



Perception of Teachers Regarding School Cluster System: A Study in Female High Schools of Zarghoon Town, Quetta

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Abstract

The current study was designed to identify the perception of female teachers regarding the school cluster system in Government Girls High Schools of Zarghoon Town, Quetta. The objectives of the study were to explore the perception of female teachers about the understanding of the school cluster system, about the support of the school cluster system for female teachers and to find out as if the school cluster system ensures financial stability in Government Girls High School, of Zarghoon town in Quetta city of Pakistan. A total number of 107 female teachers were selected through purposive sampling from 07 female government High schools in one tehsil of Quetta i.e. Zarghoon town. The study was descriptive in nature and the data was collected through a closed-ended questionnaire. The results were analyzed through the SPSS (Statistical Package for Social Sciences) by applying, frequencies, percentages, mean scores, and standard deviation. The results of the study indicate that most of the teachers had an understanding of the school cluster system. It emerged from the study that school clusters handled mostly financial-related issues that could not result in major administrative, peripheral teaching, and learning issues. The role of cluster systems and management practices are all areas that need consideration. All cluster heads must work to collaborate, communicate and coordinate so that all feedings' schools can benefit from the school cluster system. The study also enables further research in this area as it is a new/fresh concept and may require specific strategies in the successful implementation of this system over the secondary schools in Zarghoon Town, Quetta. The study recommends that the school clusters should be well supported by concerned authorities so that they can engage, and coordinate activities related to learning and teaching at a larger scale.

Key Words: Perception, cluster system, financial stability, peripheral teaching, feeding schools.



Introduction

Education is the most important right of every child according to the declaration of the UN (McGee, 2023). It has an invincible role in developing the life of an individual. It develops a complete pattern over which an individual leads his life. It's an important factor that determines how an individual will be entertained in society regarding his social position. It is thus a master key that opens a door for an individual's future and successful life afterward achieve this position basic schooling for every child is the composite factor that will develop a child's life. Hence schooling and formal education is the right and need of every child in the modern growing world. However, in Pakistan, the situation is quite disappointing, and it seems that after 76 years of getting independence, we are still lagging in achieving this goal and failed to accommodate every child in the school (Robertson, 2022).

By area, Balochistan is the largest province of Pakistan (Gul et al., 2023). It covers the largest area of Pakistan and is important because of its geographical and statistical location but the resources are not available for the entire population in Balochistan. The socio and economic factors were very weak in the province. The low literacy rate and an increase in poverty levels have caused many problems in the province. The reason behind the current situation of education and other economic factors started in 1970 when Balochistan was given the status of a Province. Other provinces at that time were bearing a fully-fledged assembly system with elected members in the house (Schottli, 2015). Another reason for the province's backwardness is political leaders' behavior toward the development of Balochistan, especially in the Education Sector.

Quetta City was established as a command center in the 19th century by the British Government. As a garrison city, they worked out on complete communication channels that includes the formation of the railway system that connected it to the other cities of the Country. Quetta is the capital of Balochistan that has the highest population rate ranking 4th according to its area than other cities of the province. It covers around 2653 s/k and according to the latest census made the growth rate is 5.8 annually, with a 2,269,473 of population. In this population, the population of males is 1,190,476 and that of females includes 1,078,718 (Government of Pakistan, 2017).

According to the report of the Government of Balochistan (2020), about Balochistan Education Statistics 2019-20, the operational number of schools in the district Quetta is 677 including 398 schools for (Boys), 24 schools for co-education, and 255 schools for (Girls).



Education in Baluchistan is the most important and sensitive topic for which major steps have been taken from time to time. Recently the revision of the Curriculum and introduction of a Single National Curriculum (SNC) for the entire classes i.e. class one to the 12th class and the initiation of the Board Examination for the 5th and the 8th standards are very prominent (Malik, 2023).

