93	18	1	15.2	3.84	S	94.73
94	19	-	19.00	3.84	S	100.00
95	18	1	15.2	3.84	S	94.73
96(1)	18	1	15.2	3.84	S	94.73
96(2)	19	-	19.00	3.84	S	100.00
96(3)	19	-	19.00	3.84	S	100.00
96(4)	19	-	19.00	3.84	S	100.00
96(5)	11	8	0.47	3.84	NS	57.89
96(6)	15	4	6.36	3.84	S	78.94

APPENDIX TABLE J

DATA CONCERNING THE DISTRICT INSPECTORS OF SCHOOLS ESTIMATE OF TIME DEVOTED TO ADMINISTRATIVE DUTIES AND VISITING SCHOOLS

Serial No. of District Inspectors	Percentage of Time Devoted to Administrative Duties										Percentage of Time Devoted to Visiting Schools					
	Teacher Personnel	Staff Personnel	Officer Personnel	Pupil Personnel	Relations with Public	Relations with Executive Officials	Physical Report	Relating to Facilities	Total	Visit for full inspection	Visit for Short Inspection	Checking Development Work	Inquiry into Allocation	Recognition	Accompanying	Total
1	6	4	4	2	7	5	10	48	5	15	25	5	1	1	1	52
2	20	5	5	1	2	10	10	60	1	15	12	10	1	1	1	40
3	20	1	4	2	2	5	3	40	-	25	10	8	15	15	2	60
4	20	5	5	-	5	2	-	50	5	25	10	10	-	-	-	50
5	20	5	8	2	2	2	5	60	3	7	15	5	5	5	5	40
6	30	3	2	2	2	2	30	75	-	10	10	2	1	2	2	40
7	20	4	4	-	4	2	20	60	2	10	20	4	2	2	2	25
8	5	3	5	1	2	5	10	75	10	5	5	5	2	2	-	25
9	20	2	2	-	2	2	10	50	2	18	18	10	1	1	1	50
10	10	10	20	5	10	2	3	75	-	10	5	5	3	3	2	25
11	20	5	2	1	2	3	20	60	2	20	12	4	1	1	1	40
12	5	3	6	5	5	6	26	50	25	10	5	5	3	3	2	50
13	17	3	6	1	2	10	30	75	2	12	6	3	1	1	2	25
14	5	3	5	1	5	5	8	68	1	5	24	2	-	-	-	32
15	10	3	5	-	5	3	10	70	15	2	8	1	2	2	1	30
16	5	3	5	5	10	10	10	67	10	-	15	2	3	3	1	33
17	45	2	4	5	2	2	5	77	6	5	6	3	2	2	1	23
18	15	2	3	1	3	3	20	57	3	8	30	2	-	-	-	43
19	20	2	4	2	4	2	10	50	15	5	23	5	2	2	-	50
Total	203	135	97	40	84	75	236	1167	107	207	259	91	44	25	-	733
Average	15.94	7.10	5.10	2.10	4.42	3.94	5.68	4.68	12.42	61.42	5.63	10.89	13.63	4.78	2.31	1.31

APPENDIX TABLE K

SUMMARY OF CALCULATIONS FOR TESTING THE SIGNIFICANCE OF
NULL HYPOTHESES RELATING TO VIEWS OF THE DISTRICT
INSPECTOR OF SCHOOLS ON SOME ASPECTS OF
HIS JOB

No. of Null Hypo- thesis	No. of Affir- mative Res- ponses	No. of Negative Res- ponses	Percentage of		Chi- Square Value	Table Chi- Square Value	Signi- ficant/ Non- Signi- ficant
			Affir- mative Res- ponses	Nega- tive Res- ponses			
99	19	-	100	-	19	3.84	S
100(1)	4	15	21.05	78.94	6.36	3.84	S
100(2)	2	17	10.52	89.47	11.84	3.84	S
101	7	12	36.84	63.15	1.31	3.84	NS
102	9	10	47.36	52.63	0.05	3.84	NS
103(1)	8	11	42.10	57.89	0.47	3.84	NS
103(2)	4	15	21.05	78.94	6.36	3.84	S
104	1	18	5.26	94.73	15.2	3.84	S
105	17	2	89.47	10.52	11.84	3.84	S
106	19	-	100	-	19.00	3.84	S
107	16	3	84.21	15.78	8.89	3.84	S
108	12	7	63.15	36.84	1.31	3.84	NS
109	10	9	52.63	47.36	0.05	3.84	NS
110	8	11	42.10	57.89	0.47	3.84	NS
111	17	2	89.47	10.52	11.84	3.84	S
112	2	17	10.52	89.47	11.84	3.84	S
113	18	1	94.73	5.26	15.2	3.84	S

