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Model Development for Effective Management to Impart Quality Education at Secondary Level



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Dedicated to:

My Beloved Mother,

**Whose encouragement and prayers always illuminated
my way and opened
new heights for me which I never imagine to achieve.**

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by

MUHAMMAD AKHTAR

Roll No. SP19E3PA003

**DEPARTMENT OF EDUCATIONAL TRAINING
The Islamia University of Bahawalpur
PAKISTAN**

2023

**Model Development for Effective Management to Impart
Quality Education at Secondary Level**

By

MUHAMMAD AKHTAR

Ph. D Scholar

A thesis submitted in partial fulfillment of the requirements for the award of the
degree of

Doctor of Philosophy

in

Education

**DEPARTMENT OF EDUCATIONAL TRAINING
The Islamia University of Bahawalpur
PAKISTAN**

2023

DECLARATION

I, Muhammad Akhtar, Ph.D. Scholar (Session 2019-2022) in the Department of Educational Training, The Islamia University of Bahawalpur hereby declare that the thesis titled, “Model Development for Effective Management to Impart Quality Education at Secondary Level” submitted by me in partial fulfillment of the requirement of Ph.D. in the subject of Education is my original work. I affirm that it has not been submitted or published earlier. It shall also not be submitted to obtain any degree to any other university or institution.

Muhammad Akhtar

FORWARDING CERTIFICATE

The research titled “Model Development for Effective Management to Impart Quality Education at Secondary Level” is conducted under my supervision and the thesis is submitted to The Islamia University of Bahawalpur in the partial fulfillment of the requirements for award of the degree of Doctor of Philosophy in Educational Training with my permission.

Dr. Muzammila Akram



The Islamia University of Bahawalpur
Department of Education

CERTIFICATE OF APPROVAL

This is to certify that the research work presented in this thesis entitled: “Model Development for Effective Management to Impart Quality Education at Secondary Level” was conducted by Mr. Muhammad Akhtar under the supervision of Dr. Muzammila Akram. This thesis is submitted to the Examination Department in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Field of Education Department of Educational Training, The Islamia University of Bahawalpur. The Viva-Voce/Public defense conducted on dated: _____

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Dedication

Dedicated to:

My Beloved Mother,

*Whose encouragement and prayers always
illuminated my way and opened
new heights for me which I never imagine to
achieve.*

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ABSTRACT

Education management has been considered as important as improvement of students' achievements at schools. Education management involves the management of all processes of education and technologies which are used in the process of learning in order to attain educational goals. Effective School management is to ensure smooth school working which ultimately helps students to provide with conducive learning conditions. This study was designed to diagnose issues and flaws in existing educational management models at secondary level, to explore reasons behind these issues and flaws in existing educational management model at secondary level, to develop a new model for educational management to import quality education at secondary level and to find out the effectiveness of developed model for educational management. The study was carried out in two phases. The qualitative grounded theory research design was used during phase I. At first stage of phase one, a five point Likert scale questionnaire along with five open ended questions were sent to 400 head teachers. Among them 320 head teachers gave their response. At stage II of phase one, a semi structured interview was conducted from the best 45 responded head teachers selected purposely among the 320 respondents to know the best possible solution of the issues and flaws in existing educational management models. Thematic approach was applied for analyzing the qualitative data obtained through semi structured interview of 45 head teachers. During first phase; open coding, axial coding and conditional matrices was applied. In the light of above three data collected documents analysis and critical review of existing management models and different countries' educational management models. At third stage of phase I, different documents analysis was done for getting further know how of the existing educational management models in Pakistan. Further, critical review of Educational management models of different countries was also done to get firsthand knowledge and analysis the pattern of these countries. On the basis of data collected during three stages and after thorough document analysis a new educational management model was developed to import quality education. This newly developed educational management model was presented to apply in a conveniently selected model school. In second phase effectiveness of this developed model was observed through a check list and qualitative observation. The findings of phase II showed that this school management model was effective for school heads and educational managers.

List of Abbreviations

ASCD	Association for Supervision and Curriculum Development
CEO	Chief Education officer
DEO	District Education Officer
ESR	Education Sector Reforms
MDGs	Millennium Development Goals
MOE	Ministry of Education
NCC	The National Curriculum Council
NEP	National Educational Program
POCCC	Planning Organization Commanding Coordinating Controlling
POSDC	Planning Organizing Staffing Directing Control
POSDIR	Planning Organizing Staffing Directing Innovation Representation
POSLCM	Planning Organization Staffing Leading Controlling Measuring
SMC	School Management Committee
SMM	School Management Model
SOPs	Standard Operating Procedure
SPSS	Statistical Package for Social Sciences
STPM	Sijil Tinggi Pelajaran Malaysia
TVTO	Technical and Vocational Training Organization

List of Terms

Administration	Administration, also referred to as business administration, is the management and application of the processes an office, business, or organization. It involves the efficient and effective organization of people, information, and other resources to achieve organizational objectives.
Director	The term is in common use with two distinct meanings, the choice of which is influenced by the size and global reach of the organization and the historical and geographic context. Further to this, the term is also used in reference to various technical (legal) definitions specific to corporate governance legislation in individual countries. Directors typically focus on the overall goals of the company or department. In comparison.
Principal	A person who has controlling authority or is in a leading position: such as. a : a chief or head man or woman. b : the chief executive officer of an educational institution.
Academic Task	The definition of academic tasks focuses attention on each of the following: the products students are required to produce; the resources, including content instruction, that are available to them; accountability or the reward structure in the class; and the cognitive demands of the tasks. Analysis of tasks in the classroom requires attention to interrelationships among tasks as well as to the actions and perceptions of students and teachers.
Alternate Arrangements	An alternative plan or offer is different from the one that you already have, and can be done or used instead.

Classroom Observation A classroom observation is an act of watching a teacher's performance in their classroom or learning environment. Classroom observations are a quantitative way of recording and measuring teacher behavior and mastery by systematically watching and recording them in action

Lesson Plan: A lesson plan is a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured. Lesson plans help teachers be more effective in the classroom by providing a detailed outline to follow each class period

Fiscal Matters: Designating or of government policies of spending and taxation designed to maintain economic stability, promote full employment, etc.

Dead Stock Dead stock is inventory that is unsellable. A business may find itself with dead stock because it ordered or manufactured too many items and then found they didn't sell as anticipated. Dead stock can also include damaged items, incorrect deliveries, leftover seasonal products or expired raw materials.