The five years plan commonly known as the Baluchistan Education sector plan for the year 2020-2025 is another task that has been taken to resolve the issues related to education in Baluchistan. In this plan, some major issues have been highlighted, and a thorough solution for working out those issues was suggested by the officials. A new emerging concept of Decentralization of powers from the Secretariat to Directorate, Directorate to Divisional Directorate, Divisional Directorate to District Education Officers, and from District Education Officers to the Head of the school is another step recommended in this report over which work has been initiated. The concept of Decentralization is of prime importance in which a central controlling body disperses its powers among the lower levels in order to achieve consistency in the overall functions of the organization. The concept of Decentralization mainly exists in three types; administrative decentralization, political decentralization, and fiscal decentralization. Administrative decentralization is the process of allocating the services of the central / head department to the lower or sub-department in order to achieve excellence in the work with good and timely decision-making procedures. In political decentralization the delegation of political powers from the central or higher political figures to the lower or sub-political agents through legal agreements. The delegated agents may be elected or appointed by the political officials either temporarily or permanently. In fiscal decentralization, the allocation of financial services includes the delegation of revenue and expenses related issues i.e. budgeting and the allocation of funds for specific items given to the lower staff to efficiently use the resources and funds in the right way (Martinez, 2023).

School Clusters:

The cluster system is a new and emerging concept in the 21st century very famously. A cluster can be called a federation in which some schools gather, and a mutual concern of teachers and head teachers was obtained voluntarily for mutual sharing of resources, facilities, and any data among themselves. This type of cluster is commonly called the School Cluster.



In School Cluster among the cooperated schools is chosen as a head, central control unit, or leading school. A cluster head is usually a high school Principal/Senior Headmaster/Senior Headmistress/Headmaster/Headmistress who is responsible for the coordination and management of resources and other facilities among the schools. The Headteacher at the selected school is nominated as the cluster head whereas other schools that are part of the cluster include middle and primary schools and are called feeding schools of that cluster. Normally this kind of cluster is formed in more than two schools up to eight schools in total. However, this cooperation can be made between more than eight schools as well (Barnawi 2022, *et al*).

Problem Statement

Management of every school is not an easy task related to the proximity of the officials. It is very hard to address every query timely and to provide facilities to the far fledged schools in the district. Due to these conditions, the system of education cannot be fully functional, and the aims of education could not be achieved. A cluster can resolve these issues by specifying the area and location of the school and can fulfill its basic requirements within time.

School Clusters are helpful in resolving the issue/problem timely, related to schools located inside areas of the district, but negative misperception has resulted in delayed implementation of this system in the past. This has led to numerous problems regarding the management, financial and academic issues related to the school. Therefore, the current study was designed to explore the perception of female teachers regarding the school cluster system in Government Girls High Schools of Zarghoon Town, Quetta.

Objectives of the research

The study was based on the following objectives emerging from the school cluster in Quetta City;

- 1 To explore the understanding of female teachers about the school cluster system in Government Girls High Schools, Quetta.
- 2 To identify the support of the school cluster system for female teachers in Government Girls High Schools, Quetta.



- 3 To find out as if the school cluster System ensures financial stability or not in Government Girls High Schools, Quetta as perceived by female teachers at these schools.

Research Questions

1. What is the understanding of female teachers about school cluster systems in Government Girls' High Schools in Quetta?
2. What is the perception of teachers about the support of the school cluster system for female teachers in Government Girls High Schools in Quetta?
3. What is the perception of teachers about the surety of the school cluster System regarding financial stability in Government Girls' High Schools in Quetta?

Research Hypotheses

H1: The majority of the female teachers have an understanding about school cluster systems in Government Girls High Schools, Quetta.

H2: The majority of the female teachers perceived that the school cluster system supports teachers in Government Girls High Schools, Quetta.

H3: The majority of the female teachers perceived that the school cluster system ensures financial stability in Government Girls High Schools, Quetta.