APPENDIX TABLE L

SUMMARY OF CALCULATION FOR TESTING THE NULL HYPOTHESIS OF
INDEPENDENCE BETWEEN AGE AND VIEWS ON SOME ASPECTS
OF THE JOB

Null Hypothesis Number	Upto 50 years: Affirmative Responses	Above 50 years: Negative Responses	Above 50 years: Affirmative Responses	Above 50 years: Negative Responses	Chi-Square Value	Table Chi-Square Value	Conclusion: Hypotheses Rejected/Retained	Conclusion: Content/Co-efficient
1/99	7	0	12	0	0.00	3.84	Retained	
1/101	1	6	6	6	2.42	3.84	Retained	
1/102	1	6	8	4	4.86	3.84	Rejected	0.45
1/103(1)	2	5	6	6	0.83	3.84	Retained	
1/103(2)	1	6	3	9	0.30	3.84	Retained	
1/104	7	.00	11	1	0.61	3.84	Retained	
1/105	6	1	11	1	0.16	3.84	Retained	
1/106	7	0	12	0	0.00	3.84	Retained	
1/107	7	.00	9	3	2.07	3.84	Retained	
1/108	3	4	7	5	0.42	3.84	Retained	
1/109	3	4	8	4	1.02	3.84	Retained	
1/110	2	5	5	7	0.32	3.84	Retained	
1/111	7	.00	10	2	1.30	3.84	Retained	
1/112	2	5	12	.00	11.63	3.84	Rejected	0.61
1/113	7	.00	11	1	0.61	3.84	Retained	

APPENDIX TABLE M

SUMMARY OF CALCULATION FOR TESTING THE NULL HYPOTHESIS OF
INDEPENDENCE BETWEEN QUALIFICATION AND VIEWS ON
SOME ASPECTS OF THE JOB

Null Hypothesis Number	: Bachelors Degree		: Masters Degree		: Chi-Square Value	: Table Chi-Square Value	: Conclusion: Hypothesis Rejected/Retained	: Contingency Coefficient
2/99	: 14	: 0	: 5	: 0	: 0.00	: 3.84	: Retained	
2/101	: 3	: 11	: 3	: 2	: 2.53	: 3.84	: Retained	
2/102	: 6	: 8	: 3	: 2	: 0.43	: 3.84	: Retained	
2/103(1)	: 5	: 9	: 3	: 2	: 0.89	: 3.84	: Retained	
2/103(2)	: 2	: 12	: 2	: 3	: 1.46	: 3.84	: Retained	
2/104	: 1	: 13	: 0	: 5	: 0.37	: 3.84	: Retained	
2/105	: 13	: 1	: 4	: 1	: 0.64	: 3.84	: Retained	
2/106	: 14	: 0	: 5	: 0	: 0.00	: 3.84	: Retained	
2/107	: 12	: 2	: 4	: 1	: 0.09	: 3.84	: Retained	
2/108	: 9	: 5	: 3	: 2	: 0.02	: 3.84	: Retained	
2/109	: 10	: 4	: 1	: 4	: 3.99	: 3.84	: Rejected	: 0.41
2/110	: 6	: 8	: 2	: 3	: 0.01	: 3.84	: Retained	
2/111	: 12	: 2	: 5	: 0	: 0.79	: 3.84	: Retained	
2/112	: 2	: 12	: 5	: 0	: 11.63	: 3.84	: Rejected	: 0.61
2/113	: 13	: 1	: 5	: 0	: 0.37	: 3.84	: Retained	

APPENDIX TABLE N

SUMMARY OF CALCULATION FOR TESTING THE NULL HYPOTHESIS OF
INDEPENDENCE BETWEEN EXPERIENCE AS DISTRICT INSPECTOR
OF SCHOOLS AND VIEWS ON SOME ASPECTS OF HIS JOB