Holistic Development Holistic development is the social, emotional, physical, mental, and intellectual growth of a person. Taking a holistic approach to education means focusing on all aspects of a child's growth, not just their academic advancements. Most importantly, it's about establishing the child's overall wellbeing.

Motivation Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what helps you lose extra weight, for instance, or pushes you to get that promotion at work. In short, motivation causes you to act in a way that gets you closer to your goals.

Moral Values

Moral values are defined as guidelines that assist a person in deciding between right and wrong. In order to create honest, credible, and fair judgments and relationships in daily life, the awareness of one's morals along with self-awareness is crucial.

Social Skills

Social skills are the skills we use every day to interact and communicate with others. They include verbal and non-verbal communication, such as speech, gesture, facial expression and body language.

Spiritual Development

Ideally, a personal spiritual development plan is a structured exploration of key aspects of your relationship with both your true self and a higher power, cultivated in a way that will help you feel supported and guided. But keep in mind that spirituality is incredibly personal and unique to each individual.

Co-curricular Activities

Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress, and character appeal to students. It includes athletics, cultural events, Library activities, science lab activities, classroom activities, creative arts, and meditation, etc.

CHAPTER 1

INTRODUCTION

Management can be defined as the procedure through which an organization's goals and objectives are influenced and accomplished in order to foster an atmosphere of unity and harmony. Successful management is an art form that focuses on getting things done through other people. It's fun and fascinating to study management. To be an effective manager, you need to be familiar with and able to implement a variety of contemporary management practices. In order to manage sensibly and effectively, managers need to acquire a thorough understanding of relevant historical and contemporary models, theories, and practices. Management as it is practiced now permeates every facet of society and every kind of company. One must be apt to determine the characteristics of a manager one step forward to direct employees rather he may motivate and inspire its organization's employees to gear them up. Managers must work as an agent of change. They, being considering themselves and recognizing as a part of continual change, help improving their people, their activities and build their working capacities to meet the need of the hour and to better achieve objective of the organization (Rizi et al., 2013).

The importance of educational manager's process and their importance in up boasting an organization is considered as a good characteristic in educational management. Educational managers supposed to provide leadership among staff, organize human and material resources to maximize the organizational objects. A manager tries to organizational objects. A manager tries to influence his organization crew to ensure targets of his organization. A manger builds organizational commitments as formal and informal ways to satisfy its employee (Parish et al., 2008).

Managers who are both efficient (in that they do things correctly) and effective (in that they accomplish the right things) are what management education is all about. The ten functions that managers play in boosting organizational efficacy that were outlined by (Robbins & Judge, 2003) can be broken down into three categories: interpersonal, informational, and decisional. Managers play a variety of interpersonal roles, including those of figurehead, leader, and liaison, as a result of their elevated position and

responsibility within an organization. Implementing interpersonal interaction and cultivating connections are core responsibilities of these positions. Managers have a variety of informational roles, such as monitor and disseminator, relating to the gathering and dissemination of data, and a variety of decisional roles, such as entrepreneur, disturbance handler, resource allocator, and negotiator, relating to the formulation and implementation of strategy. Taking on decision-making responsibilities is perhaps the most important component of a manager's job, as this is what justifies the manager's high level of authority and the wealth of information at his disposal. Robbins and Judge (2003) stressed the importance of managers' participation in the formulation of corporate strategies as a result of assuming these responsibilities.

The frustrations of those who must deal with the world as it is can be better understood if one takes the time to consider the assumptions others have made about how the world functions. We must keep in mind that assumptions are just that, and not anything more than someone's best guess about how the world works. These divergent viewpoints give rise to mistaken assumptions that might stymie research (Pragle, 2010). The goal of a constructivist leader is to bring about genuine transformation that is driven by intent rather than anticipation. Only via conversation between co-leaders in the learning community will the complexities of the transformation process become clear. They need to engage the "community of memories" through research, analysis, and preparation.

Communities are significant because they are made up of their history, and in order to preserve their history, they must continually be engaged in narrating their story. Teachers in the field of education focus on things like creating a compelling purpose and vision statement, designing and implementing effective curricula, evaluating teachers and students, creating a welcoming classroom environment, and training future leaders. The words "management," "administration, and "the administration of power and authority" are commonly used interchangeably with one another. Management has been described as the combination of an individual's personality, actions, and impact on others, as well as their interpersonal dynamics, roles, responsibilities, titles, and subordinates' and superiors' views of their authority. Managers in the field of education are responsible for a wide variety of tasks, including but not limited to: maintaining records, creating and implementing curricula and pedagogy, fostering growth in human resources, building and maintaining physical

facilities, supervising and evaluating staff performance, and keeping an eye on the big picture in terms of academic leadership.

Developing and delivering curriculum, administering tests and other forms of assessment, keeping tabs on what goes on in the classroom, providing constructive feedback to educators, training the next generation of school leaders, and making sure students have the resources they need to succeed are all aspects of academic management. Coercive, authoritative, affinitive, democratic, pace-setting, and coaching are the six management styles described by Breen (2000) that are beneficial in schools. Vojta (2010) says that good managers have the following traits: honesty, competence, a focus on the future, inspiration, intelligence, fairness, a wide range of thought, directness, imagination, and fairness.

These days, management is among the most discussed issues in society. It's a comprehensive approach to enhancing the standard of education in schools by coordinating efforts in areas as diverse as curricular planning and implementation, testing and evaluation, classroom observation, teacher evaluation, student leadership training, and school infrastructure development. Effective management is crucial to the growth and survival of any firm. Employees and the company itself can't progress without a capable leader. For management to serve its purpose, it must be able to persuade or induce all subordinates or followers to participate enthusiastically and willingly to the achievement of organizational goals, within the limits of their skills. Actually, management is the unique capacity to motivate all of the stakeholders.

1.1 Statement of Problem

Management is the process of leading an organization toward its goals through the coordination of its people, finances, and physical assets. The managerial workload has increased by a factor of several in this technological era. Pakistan's educational system has been widely criticized for failing to implement reforms recommended by the country's National Education Policy 1998-2010, and not just by the school's former students. It is reaffirmed in Pakistan's National Educational Policy NEP (1998-2010,) that the policies' detractors must be heard and addressed.