Significance of the Study:

1. The study contributes to the opinion and perception of teachers especially the cluster heads about the implementation of this system.
2. This study identifies the weaknesses in this system and drives out the real concept of this system taken by the teachers. The success of this system relies on the hands of teachers related to the cluster, especially the cluster heads. It is pertinent to understand what they think about this system and how it can be further modified.
3. The study also enables further studies in this area as it is a new/fresh concept and may require specific strategies in the successful implementation of this system over the secondary schools in Zarghon Town Quetta.

Delimitation of the Study:



The present study selected only Government Girls' High Schools of one tehsil of district Quetta i.e. Zarghoon town, Quetta, and only Female teachers were selected. The law-and-order situation in Balochistan Province was another limitation in data gathering in concerned school clusters. The time limit and availability of transport to reach out to these schools in order to obtain data from concerned schools was also an issue.

Literature Review

School Cluster is a new and dynamic approach to tackling the issues of education in a more feasible and technical way. A school cluster is supposed to reinstate all the management and administration powers from a broader view to a more specific and narrow position. Due to this, problems in administration and financial management have been noticed more sensibly by forming a cluster head who handles these situations in the concerned cluster school (Fullan, 2023).

Definitions and basic concepts of decentralization: Decentralization is defined as a way for transferring the powers from central authority to sub or local authority. The powers include the decision & policy-making process, allocation of funds for daily expenses and other development issues, and administration power to manage teaching staff in a proper way (Zon, 2023).

Decentralization is the procedure to reassign powers including management, administration, and financial powers from higher authority to lower authority (Barnawi, 2022). Decentralization is a change in the title of authority from the main or higher officials to the sub or lower officials. Hence it is clear from the above definitions that Decentralization is the process of changing or transferring authority of management, administration, and financial decision-making power from the central or higher authority to sub / lower authority to resolve all the pertaining issues timely / efficiently.

Decentralization of Education: Decentralization of the education sector especially in schools involves changes in powers from the District Education officer (DEO) to the lower level i.e. school cluster heads, and the shift in powers will lead to a more efficient and effective way of using funds and a better way to utilize those resources involving concerned teachers and principals/heads of schools in the decision-making process to improve the professional understanding of the core issues related to the education sector. Decentralization boosts the efficiency of schools, as the administrators are directly accountable to parents and the



community (Baacha, Amin, & Soomro, 2021). It will drive out better solutions for efficiently tackling all education problems. Decentralization authorities from District officers to head teachers will improve the quality of education and will point out a better solution for such problems not addressed before

Additionally, the process of Decentralization was not taken as a positive step and was rejected because the powers were sometimes misused by the lower authorities (Chambers, 2023).

Whereas delegation of powers from main / higher authority to sub / lower authority has changed the perception of head teachers for the school management. Studies have shown that they were focused more on changing government rules and regulations in controlling these schools rather than emphasizing the local issues of the school (Silberstein, 2023). Headteachers with no prior experience and knowledge about administration have led to the failure of this system. As they were unaware to handle the resource allocation and funds dispersion to the concerned school due to lack of experience has increased the margin of error adversely (Ewiss, 2023).

School Cluster System: The concept of school cluster was adopted and first, come into practice in the UK afterward it was adopted in India in the year 1940. The reason behind this concept is the emerging and rising problems in the secondary school system. These problems include poor management systems and poor resource allocation to the concerned schools. Due to these problems, this concept provided a strategy to implement a road map for the proper management and defined route for the distribution of resources. The concept was helpful in rural schools for managing their resources in a better way (Mukhopadhyay, 2020).

Pakistan is facing problems regarding the management of schools in rural areas. Lack of facilities and proper resources is the main problem in providing education to the rural and side areas of the country. School clustering is a new and accepted approach in this regard, which has handled this problem to a great extent. Neighboring schools' cooperation and support in all the required information and resources have enabled the far-sided schools to run normally and properly (Gul, 2023).