Null Hypo- thesis Number	: Four Years : Experience		: Above Four : Years : Experience		: Chi- : Square : Value	: Table : Chi- : Square : Value	: Conclu- : sion: : Hypo- : thesis : Rejected/ : Retained	: Con- : tin- : gency : Co- : effi- : cient
	: Affir- : mative : Res- : ponses	: Nega- : tive : Res- : ponses	: Affir- : mative : Res- : ponses	: Nega- : tive : Res- : ponses				
	:	:	:	:				
3/99	: 11	: 0	: 8	: 0	: 0.00	: 3.84	: Retained:	:
3/101	: 3	: 8	: 5	: 3	: 2.35	: 3.84	: Retained:	:
3/102	: 3	: 8	: 5	: 3	: 2.35	: 3.84	: Retained:	:
3/103(1)	: 3	: 8	: 5	: 3	: 2.35	: 3.84	: Retained:	:
3/103(2)	: 2	: 9	: 1	: 7	: 0.11	: 3.84	: Retained:	:
3/104	: 10	: 1	: 8	: 0	: 0.76	: 3.84	: Retained:	:
3/105	: 10	: 1	: 8	: 0	: 0.76	: 3.84	: Retained:	:
3/106	: 11	: 0	: 8	: 0	: 0.00	: 3.84	: Retained:	:
3/107	: 10	: 1	: 6	: 2	: 0.88	: 3.84	: Retained:	:
3/108	: 4	: 7	: 6	: 2	: 2.77	: 3.84	: Retained:	:
3/109	: 4	: 7	: 6	: 2	: 2.77	: 3.84	: Retained:	:
3/110	: 3	: 8	: 4	: 4	: 1.02	: 3.84	: Retained:	:
3/111	: 10	: 1	: 7	: 1	: 0.05	: 3.84	: Retained:	:
3/112	: 1	: 10	: 1	: 7	: 0.05	: 3.84	: Retained:	:
3/113	: 10	: 1	: 8	: 0	: 0.76	: 3.84	: Retained:	:

APPENDIX TABLE 0

SUMMARY OF CALCULATION FOR TESTING THE NULL HYPOTHESIS OF
INDEPENDENCE BETWEEN TEACHING EXPERIENCE AND VIEWS ON
SOME ASPECTS OF THE JOB

Null Hypothesis Number	Those Having Teaching Experience		Those Having No Teaching Experience		Chi-Square Value	Table Chi-Square Value	Conclusion: Hypothesis Rejected/Retained	Contingency Coefficient
	Affirmative Responses	Negative Responses	Affirmative Responses	Negative Responses				
4/99	12	0	7	0	9.00	3.84	Retained	
4/101	4	8	3	4	0.17	3.84	Retained	
4/102	5	7	4	3	0.42	3.84	Retained	
4/103(1)	4	8	4	3	1.02	3.84	Retained	
4/103(2)	2	10	2	5	0.37	3.84	Retained	
4/104	1	11	0	7	0.61	3.84	Retained	
4/105	10	2	7	0	1.30	3.84	Retained	
4/106	12	0	7	0	0.00	3.84	Retained	
4/107	11	1	5	2	1.36	3.84	Retained	
4/108	7	5	5	2	0.32	3.84	Retained	
4/109	6	6	5	2	0.83	3.84	Retained	
4/110	6	6	2	5	0.83	3.84	Retained	
4/111	10	2	7	0	1.30	3.84	Retained	
4/112	2	10	0	7	1.30	3.84	Retained	
4/113	11	1	7	0	0.61	3.84	Retained	

APPENDIX TABLE P

SUMMARY OF CALCULATION FOR TESTING THE NULL HYPOTHESIS OF
INDEPENDENCE BETWEEN THE NUMBER OF PRIMARY SCHOOLS
UNDER INSPECTION AND VIEWS ON SOME ASPECTS OF
THE JOB

Null Hypothesis Number	:Upto the Mean: :Number		:Above the Mean: :Number		:Chi-Square Value	:Table Chi-Square Value	:Conclusion: Hypothesis Rejected/Retained	:Contin- gency Co- effi- cient
	:Affir- :mative: :Res- :ponses	:Nega- :tive :Res- :ponses	:Affir- :mative: :Res- :ponses	:Nega- :tive :Res- :ponses				
5/99	: 10	: 0	: 9	: 0	: 0.00	: 3.84	: Retained:	:
5/101	: 5	: 5	: 2	: 7	: 1.57	: 3.84	: Retained:	:
5/102	: 5	: 5	: 4	: 5	: 0.05	: 3.84	: Retained:	:
5/103(1)	: 5	: 5	: 3	: 6	: 0.54	: 3.84	: Retained:	:
5/103(2)	: 2	: 8	: 2	: 7	: 0.01	: 3.84	: Retained:	:
5/104	: 1	: 9	: 0	: 9	: 0.95	: 3.84	: Retained:	:
5/105	: 10	: 10	: 7	: 2	: 2.48	: 3.84	: Retained:	:
5/106	: 10	: 0	: 9	: 0	: 0.00	: 3.84	: Retained:	:
5/107	: 9	: 1	: 7	: 2	: 0.53	: 3.84	: Retained:	:
5/108	: 8	: 2	: 4	: 5	: 2.57	: 3.84	: Retained:	:
5/109	: 6	: 4	: 4	: 5	: 0.46	: 3.84	: Retained:	:
5/110	: 5	: 5	: 3	: 6	: 0.54	: 3.84	: Retained:	:
5/111	: 10	: 0	: 7	: 2	: 2.48	: 3.84	: Retained:	:
5/112	: 2	: 8	: 0	: 9	: 2.01	: 3.84	: Retained:	:
5/113	: 9	: 1	: 9	: 0	: 0.95	: 3.84	: Retained:	:

APPENDIX TABLE Q

SUMMARY OF CALCULATION FOR TESTING THE NULL HYPOTHESES OF
INDEPENDENCE BETWEEN JOB SATISFACTION AND VIEWS ON
SELECTED WORKING CONDITIONS AND PHYSICAL
FACILITIES

Null Hypo- thesis Number	Those Who Have Job Satisfaction		Those Who Have No Job Satisfaction		Chi- Square Value	Table Chi- Square Value	Conclu- sion: Hypo- thesis Rejected/ Retained	Con- tin- gency Co- efficient
	Affir- mative Res- ponses	Nega- tive Res- ponses	Affir- mative Res- ponses	Nega- tive Res- ponses				
102/10	4	5	4	6	0.03	3.84	Retained	
102/11	0	9	0	10	0.00	3.84	Retained	
102/12	4	5	4	6	0.03	3.84	Retained	
102/13	1	8	1	9	0.006	3.84	Retained	
102/14	0	9	0	10	0.00	3.84	Retained	
102/15	3	6	2	8	0.43	3.84	Retained	
102/16	3	6	3	7	0.02	3.84	Retained	
102/17	1	8	1	9	0.006	3.84	Retained	
102/18	0	9	0	10	0.00	3.84	Retained	
102/19	5	4	2	8	2.57	3.84	Retained	
102/20	5	4	4	6	0.46	3.84	Retained	
102/26	9	0	9	1	0.95	3.84	Retained	

APPENDIX TABLE R

PERCENTAGE OF INCREASE IN THE NUMBER OF SUBORDINATE OFFICERS,
STAFF, PRIMARY SCHOOLS, THEIR TEACHERS AND ENROLMENT PER
DISTRICT INSPECTOR OF SCHOOLS FROM 1947-48 TO
1977-78

Average Number	1947-48	1977-78	Number of Increase	Percentage of Increase
Subinspector: of Schools/ Thana Education Officers	12	22	10	83.33
Staff in the Office of the District: Inspector of Schools	2	15	13	650
Staff in the Office of the Subinspector: of Schools/ Thana Education Officer	1	86	85	8,500
Total	15	123	108	720
Primary Schools	1743	1912	169	9.69
Primary School Teachers	4449	8257	3808	85.59
Primary School Enrolment	146,415	358,069	211,654	144.55

Note: The figure of the base year is obtained from:
Government of East Bengal, Report on Public
Instruction in East Bengal for the year 1947-48
(Dacca: Superintendent, Government Printing: East
Bengal Government Press, 1951), p. 11. The figure for
1977-78 is obtained from Chapter IV of this Study.

APPENDIX S

LETTER FROM THE DHAKA* UNIVERSITY FOR MODIFICATION AND
RESUBMISSION OF THE THESIS

Phone: 255319 (Office)
283705 (Residence)

Monogram

Office of the Controller of Examinations
UNIVERSITY OF DACCA
DACCA-2, BANGLADESH

No.14723/VII/Ex.

Date 23.9.1981

Mr. Saifuddin Ahmed,
Deputy Chief, Planning Cell,
Ministry of Education,
No. 1, Asian High Way, Nilkhet,
Dacca-2.

Dear Sir,

I am to inform you that in a meeting of the Academic Council, held on 23.5.81, it has been decided that, as the examiners of your Ed.D. thesis, differs in their opinion of awarding the Degree to you, you may re-submit the thesis, after modification.

Kindly acknowledge receipt of this letter.

Yours faithfully,

/s/ Illegible
for Asst. Controller of
Examinations,
University of Dacca

*The term "Dacca" has now been spelled as "Dhaka" in terms of a notification of the Government.