Every country, every school, every company and every person who will benefit from education places a premium on academic excellence. This is seen in the context of the

Millennium Development Goals (MDGs), which are used to evaluate the effect of current policies, practices, and processes on educational quality. This research aimed to create a new model for educational administration by comparing existing systems at the secondary level in Pakistan. The primary purpose of this study was to evaluate the current state of educational management in Pakistan in the context of existing models of educational management and to draw conclusions about how to better ensure the provision of high-quality education at the secondary level through better school administration. The Provincial Institute(s) of Teacher Education (PITE) in Pakistan are responsible for providing extensive training to school administrators like principals and vice principals in order to ensure "good governance" at all public schools in the country. This training would be geared toward bolstering principals' and educational administrators' abilities in their respective roles.

When a new principal is hired, there is a period of adjustment during which the two must share memories mostly related to and embodied by the institution. The school's leader has used his past knowledge and the school's ideals to create a new culture that has taken hold. By recalling past experiences together, we can better visualize future tasks. Discussions like these aid in elucidating what should be done next. One's sense of self emerges as a result of introspective consideration of one's Managers who are truly invested in their teams' success do more than just explain; they listen to fully comprehend their employees' perspectives. These managers have moved past the drive to win at all costs and see that treating others with respect and kindness is far more important when working toward a common goal. These managers are gaining clarity and confidence in their driving values, allowing them to ask the right questions. These managers foster an atmosphere of mutual trust by demonstrating their own abilities and by collaborating with others to expand opportunities for all parties involved.

Previously the opportunity for growth may have been reserved for a select few, but now managers extend this opportunity to many managers. System of Education means to achieve quality of education which is a portrayed of education that is depicted through student's high attainment. These achievements are drive setter in the society. If society is enlightening than it is considered that educational system is going on well and if the case is otherwise all the liabilities will go to educational system and their management. The basic and major characteristics of a manager are that they have a power or authority to ensure day

to day work to be completed and manage other activities. Managers controlling approach disturbs the employees and their grooming stops there as they were pressurized by the managers. This management style creates many issues among the staff of the organization. In the persuasion and resolving these issues this present study suggested a new educational model.

1.2 Objectives of the Study

The following were the objectives of this study:

1. To diagnose issues and flaws in existing educational management models at secondary level.
2. To explore reasons behind issues and flaws in existing educational management models at secondary level.
3. To develop a new model for educational management to impart quality education at secondary level.
4. To try out the effectiveness of proposed model for educational management.

1.3 Research Questions

The following were the research questions of the present study: -

1. What are the issues and flaws in existing educational management models?
2. Which are reasons behind issues and flaws in existing educational management models at secondary level?
3. What is a proposed new model of educational management at secondary level?
4. What is the effectiveness of proposed model for educational management?

1.4 Significance of the Study

In twenty first century, the significance of effective management is greatly appreciated for successful working of schools and other educational institutions. A quality of management manifolds its recognition for best possible guidance of students and heads. The need of the skilled management is always required to flourish the educational institution. Good management is very important in managing institutions. Education management is a subject of great importance to managers and directors of schools. Governing of education in a country is very imperative. This is because the goal and objective of any government is to provide its citizens with high quality education that

satisfies all citizens. In this case therefore, this study is very helpful to school administrators and managers in providing relevant and quality education. Therefore, the present study would be helpful in running educational institutions successfully.

This study would be helpful for upcoming researchers in a sense that free access would be given to educational model developed during this study. Managerial model would be helpful for educational managers. This study would be helpful for managers to explore the best possible reasons behind those issues among educational management system. Managers would better understand the does and don'ts of their management tasks through the knowledge of educational models. Further this knowledge of educational models would help them to set their line of action and to understand their plan of action.

The government has the role of making policies in education but implementation of these policies is the role of teachers, principals, and school administrators among others. Casting light on the importance of effective educational management and school improvement is very essential in ensuring that school administrators effectively improve their schools with an aim of improving the performances of students. This study provides a case analysis of how school improvement and education management has drastically improved student achievement in developing, developed, and emerging economies. When education of a country is of high quality and well managed, it attracts students from all over the world. Parents and the entire community have a role to play in school management and hence this study can be very helpful by enlightening them the appropriate management methods that can be used in improving students' achievements in schools.

As an educational management model for headteachers has been constructed in this research and they were involved in construction process of school management model and therefore this research may provide fundamental information on the impacts of school management in teachers' performances. Educational management is inclusive of managing information and communication technologies in schools. This implies that when technology is used in teaching students, they get the most current and relevant information concerning their courses. In universities for instance, this study can be of great importance to students pursuing teaching courses as they get to know how education should be well managed in order to achieve the goals of improving students' achievements. It is increasingly becoming

very hard for governments to manage all local schools and hence decentralization of educational management is practiced.

This study provided with need concerning school management in order to satisfy students, parents, communities, and teachers among others. This research will be helpful in managing education in order to provide the best management skills that meet the needs of the subordinates. This model would also help them to make their self-assessment with this they would be able to reorganize the abilities of management.

1.5 Rationale of the Study

Traditionally it was considered that school management needed only highly qualified principal and some of the teaching experience would make them a good manager now the management trend has been shifted from qualification to experience and from experience to training. The training nature varies with the nature of management style, but skill development through training and managers' capacity building is a key to management. This technological era has multiplied the demand of knowledge and abilities of a manager, development in professional competences and their grooming abilities to attain stability in their organizational goal achievement. For this purpose, six different educational management models are presented in this study. Through which managers would seek their appropriate role as a manager for better support to bring about a dire change in educational institutions. A Continuous development of educational sector in this emerging global scenario and to impart a quality education depends upon the improvement of professional development of managers. Effective management for the managers is key for school improvement and is the role responsibility of school manager to be the active part in running a school with given valuable key concerns mentioned in these educational models. Finally, a gist of the conclusion mentioned by different school heads during their experiences were drawn in the light of these educational models.

1.6 Research Procedure

The method that was used in the qualitative research approach is associated with the constructive paradigm of the phenomenon of school management in which the major source of meaning is content (McMillan & Schumacher, 2015). This qualitative research approach

suggests chance to the researcher to carry out the study which is expressive and clarifying to look for thorough understanding of the people examined. This qualitative method allows managers to present their views, insights and trials they experience in managing discipline in their particular schools.

The present study has adopted exploratory method based on Creswell grounded theory of model development. The present study has adopted data collection activities as advocated by Creswell and Tashakkori (2007) for conducting grounded theory. Grounded theory studies cheerful for process of data collection and investigation. In adductive process, data gathering and examination happened at the same time. During this process, researcher had continually collected data, used active codes, memoing and used theoretical sampling. Creswell and Tashakkori (2007) proposed a wander process for data collection and constant comparative method for data analysis in a grounded theory. In wander process, the researcher had collected data in the field, analyzed it into the office, back to the field to collect more data, analyzed it into the office and so forth. The participants would theoretically selected for interview (theoretical sampling) to help the researcher provoke the theory. The procedure of taking information from data collection and linking it in developing types would refer as the continuous relative method of data analysis.