Pakistan has adopted the system of school culture to handle the upcoming challenges arising in schools. Therefore, to formulate a better way of transferring resources and addressing problems on a timely basis, the school cluster system has been implemented in 2001 practically (Abbas et al., 2022). Whereas Indonesia and Nepal undergo this system to address the resource allocation



process and to manage the school staff in a better way. Thus, enabling the management and decision-making powers to the heads of the school rather than the district officers. Whereas this system was used by Cambodia to bring together neighboring schools and to maintain smooth coordination among these schools for the mutual sharing of resources and other available facilities in these schools (Sharma, 2023).

Furthermore, School Clusters are mainly formed to address core issues that local schools face in order to drive out a smooth plan/road map for such schools. However, there are some other objectives related to the school cluster system as follows.

Economic Objectives: According to Sengupta and Rossi, 2023, a school cluster is formed to achieve coordination between schools in order to share facilities, resources, and funds like reading and writing materials, furniture, and other stuff that can be more efficient and available by forming a school cluster system. Hence it is cost-efficient and much quicker than the old routine method of requiring the materials.

A cluster system of schooling has been observed more feasible in underdeveloped and poor countries with scarce means and resources and a limited supply chain to the schools. It enables a quick and cost-efficient method of resolving the needs by cooperation in a cluster system (Giordano, 2008).

Political objectives: The Political objectives in the school cluster system involve enabling all the channels i.e. parents, head teachers, and DEO's to participate in the process of school management by mutually sharing the information necessary for the school development. This forms a chain between them, and it supports the process of education to go on more smoothly and without any barriers (Tashi, 2022).

Administrative objectives: The Administrative objective obtained from the school cluster system involves the collaboration of clusters with one another in resolving any kind of mutual standing issue and can raise their voice to the officials regarding the common issue. The collaboration among the school clusters forms a Hierarchy that represents strength to determine their demands before the officials.

In addition, the administration of schools is no longer the headache of DEO rather the cluster heads are now responsible for their administration. The issues were shared with the officials of



Education and in case of any major problem, some proper guidelines/orders are forwarded to the cluster heads (Sisty, 2022).

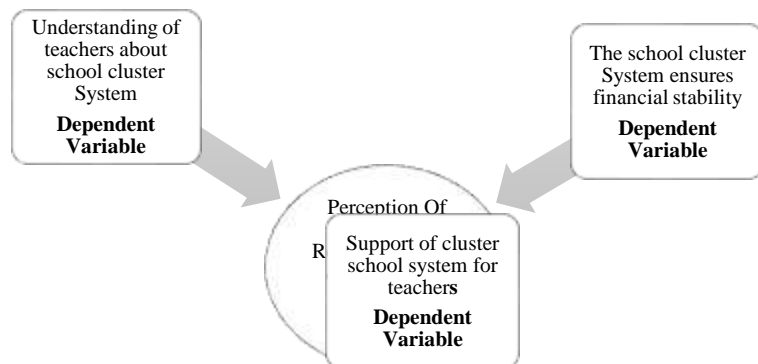
Educational Objectives: This is the most important objective for which clusters were made in schools. It can change the way things were dealt once and can bring strong collaboration not only in the feeding schools of the cluster but also in the clusters themselves. This system can improve the quality of education by equipping teachers with modern strategic instruments and resolving their queries in a more efficient manner (Javed, 2022).

Consequently, calling on meetings by the cluster heads and the officials will communicate their demands to the higher authority and will ensure its completion in timely (Ng et al, 2022). Thus, in this way, all the administrative and management issues were dealt with in the parameter of the cluster heads which removes the pressure from the shoulder of DEOs in controlling these schools (Javed, 2022).

Research Methodology

The present descriptive study used a quantitative approach to investigate the perception of teachers regarding cluster system; a study in female high schools of Zarghoon town in Quetta. As indicated in Figure 1 Conceptual Framework of the Study, the independent variable of the study was the perception of teachers regarding the school cluster system and the dependent variables included: understanding of teachers about school cluster systems, support of school cluster system for the teachers, and the school cluster system ensuring financial stability.