APPENDIX T

LETTER FROM THE DHAKA UNIVERSITY FORWARDING THE
EVALUATION REPORT OF PROFESSOR W.G. WALKER

Phone: 255319 (Office)
283705 (Residence)

Monogram

Office of the Controller of Examinations
UNIVERSITY OF DACCA
DACCA-2, BANGLADESH

No. 4300/11/Ex.

Date 10.8.1982

Mr. Saifuddin Ahmed,
Deputy Chief,
Planning Cell,
Ministry of Education,
1, Asian High Way,
Nilkhet,
Dacca-2.

Dear Sir,

With reference to your letter, dated the 27th July, 1982, I am sending herewith a copy of the reports on your Ph.D. thesis, submitted by Prof. W.G. Walker, for your information and guidance.

Kindly acknowledge receipt of the same.

Yours faithfully,

/s/ N. Islam
Section Officer,
Controller's Office,
Dacca University.

Encls: As above.

APPENDIX U

EVALUATION REPORT OF PROFESSOR W.G. WALKER

REPORT ON Ph.D THESIS ENTITLED "AN ANALYSIS OF THE JOB OF THE DISTRICT INSPECTOR OF SCHOOLS IN BANGLADESH" BY MR. SAIFUDDIN AHMED

I found this thesis to be disappointing because of:

- (a) its lack of logical organisation and presentation;
- (b) its lack of reliance upon a broad base of relevant literature; and
- (c) its extraordinary degree of repetition.

While the thesis is well presented in terms of binding, table of contents, tabulation, appendices, etc., its academic quality by no means lives up to the promise of its presentation.

The main problem with the thesis is that it is essentially descriptive rather than analytical. More than half of the thesis is concerned with presenting information, much of it of an historical character, which does not have clear relevance for the contemporary study. Nothing is gained by presenting the lengthy and wordy description of practices going back well into the 19th century. All of the data which was necessary to provide the background to the study could have been presented in one brief, disciplined and clearly presented chapter.

There is an extraordinary juxtaposition of the elements of the thesis in the various chapters. It would have been reasonable to expect:

- (a) a statement of problem;
- (b) historical background;
- (c) the method of inquiry;
- (d) the size and make up of the sample;
- (e) the development of the questionnaire;
- (f) an analysis of the answers;
- (g) implications and recommendations.

Instead of this we find some sections of chapters devoted to historical information and mixed in with it references to questionnaire activity. We find hypotheses presented (for example, p. 27) with no clear argument leading upto them. So repetitious is much of the description of the responsibilities, powers, etc. of the various government officials that one could be excused for suspecting the author of deliberately

"padding" his work. Much the same can be said of the "research" phase where a great deal of repetitious information is presented. Not satisfied with merely analysing tables, the data in the tables is merely represented in written form. It is then represented once more in two and sometimes three places in summaries. One wonders why such lengthy discussion of the null hypotheses is necessary in the cases where a 100% out of 100% replies were received.

No clear links exist between or among chapters. Chapters seem to finish "up in the air". No real effort has been made to follow a logical sequential development of hypotheses and conclusions arising from the testing of those hypotheses. Indeed it is not at all clear why some of the recommendations arrived at were, in fact, made other than as reflections of the author's own prejudices.

Some aspects of the questionnaire are quite satisfactory but the straight yes/no option seems unnecessarily bald. It would have improved the questionnaire immensely if the option of "don't know" or "other" was left open. Further, the whole exercise would have been much more useful if an "open-ended" section had been added to the questionnaire.

I would not like to give the impression that the thesis is all bad. The achievement of 100% level of response is most praiseworthy. The data on some of the items covered by the questionnaire are extremely useful. For example, the table on page 218 is most helpful in describing the role of the inspector. Unfortunately, the reader is confused when presented by quite useful data by the use of "were" instead of "are" before the presentation of tables.

Much of the data produced by the author is useful and it certainly helps to "map the domain" of the inspector in Bangladesh. My concern is that this could all have been covered satisfactorily in perhaps 50 pages and that properly edited the whole study emerges as no better than a good journal article. I am sorry to say that by international standards this thesis by no means qualifies for a doctorate. In most universities with which the examiner is familiar it would be perhaps acceptable for a pass Masters degree: it certainly would not justify an Honours Masters.

There is sufficient available historical background and questionnaire inquiry to justify the re-writing of the thesis. It would be essential for the author to be ruthless in doing away with the largely repetitive and irritating use of summaries and sub-summaries. In effect the thesis needs to be completely rewritten. Failing this resort I have no alternative other than to recommend that it be failed.

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