During stage I of phase one, data was collected quantitatively from school heads through a questionnaire to know issues and flaws in existing management model, the SOPs required to run secondary schools and to know their experiences about school management. Analysis was done on the bases of data collected during this stage for further step to know the causes of these issues to formulate a new educational management model.

At stage II of phase one, a semi structured interview was conducted from the best 45 responded head teachers selected among the 320 respondents to know the best possible solution of the issues and flaws in existing educational management models. In this stage, each of interviews with 45 participants lasted approximately half an hour. In the light of validate and reliable Creswell and Tashakkori (2007) grounded theory and keeping in view of eminent managers' suggestions grounded theory Creswell and Tashakkori (2007) grounded theory is an approach to learning holds that people actively construct or make their own knowledge and that reality is determined by heads/principals' experiences (Elliott et al.,

2011) were proposed. Thematic approach was applied for analyzing the qualitative data obtained through semi structured interview of 45 head teachers. In this phase open coding axial coding and conditional matrices was done. In the light of above three data collected documents analysis and critical review of existing management models and different countries' educational management models.

At third stage of phase I, documents analysis was done for getting further know how of the existing educational management models in Pakistan. Further, critical review of Educational management models of different countries was also done to get first hand knowledge and analysis the pattern of these countries. On the basis of data collected during three stages and after thorough document analysis a new educational management model was developed to import quality education. This newly developed educational management model was presented to apply in a conveniently selected model schools.

In second phase effectiveness of this developed model was observed through a check list and qualitative observation. The findings of phase II showed that this school management model was effective for school heads and educational managers.

1.7 Population and sample of the Study

All public and private secondary schools of district Bahawalnagar were the population of this study.

Multi-stage sampling technique was used in this study. At first stage Four hundred public and private schools were selected randomly from district Bahawalnagar as a sample of study. At this stage Eighty secondary schools were selected from each five Tehsils (200 public and 200 private) of district Bahawalnagar. At the second stage 45 best performer among these 400 respondents were selected purposely. At third stage of phase I, different documents analysis was done. In second phase effectiveness of this developed model was observed through a check list and qualitative observation.

1.8 Delimitations of the Study

School management is a very vast topic to discuss and study that it was not easily possible to cover all the aspects of this comprehensive topic in this study. Some of the educational models has been discussed in this study and a new model for educational

management has been constructed. It was also difficult to survey all the school of the Punjab province. The time and expenses were the major problems for this research. So the research has been delimited to only within district Bahawalnagar. Due to limitation of time and finance it would be difficult to conduct interviews of all secondary school heads of district Bahawalnagar so this study was delimited to 400 secondary schools which were randomly selected as sample of research

1.9 Conceptual Framework

The democratic and self-governing nature of the management is emphasized while discussing the future of these schools. In light of this, educational management has come to center on refining the value of the instruction and knowledge processes itself (Luck, 2009). However, the definition of quality cannot be established; typically, quality is associated with the outcomes of students' assessments and evaluations. Sahlberg (2010) argues that focusing on standardized examinations linked to rankings and recognition accomplishes little to promote education. Better school development and improved results are the result of decisions made with school contributors, including students and parents, in discussing institutional goals. These goals are informed by students' test results, external and internal evaluations, comments from parents, and the school's self-evaluation. Some of the problems with the aforementioned research originate from the fact that it focuses on secondary school management rather than on the broader issues of educational management.

Due to the ever-evolving nature of education, schools must constantly adapt to stay relevant. Community participation is a major influence on contemporary educational institutions. Yldrm (2012) explains how this participation together with other reforms in the field of education, resulted in new forms of styles for managing educational institutions. This management style stresses the importance of managers taking initiative over the course of their work and building their own knowledge (Brooks & Brooks, 1999; Perkins, 1999; Ozden, 2005; Yldrm & Donmez, 2008). Although the constructing approach to education was first implemented in England in 1989 (Pon, 2001), it is now being employed in over thirty nations (Guneş, 2007). Australia, Canada, New Zealand, Spain, the United Kingdom, the United States, and Turkey (Yldrm, 2012) are only some of the countries that have adopted this strategy.

Many theories of school administration have been influenced by this way of thinking. The rise of the construct learning method brought forth numerous innovations in the realm of management (Brooks & Brooks, 1999; Lambert et al., 2002; Shapiro, 2002; 2003). Shapiro (2002), Lambert (2003), Isaacson (2004), and Yldrm (2012) and others (2013) examined the field of educational management. These studies often focused on the experiences of students and instructors, but no research has been conducted to date that examines the role of school administrators in bringing about organisational transformation. In reality, it is crucial to address this concern as principals carry it out. Fullan (2007) argues that principals have a crucial role in a school's development. The principal of a school is a key player in implementing new programmes. This is why it's important to consider how principals' roles as managers affect the management styles used in schools. Commonly, the term "management" refers to the process of guiding a company or other group toward predetermined objectives (Hodgkinson, 2008). Although business executives have advanced numerous management theories and methods (Celik, 2000; Celep, 2004; Harris, 2008; Hoy & Miskel, 2008; Gorton & Alston, 2009; Glickman et al., 2010).