Figure 1
Conceptual Framework of the Study:





The targeted population for this study was all female teachers of 35 Girls' High Schools that existed in Zarghoon Town Quetta which comprises 1118 female teachers. The sample for this research included 7 school clusters of Girls' High Schools, present in Zarghoon town Quetta, and 107 female teachers were selected through purposive sampling from these schools.

A questionnaire was prepared to obtain primary data from the teachers at secondary schools and the items were designed according to identified variables chosen for the research. As shown in Table 1, there were 13 items measuring 3 parameters of the study; understanding of teachers about school cluster systems which was measured by 4 items, support of school cluster system for teachers which was measured by 4 items and, the school cluster system ensures financial stability which was measured by 5 items. The reliability of the tool computed by Cronbach's alpha was .729 which is quite good. The research ethics was considered, and the respondents agreed to take part in this study without any feeling of being pressured.

Data Analysis & Interpretations

The SPSS software was used for the interpretation and analysis of the data through statistical methods including percentage, mean, Standard Deviations, and ANOVA. The results of the study are indicated below based on research question number 1-3 and research hypotheses number 1-3.

Research question 1: What is the understanding of female teachers about the school cluster system in Government Girls High Schools in Quetta?

Table 1 reflects the understanding of teachers about the school cluster system measured by factors indicated through item number 1 to 5. The results of Table 1 show that the majority of the teachers agree (38.3%) and strongly agree (8.4%) with the statement that the school cluster system only deals with financial resources, the majority of the teachers agree (72%), and strongly agree (15%) with the statement that the cluster's feeding schools are from the same geographical location, the majority of the teachers agree (72.9%) and strongly agree (19.6%) with the statement that feeding schools have accessibility to the central cluster, and the majority of the teachers agree (53.3%) and strongly agree (14.0%) with the statement that the cluster head executes the activities of the cluster system effectively.



Table 1
Understanding of teachers about the School Cluster System in Quetta City

	Understanding of teachers about school cluster Systems	SDA	DA	UD	A	SA	Total	M	SD
1	The school cluster system only deals with financial resources.	15 (14.0%)	20 (18.7%)	22 (20.6%)	41 (38.3%)	09 (8.4%)	107	3.08	1.214
2	The cluster's feeding schools are from the same geographical location.	1 (.9%)	5 (4.7%)	8 (7.5%)	77 (72.0%)	16 (15.0%)	107	3.95	.706
3	Feeding schools have accessibility to the central cluster.	0	4 (3.7%)	4 (3.7%)	78 (72.9%)	21 (19.6%)	107	4.08	.616
4	The cluster head executes the activities of the cluster system effectively	2 (1.9%)	11 (10.3%)	22 (20.6%)	57 (53.3%)	15 (14.0%)	107	3.67	.909

Research hypothesis (H1) was formulated to answer research question number 1 and the results of this hypothesis testing are given below.

H1: The majority of the female teachers have an understanding about school cluster systems in Government Girls High Schools, Quetta.

Ho: The majority of the female teachers did not have an understanding about school cluster systems in Government Girls High Schools, Quetta.

To analyze the data for research question number 1, and H1, One-Way Analyses of variances (ANOVA) was conducted to determine if the majority of the female teachers have an understanding about school cluster systems in Government Girls High Schools, Quetta. Table 2 shows that all the statements (Q1-Q4) related to awareness/ understanding of female teachers about the school cluster systems have a sig value less than .005 so it can be concluded that



research hypothesis H1“majority of the female teachers have an understanding about school cluster systems in Government Girls High Schools, Quetta” is accepted.

Table 2
One-Way Analyses of Variances (ANOVA) of understanding of female teachers about School Cluster System.