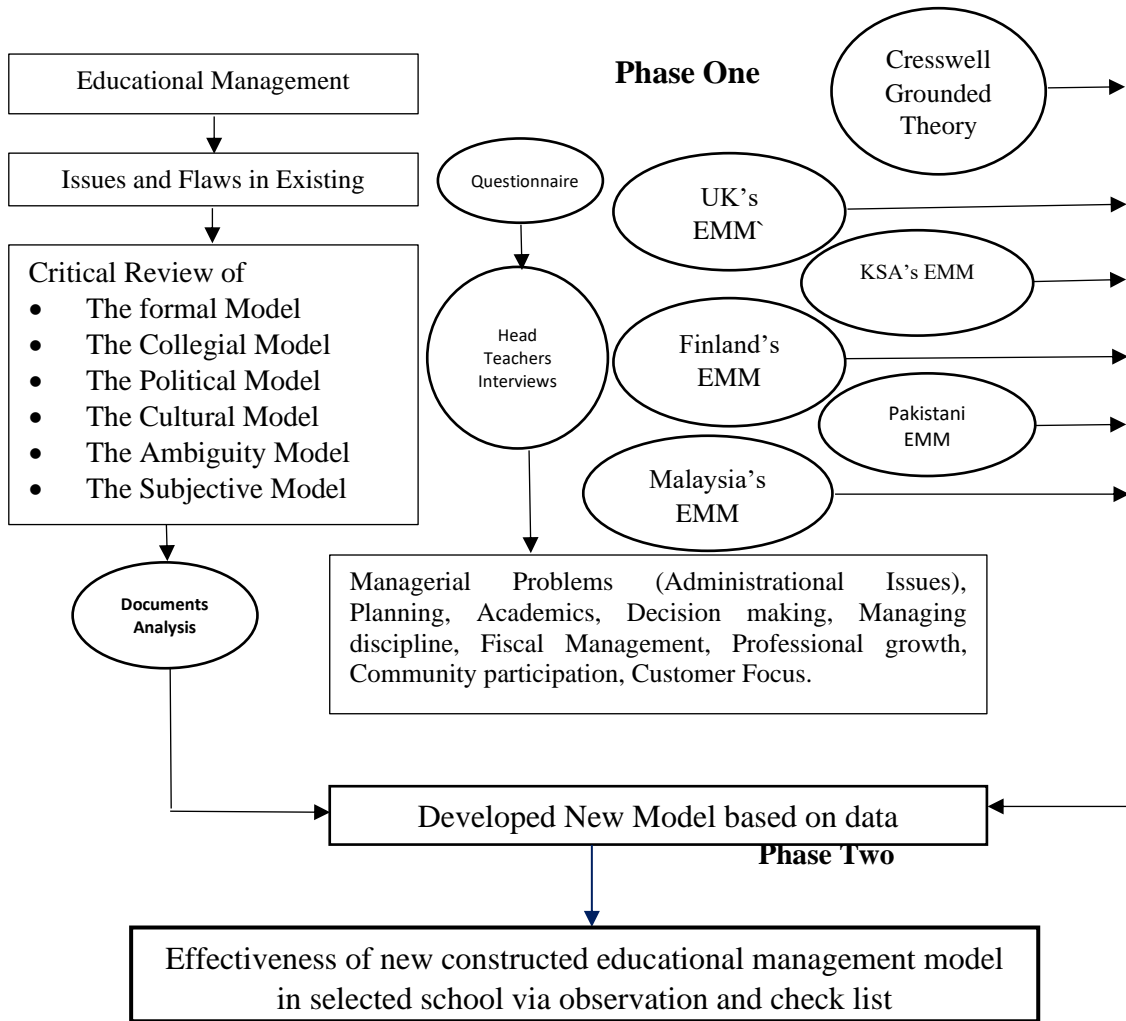


Figure 1.1. Conceptual framework of research

1.10 Definition of Key Terms

The different terms utilized in the present survey, were outlined as.

1.10.1 Concept

Concepts are thought, ideas and views which are helpful interpret the worlds (Eggen & Kauchak, 2004). Concepts made if thought and ideas are formed founded on ordinary places of physical object or circumstance in procedure of conceptual (American Heritage Dictionary, 2002). In the present research, concept is thought, idea and perceptive of secondary school management.

1.10.2 Management

Management has been defined as the procedure of administering and controlling the organizational affairs, regardless of its nature, type, structure and size. It's an art of making and preserving such a business setting where the members of the organization can work together, and attain business objectives professionally and effectively.

1.10.3 Educational Management

A study of educational management is one that focuses on how schools and other similar institutions are run. Concerned primarily with education's motivations or goals, educational administration is a field of study in and of itself. The management of schools is based on these aims, which give a vital sense of direction.

1.10.4 Discipline Management

Discipline management is proposed to promote a minimum acceptable behavior by employees. With administrative discipline, the staffs learn to behave in a measured and answerable way and start surviving by the procedures laid down by the organization.

1.10.5 Community Participation

The Community participation in education is considered to helps and participate in order to identify issues and problems in school education. School is a part of community where everyone get benefit from the school and community supports school to give quality education to every student for the development of the society and the life of individual.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In the former chapter introduction of the research was discovered that stated prospect of issue, statement of the issue, objectives of the present research and importance of research. This was purposed to develop educational management model to overcome issues and problems in managing schools at secondary level by utilizing Cresswell theory of model development approach after identification of issues in management and their foremost realizable reasons at secondary level. The present chapter reviewed the piece of writing linked to present issue. The issues and flaws in existing educational management models at secondary level and the quality education standards that strengthens educational management would be explained in particular way. Furthermore, researches related to educational management or usage of Creswell theory of model development were also explained. Generally, the present chapter conferred the theoretic model of research.

2.1 Management

School management is a field that is derived from a well-known discipline defined as a managerial purpose intended to device the approved procedures (Bolam, 1999). The description of management indicates it as one of the five functions of management (Vagu & Stegăroiu, 2006). The inclination towards the concept of management in a distributed system has resolute an increasingly higher respect of the managerial skills possessed by leaders in the domain of education. Management contains a series of activities attentive on towards effective and efficient use of administrative resources in order to meet administrative objectives (Sapre, 2002).

2.2 Quality Education

A high quality education is essential for all students and fosters a love of learning throughout a person's life. It's hard to affect with any of the areas or any of the terminology if you support the United Nations' position. Advocating for all children, not are those in high-income countries, to have access to a quality education rather than just any education is a huge step forward. However, what really constitutes a high-quality educational experience? Education is not only a content delivery system; rather, it is a system meant to

assist all children attain their full potential and enter society as full and active inhabitants, which is why some people believe that focusing exclusively on literacy and numeracy meets the criterion of excellent education. Ban Ki-moon, the Secretary-General of the United Nations, started a process in 2012 by saying that all children must go to school and that the quality of education may be better and youth of today is ready to become the leaders of tomorrow.

Education has an essential role to play in empowering people to create more equitable, diplomatic, and accepting communities. Secretary-General Ban Ki-moon says we need to define and address the concept of quality education in the output of the indicator roundtables scheduled for 2016. Words have had their meanings changed, discarded, watered down, and completely reshaped far too often in recent history. Many commonly used terms have had their original, intended meanings altered. Too often, the term "data-driven" is used interchangeably with "test score alone," and "accountability" now means that teachers' assessments will be based on their students' performance on standardized tests. A Superiority Education is one that is both instructionally and developmentally sound, and helps the student grow into a contributing member of society. A quality education cannot be reduced to a number, whether it is a test score or the number of words read aloud in one minute by a 5-year-old. It is a damage to both the student and the concept of quality education to return to such oversimplified metrics.