		Sum of Squares	Df	Mean Square	F	Sig.
Understanding.Q1	Between Groups	68.522	9	7.614	8.419	<.001
	Within Groups	87.721	97	.904		
	Total	156.243	106			
Understanding.Q2	Between Groups	20.408	9	2.268	6.797	<.001
	Within Groups	32.358	97	.334		
	Total	52.766	106			
Understanding.Q3	Between Groups	14.030	9	1.559	5.769	<.001
	Within Groups	26.213	97	.270		
	Total	40.243	106			
Understanding.Q4	Between Groups	42.398	9	4.711	10.120	<.001
	Within Groups	45.153	97	.465		
	Total	87.551	106			

Research question 2: What is the perception of teachers about the support of the school cluster system for female teachers in Government Girls High Schools in Quetta?

Table 3 reflects the answer to research question 2 measured through such factors indicated as item number 6-9. The results of Table 3 show that the majority of the teachers agree (44.9%) and strongly agree (5.6%) with the statement that a school cluster system supports teachers’ capacity to teach effectively by ensuring the availability of instructional material, the majority of the teachers agree (46.7%) and strongly agree (8.4%) with the statement that the school cluster system serves as an innovative network to support, promote and inspire teacher development leading to quality education, the majority of the teachers agree (40.2%) and strongly agree (24.3%) with the statement that the school cluster system allows groups of neighboring/feeding schools to exchange ideas and share educational resources, and the majority of the teachers agree (59.5%) and strongly agree (10.3%) with the statement that the school cluster system resulted in good educational practices.

Table 3
Perception of teachers about the support of the School Cluster System for them



	Support of School Cluster System for teachers	SDA	DA	UD	A	SA	Total	M	SD
5	A school cluster system supports teachers' capacity to teach effectively by ensuring the availability of instructional material.	12 (11.2%)	21 (19.6%)	20 (18.7%)	48 (44.9%)	6 (5.6%)	107	3.14	1.145
6	The school cluster system serves as an innovative network to support, promote and inspire teacher development leading to quality education.	5 (4.7%)	15 (14.0%)	28 (26.2%)	50 (46.7%)	9 (8.4%)	107	3.40	.989
7	School cluster systems allow groups of neighboring/feeding schools to exchange ideas and share educational resources.	7 (6.5%)	18 (16.8%)	13 (12.1%)	43 (40.2%)	26 (24.3%)	107	3.59	1.213
8	The school cluster system resulted in good educational practices.	9 (8.4%)	13 (12.1%)	21 (19.6%)	53 (59.5%)	11 (10.3%)	107	3.41	1.098

Research hypothesis (H2) was formulated to answer research question number 2 and the results of this hypothesis testing are given below.

H2: Majority of the female teachers perceived that the school cluster system supports teachers in Government Girls High Schools, Quetta.

H₀: Majority of the female teachers perceived that the school cluster system does not support teachers in Government Girls High Schools, Quetta.

To analyze the data for research question number 2, and H2, One-Way Analyses of variances (ANOVA) was conducted to determine if the majority of the female teachers perceived that the Cluster School System supports teachers in Government Girls High Schools, Quetta. Table 4 shows that all the statements (Q5-Q8) related to teachers' perception about that the Cluster



School System's support for them have a sig value less than .005 so it can be concluded that research hypothesis H2 "the majority of the female teachers perceived that the school cluster system supports teachers in Government Girls High Schools, Quetta" is accepted.

Table 4

One-Way Analyses of Variances (ANOVA) of the perception of teachers about the support of the School Cluster System for themselves

		Sum of Squares	Df	Mean Square	F	Sig.
Support.Q5	Between Groups	77.719	15	5.181	7.707	<.001
	Within Groups	61.178	91	.672		
	Total	138.897	106			
Support.Q6	Between Groups	61.411	15	4.094	8.806	<.001
	Within Groups	42.309	91	.465		
	Total	103.720	106			
Support.Q7	Between Groups	121.574	15	8.105	21.483	<.001
	Within Groups	34.332	91	.377		
	Total	155.907	106			
Support.Q8	Between Groups	103.079	15	6.872	25.187	<.001
	Within Groups	24.828	91	.273		
	Total	127.907	106			

Research question 3: What is the perception of teachers about the surety of the school cluster system regarding financial stability in Government Girls High Schools in Quetta?

Table 5 reflects the answer to research question 3 measured through such factors as indicated by item number 10-14.

Table 5

Perception of female teachers about the Cluster School System ensuring financial stability.

	The school Cluster System ensures financial stability	SDA	DA	UD	A	SA	Total	M	SD
9	The success of the school cluster system depends on	1 (.9%)	4 (3.7%)	6 (5.6%)	45 (42.1%)	51 (47.7%)	107	4.32	.820



	the leadership of cluster heads.								
10	The school cluster system ensures the supply of support materials and other resources within the schools.	3 (2.8%)	7 (6.5%)	7 (6.5%)	65 (60.7%)	25 (23.4%)	107	3.95	.905
11	The cluster head takes demand pertaining to resources from feeding schools.	2 (1.9%)	6 (5.6%)	8 (7.5%)	67 (62.6%)	24 (22.4%)	107	3.98	.835
12	The cluster head acts accordingly as per demanded by the feeding schools.	3 (2.8%)	7 (6.5%)	14 (13.1%)	74 (69.2%)	9 (8.4%)	107	3.74	.817
13	The cluster head and teachers conducted training for counseling and guidance at the cluster level.	25 (23.4%)	21 (19.6%)	11 (10.3%)	29 (27.1%)	21 (19.6%)	107	3.00	1.486

The results of Table 5 show that the majority of the teachers agree (42.1%) and strongly agree (47.7%) with the statement that the success of the school cluster system depends on the leadership of cluster heads, the majority of the teachers agree (60.7%) and strongly agree (23.4%) with the statement that the school cluster system ensures the supply of support material and other resources within the schools, the majority of the teachers agree (62.6%) and strongly agree (22.4%) with the statement that the cluster head takes demand pertaining to resources from /feeding schools, the majority of the teachers agree (69.2%) and strongly agree (8.4%) with the statement that the school head acts accordingly as per demanded by the feeding schools, the majority of the teachers agree (27.1%) and strongly agree (19.6%) with the statement that the cluster head and teachers conducted training for counseling and guidance at the cluster level.



Whereas some of them (23.4%) strongly disagree and disagree (19.6%) with this statement and a few (10.3%) were unsure.

Research hypothesis (H3) was formulated to answer research question number 3 and the results of this hypothesis testing are given below.

H3: The majority of the female teachers perceived that the school cluster system ensures financial stability in Government Girls High Schools, Quetta.

H₀: The majority of the female teachers perceived that the school cluster system does not ensure financial stability in Government Girls High Schools, Quetta.

To analyze the data for research question number 3, and H3, One-Way Analyses of variances (ANOVA) was conducted to determine if the majority of the female teachers perceived that the Cluster School System ensures financial stability in Government Girls High Schools, Quetta or not. Table 4.6 shows that all the statements (Q9-Q13) related to teachers' perception about that the Cluster School System ensures financial stability have a sig value less than .005 so it can be concluded that research hypothesis H3 "majority of the female teachers perceived that the school cluster system ensures financial stability in Government Girls High Schools, Quetta." is accepted.

Table 6
One-Way Analyses of Variances (ANOVA) of the perception of teachers as if the Cluster School System ensures financial stability or not.