Two major education groups represented more than 30 million teachers around the world. The Association for Supervision and Curriculum Development (ASCD), with headquarters in the greater Washington, D.C. area, and Education International (EI), with headquarters in Brussels, Belgium, has issued a joint declaration advocating for and seeking to confirm all students have access to a high quality education. No matter the student's gender, race, ethnicity, socioeconomic class, or geographical region, they will all benefit from an education that prioritizes the social, sensitive, mental, physical, and intellectual growth of the whole kid. It helps the kid out in the long run, not just on tests. A quality education ensures that every student is actually and passionately safe at school, is enthusiastically involved in their learning, connected to the school and wider community, has access to personalized learning, is supported by qualified, caring adults and is academically tested and organized for success in the real world.

Individuals, groups, and societies can all benefit from the changes brought about by improved educational opportunities. Schools can better serve their students' educational needs by aligning with and integrating into their local communities and taking advantage of a wide variety of cross-sector services. The three pillars of a high-quality education are access to qualified educators, the availability of effective teaching resources, and ongoing teacher training and support. The declaration also provides an overview of the global education system and encourages teachers to focus on the whole child. According to the SDGs, "education is a human right and a public benefit that is important to the health and development of the planet," which reflects "global agreement" in this early period. However, ours is a world fraught with difficulty; millions of kids are threatened, dislocated, and uneducated as a result of war, and governments all over the world are falling short on their promises to adequately fund education, particularly for their poorest populations. In order to confirm that all students are well, innocent, engaged, maintained, and challenged, advocates for education must push for rules that participate schools, groups and nations into a organization that provision of the whole child. A quality education must be tailored to each child's unique pedagogical and developmental needs. Each child, regardless of race, religion, gender, sexual orientation, socioeconomic situation, or ability to pay, should have access to a quality education. Don't allow a few words to prevent you from understanding how important it is for everyone to have access to a good education.

2.3 Models of Educational Management

Academic managers and head teachers create an environment that serves as a model for the next generation while monitoring other school activities Mpaata and Mpaata (2018) observed that heads are provided with in-service training with the dual aim of strengthening them with professional skills and helping them to provide the necessary strategies to be able to get closer to the staff to monitor them closely. These and many more have been depicted in the following educational management models. The following six educational management models were mentioned by Bush in his book in 2003.

2.3.1 The Formal Model

The formal model which is also termed as classical model (Everard et al., 2004) is a job oriented has fixed command structure and top down way of working style. Firm control

rigid hierarch and strict pattern and are characterizes of this model (Bush, 2003). This model maintained status quo within the organizational which influence professional relationship through defined position. The sole power of making polices decision making and setting goals rests to the persons at the top of the hierarchy.

In educational management the formal model has been in practice due to top down hierarchy and well defined arrangement. It has been greatly popular and notion of effective management that is considered to help and improve management process. In spite of the fact that different management systems (Bush, 2003). Bush, (2015) mentioned that manager gain top position in this educational style and exercise the powers sole without taking case of experiment and senior fellows. The managers in this type of management work under the lines of their own experiences consider the lower staff that they know nothing without taking case of current scenario or situation in which they are now working. The formal manager himself set the educational organization policies and forced his juniors to implement these policies according to his desires.

2.3.2 The Collegial Model

The collegial model has many same characteristics of Morris and Willison's (2004) Humanistic model as both are assumed to share common values and agreement for decision making. Different committees and formal groups decide policies for the betterment of their educational institution and proper admiration is given to the thoughts and sentiments of all respective followers. In this process all stakeholders sit together to work according to the national standard and give their verdict thus a decentralized and flexible set up evolve (Everard et al., 2004). Some educationists believe that the participatory approach in this collegial model many create chaos among the staff while (Bush, 2003) is of the view that this is an appropriate means of taking educational issues at management level. That's why many of the educational managers seem to be reluctant to adopt this collegial model on the basis of its flexible nature as they may fail to get and implement the required results of their management. The consensus about the organization matters and polices occurs through mutual discussion and understanding among the staff of that organization (Bush, 2015). The basic feature of this educational management model is that it gives chance to the teachers to give their consent as an authority of expertise in decision making process of an organization.

Thus, it creates such an environment in which expertise have common set of educational values. Expertise's authorities combine to work with official authority.

2.3.3 The Political Model

The power relationship of the participants makes the decisions in political model (Bush, 2003). Some pressure groups like departments, committees and informal groups stress upon the management to promote their own interests and objects. In this way there are chances of conflict among the management and colleagues. Bush (2003) is of the opinion that the education institutions are promoted by these groups or individuals in power and they always talk in best of their interests.

The contingency Theory has been similar to that of political model that is described by Everad, Morris and Willson (2004) in which departments and individuals focus in seeking to ensure their own interests to create fuss and show their individuality in the organization with the passage of time self and cultural interests surpass the organizational goals and objectives. The role of organizational assumes to be of a moderator between managers of the departments head in organization. In this model managers require manifold understanding. The relationship of power among the organization. Under this situation this Model requires a lot of mutual understanding of trust and respect to maintain and develop working relationship between both the parties.

Negotiation and understanding are a basic characteristic in decision making process of this political model. The organizational head have their own objects while the pressure. This model does not focus on the interest of the school as a whole rather it takes case of groups or chair's activities. They better work for their personal interests like status promotions and working conditions instead of focusing on professional interests such as curricular teaching methods and techniques (Ribbins, et al., 1981). The leaders having control and influence over the procedures decision making committees and they have some of their own interests and values so they put all possible efforts to promote and pursue these motives. Managers are active participants to develop acceptable results in terms of polices which is basic in choice making process and mediating these clusters (Bush, 2015).

2.3.4 The Cultural Model

This model of educational management suggests that during attempting understanding an educational management and decision making process, the informal norms and rituals are considered equally important as that of formal structure (Bush, 2003). Managers require to have good understanding about the influence of collective values in the working conditions of an organization. Knowing and getting the knowledge of values a new manager who have not believe on values and prevailing trends may have chances to modify the working values according to his own circumstances (Bush, 2003) taking the staff a part of change and innovation The mangers are requires to get staff's confidence to develop new attitude to utilize the existing culture into a sense of partnership. The cultural model may be more useful if managers try to gain staff support to make them adopt the cultural model which negates top down policy and promote prevailing culture. The model exercises the values and norms of the society in educational institutions which shared with the formal structure. Some of the educationists focus on school educational culture as a social components. These cultural values set by the educational members are part of the pre university culture of education system as a main feature. Bush (2015) says that it's the responsibility of the managers to develop educational culture communicates values among school and community. The cultural model of education focus of moral leadership ethics prevailing in society.

2.3.5 The Ambiguity Model

The Ambiguity Model (Bush, 2003) assumed that some of the management of educational organizations could not solve through rational process of discussion making so often faced with unusual problems at management level. Managers are at their fix to select choices among the ranges of alternatives for which these predictable situations are to be solved (Bosch 2003). Sometimes internal and external environment create such a circumstances for which managers are unable to resolve. Managers take some irrational decisions and could not cope with the long term objectives of the organization. These are contradictory decisions which create ambiguity and fuss in the organization. The ambiguity models work on the principle that institutes are required to manage with numerous issues under circumstances of uncertainty and unpredictability at school level. Decision making participants in ambiguity models are considered to be a fluid process are inspired by

educational context. The participants cannot make best use of their rights during decision making process. If keenly observed almost all the educational models are existing in all educational institutions in on or other way to which managers use it according to their circumstances and environment that they feel suitable to their best knowledge and skill.

Decision making participants in ambiguity models are considered to be a fluid process are inspired by educational contexts. The participants cannot make best use of their rights during decision making process. If keenly observed almost all the educational models are existing in educational institute in one or other way which managers use according to their circumstances and environment that they feel suitable to their best knowledge and skill. There is doubt of power, an doubt of goals, an doubt of success and doubt of experience the style of the educational managers.

2.3.6 Subjective Model

The subjective models concern the individual behaviours and personal goals in school as these are considered issues of the organization. It stresses to solve the issues of individuals rather than the school as a whole which creates situation that some selective persons are given importance in an organization. Different issues of the same institution have different decisions at the same time taking special importance to some individuals or a group in to account. Organizations do not represent only some individuals but they have social concern for all the participants and manages must work for the benefit of all the employees of the school. Contrary to the formal model which has concrete realities it promotes the individual's beliefs and values (Bush, 2003).

This model describes peoples create organization and its participants interpret different situation in their own ways and they are taken from their background and values. Organizations take best advantages of their members' expenses and interpret their meanings according to their objectives and goal (p.113). Thomas Greenfuld's work in 1970 and 1980 had made subjective model a prominent one in educational management. He was interested in dominant models of educational organizations several aspects of system theories. He considered the institution as a concrete reality and denotes system theory as bad theory (Greenfuld 1973).

2.4 Critical Review

In educational management (Bush, 2003) the formal model has been in practice due to top down hierarchy and well defined arrangement. It has been greatly popular and notion of effective management that is considered to help and improve management process. In spite of the fact that different management systems. Bush, (2015) mentioned that manager gain top position in this educational style and exercise the powers sole without taking case of experiment and senior fellows. The managers in this type of management work under the lines of their own experiences consider the lower staff that they know nothing without taking case of current scenario or situation in which they are now working. The formal manager himself set the educational organization policies and forced his juniors to implement these policies according to his desires.

Bush (2015) the basic feature of Collegial Model of Educational management is that it gives chance to the teachers to give their consent as an authority of expertise in conclusion making procedure of an organization. Thus it creates such an environment in which expertise have common set of educational values. Expertise's authority combine to work with official authority. In the Political Model the leaders having control and influence over the procedures of decision making committees and they have some of their own interests and values so they put all possible efforts to promote and pursue these motives. Managers are active participants to develop acceptable results in terms of polices which is basic in conclusion making procedure and mediating these clusters (Bush, 2015). The Cultural model exercise the values and norms of the society in educational institutions which shared with the formal structure. Some of the educationists focus on school educational culture as a social component. These cultural values set by the educational members are part of the pre university culture of education system as a main feature. Bush (2015) says that it's the responsibility of the managers to develop educational culture communicates values among school and community. The cultural model of education focus of moral leadership ethics prevailing in society. In the Ambiguity Model decision making participants in ambiguity models are considered to be a fluid process are inspired by educational contexts. The participants cannot make best use of their rights during decision making process. If keenly observed almost all the educational models are existing in educational institute in one or other way which managers use according to their circumstances and environment that they

feel suitable to their best knowledge and skill. There is uncertainty of power, an uncertainty of goals, an uncertainty of success and uncertainty of experience the style of the educational managers.

This model describes peoples create organization and its participants interpret different situation in their own ways and they are taken from their background and values. Organizations take best advantages of their members’ expenses and interpret their meanings according to their objectives and goal (p.113). Thomas Greenfuld’s work in 1970 and 1980 had made subjective model a prominent one in educational management. He was interested in dominant models of educational organizations several aspects of system theories. He considered the institution as a concrete reality and denotes system theory as bad theory (Greenfuld, 1973).

Table 2.1
Characteristics of management models by leadership style and model

Management Elements	Model					
	Formal	Collegial	Political	Subjective	Ambiguity	Cultural
Leadership Style	The manager sets the goals and initiates the policies	The manager tries to promote consensus	The manager is both participant and mediator	Problematic	Tactical or not involved	Symbolical
Leadership Model Related	Managerial	Transformational	Transactional	Emotional	Circumstantial	Moral

2.5 A Historical Perspective of Grounded Theory

Understanding grounded theory requires going back in time (Dunne, 2011; Groen et al., 2017; Suddaby, 2006). Meaning, knowing where grounded theory came from is essential for grasping its principles, affordances, and variations (Dunne, 2011). Stranded concept was first innovative by Glaser and Strauss (1967) as a reaction against the prevailing quantitative and deductive ideology in the social sciences at the time. They hoped that by incorporating elements from both quantitative and qualitative research traditions, they could legitimize methods that were frequently criticized as anecdotal, prejudiced, and impressionistic and push qualitative research beyond descriptive studies (Charmaz, 2006, 2014; Dunne, 2011). The end result was a method for doing systematic, inductive, and comparative research that could be utilised to generate evidence-based concepts and hypotheses about social processes and phenomena (Bryant & Charmaz, 2007; Charmaz, 2014, 2006; Groen et al., 2017).