		Sum of Squares	df	Mean Square	F	Sig.
Financial Stability.Q9	Between Groups	24.883	14	1.777	3.531	<.001
	Within Groups	46.314	92	.503		
	Total	71.196	106			
Financial Stability.Q10	Between Groups	33.845	14	2.417	4.203	<.001
	Within Groups	52.922	92	.575		
	Total	86.766	106			
Financial Stability.Q11	Between Groups	42.600	14	3.043	8.926	<.001



	Within Groups	31.363	92	.341		
	Total	73.963	106			
Financial Stability.Q12	Between Groups	43.894	14	3.135	10.771	<.001
	Within Groups	26.779	92	.291		
	Total	70.673	106			
Financial Stability.Q13	Between Groups	164.032	14	11.717	15.406	<.001
	Within Groups	69.968	92	.761		
	Total	234.000	106			

Discussion

The purpose of the current study was to identify the perception of teachers about the school cluster system in government girls' high schools, Zarghoon town, Quetta. The results of the current study revealed that the majority of teachers agreed that the school cluster system ensures the provision of financial resources. In studies by Bredenberg (2000) and Knamiller, (1999) similar results were found. The current study shows that on the basis of geographical location clusters are formed. Unlike the previous study (Pomuti, 2008) which states that satellite schools are grouped over long distances which created issues such as meetings and training sessions are not held regularly because of distance and accessibility. So, it is suggested that clusters should be made on the basis of geographical location. It is revealed from the current study that feeding schools have accessibility to the central cluster as they are grouped on the basis of geographical location leading to better accessibility to the central cluster which resulted in enough provision of financial resources. Giordano (2008) stated that the location of resource centers should also be based on accessibility to the member of schools. The Current study shows that the cluster head executes the activities of the school cluster system effectively when the cluster heads are well-trained. Giordano (2008) also mentioned the variety of activities including; administrative, material, pedagogical, or extracurricular involving cooperation between schools.

Conclusion

It was concluded that most of the female teachers stated that the school cluster system deals with financial resources. Before the school cluster system, most of the schools faces a shortage of



financial resources, there were no chairs for teachers, no tables and desks for classrooms and students, and there were no Audio-visual aids for the teaching process. The lack of these resources' highlights affected the learning and teaching process in schools. In any situation, physical resources play a vital role. The absence of these resources may impact quality education negatively. The school cluster system fulfills the requirement of all government schools regarding the availability of physical resources.

In a school cluster system, a number of feeding schools work under the umbrella of the main cluster school. The head of that main cluster school is responsible to distribute all sorts of physical resources among feeding schools. There is a strong communication system between feeding and cluster schools. For cluster and its feeding schools, a geographical area is identified earlier. It was observed that feeding schools are located nearby the main cluster school. These schools may exist in one union council or neighboring council. All the main resource working in these schools knows each other and they communicate with each other. It was also concluded that the in charge of feeding schools communicates with head teachers of cluster schools easily.

Most of the respondents agreed that the school cluster system supports teachers' professional development activities through different training programs. For this purpose, teachers' committees are formed. These committees interact with each other and share new teaching methodologies, teaching pedagogies, and assessment processes. The teachers within the committees always communicate with each other and shared their teaching experiences. It was observed that with the passage of time, teachers' professional development increased.

It was concluded that the success of the school cluster system depends on the availability of financial resources and the capability of head teachers. A committed head teacher is responsible to distribute resources among the feeding schools in a professional manner.

Recommendations

The following are the recommendations against the findings of the study;

1. The authorities concerned with the school clusters system need to coordinate activities related to the learning and teaching of teachers, head teachers, and other school staff in the



form of training, workshops, and a written publication that will help teachers in clusters to assess and assist their capabilities and role in learning and teaching development.

2. Appropriate funds are needed to support School cluster systems in terms of resources.
3. The rewards and incentives to be provided to encourage this system.
4. There is a need to create awareness about the school cluster system via media and other public awareness programs.
5. The non-government organizations should support this concept and allocate funds for the strengthening of this system.
6. There is a need to conduct research to explore the effectiveness of the school cluster system to enhance this system in other provinces.
7. The cluster schools need to work in collaboration with each other to share their information and hence getting benefit from each other's work.

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