Grounded theory is predicated on the idea that a research method led and driven by participant experiences can shed light on and explain the patterns present in the data collected to better understand social phenomena (Glaser & Strauss, 1967; Hood, 2007). This shape creation and gratitude is often represented using components of investigation termed ideas (for an in-depth definition of grounded theory concepts, see Corbin & Strauss, 1990) and developed through constant comparative procedures. The researcher uses constant comparison (Boeije, 2002; Kolb, 2012) to undertake analytic checks and simplify the theory-building process by switching back and forth between systematic data gathering and scrutiny. At this phase, researchers are stimulated to evaluate all thinkable descriptions evolving from the data as the investigation goes from evaluating a real gathering of truths to assembly an distracted explanatory theory.

As there are commonalities across the many grounded theories in terms of methodology, they all have their own unique paradigmatic quirks that are a product of their own creators. A researcher's paradigm entails the fundamental assumptions they have on their ontological and epistemological positions in their field of study (Creswell, 2014; Groen et al., 2017; Guba & Lincoln, 1994). Each researcher has their own unique perspective on this matter, which is shaped by their own unique combination of training, experience, and worldview (Creswell, 2014). They motivate researchers to choose which questions to pursue and which approaches to use (Secules et al., 2021). Table 1 provides a brief overview of the most common grounded theory traditions, which are discussed in greater detail below.

2.5.1 Grounded Theory (Glaser & Strauss)

Both Glaser's objectivist and Strauss's pragmatist worldviews are reflected in the classic grounded theory method. Having been traditionally trained as a quantitative researcher, Glaser had a significant impact on the methodical and objective methods used in grounded theory. Strauss had an effect on the growth of grounded theory by introducing a symbolic interactionist perspective. Individuals create their own realities using their own verbal, symbols, and social relations in order to give them meaning and motivate them to take action; this is the central premise of symbolic interactionism (Blumer, 1969). Grounded theory owes its method of employing personal narratives and accounts in the study and comprehension of social processes to Strauss's point of view.

Grounded on a positive world view, a pragmatist ontology, and an objectivist epistemology, which view reality as an external, immovable fact to be studied, decided, and comprehended using objective, value-free means, this method of inquiry is known as positive grounded theory (Glaser & Strauss, 1967; Guba & Lincoln, 1994). Classic grounded theory, like quantitative research traditions, places an emphasis on consistently following methodological processes, no matter the circumstances. Thus, a researcher using this method will create a theory of a process, activity or communication that is intended to be timeless and universal (Glaser & Strauss, 1967).

2.5.2 Pragmatic Grounded Theory (Strauss and Corbin)

Due to its practical and interpersonal differences in data gathering, investigation, and researcher participation, the grounded theory created by Strauss and Corbin (1990, 1994, 1998) is what we call "pragmatic grounded theory." However, Strauss and Corbin began to include ideas of constructions that took into account a researcher's prior knowledge, contact with participants, and interpretation of data, while still maintaining Glaser and Strauss's (1967) positives lean toward concept development (Strauss and Corbin, 1990, 1998). They adopted strategies like open, selective, and axial coding in addition to in-depth questioning and self-reflection to place more emphasis on analytical verification than comparison analyses (Corbin & Strauss, 1990). Strasser and Corbin (1998) advocated for a more flexible approach to research than the predetermined steps advocated by Glaser and Strauss (1967). They also said that the end result of grounded theory is often not a theory at all, but rather a descriptive non-theory that allows for the systematic organization of ideas and the clarification of complex phenomena (Jones & Noble, 2007; Strauss & Corbin, 1990, 1998).

Although Strauss (1987) initially presented grounded theory in terms that were comparable to Glaser and Strauss (1967), later works by Strauss and Corbin (1990, 1998) inclined to back away from these suggestions and in some cases directly contradicted them (Jones & Noble, 2007). To account for this development, the language used to describe pragmatic grounded theory in this manuscript is intentionally fluid. Because of its accessibility, especially for inexperienced researchers, the pragmatic tradition has remained one of the most current types of grounded theory despite inconsistencies and objections, such as paradigmatic conflicts (Bryant & Charmaz, 2007; Bryant & Charmaz, 2007; Charmaz, 2006, 2014).

2.5.3 Constructive Grounded Theory (Charmaz)

Charmaz's (2006, 2014) development of constructivist grounded theory reflects her constructivist and relativist worldview. After studying under Strauss, Charmaz adopted his symbolic interactionist viewpoint and iterative research methods. Constructivist grounded theory reflected these influences by keeping the core elements of Glaser and Strauss's (1967) original form while also recognizing the role of free will in the construction of meaning (von Glasersfeld, 1995). The relativist ontology and subjective epistemology that underpin this variety of grounded theory hold that reality is, at root, a social construction and can take many forms (Guba & Lincoln, 1994). In other words, individuals develop and interpret their understanding of the world by their interactions with and interpretations of the behaviours of others, and this understanding is both socially situated and dynamic across time (Charmaz, 2014; Guba & Lincoln, 1994). The constructivist grounded theory methodology further emphasizes this worldview by relying on conversations between the researcher and the participants to co-construct understanding. As a result of its philosophical foundations, a theory with a constructivist grounding is one that provides a nuanced description and explanation of a process, action, or interaction occurring in a specific historical and cultural setting (Charmaz, 2014).

2.5.4 Implementing Grounded Theory: A Practical Comparison

Grounded theories share many common features across different schools of thought, including their reliance on inductive reasoning, emphasis on making ongoing comparisons, and commitment to expanding their theoretical analysis through time (Charmaz, 2014). Other factors, such as the use of previous literature and researcher positionality between others, can help to distinguish one grounded theory technique from another, however, and their importance varies across traditions (Groen et al., 2017).

2.6 The Present Challenges for Pakistani Education System

Educating a population is a difficult and multifaceted task, and Pakistan is no exception. The political climate has been unstable for some time, and this has had an effect on schooling. Consequently, the educational system in Pakistan faces a lot of obstacles. The major issues facing the education industry in Pakistan are giving education for all and, especially, eliminating the gender inequality in education.

“Education remains inequitably distributed among various income groups and regions in the country. Literacy and participation rates are below those in South Asian countries with similar level of economic development. Access of education to children of relevant age group is still inadequate. (Education Sector Reforms: Action Plan 2001-02-2005-06,)”

In 2010, Pakistan's government reported a literacy rate of 60%. However, unbiased sources and educators have doubts, saying that the greater numbers may include those who are incapable of much more than signing their names. Pakistan has the lowest education index in Asia at 46, according to the United Nations Development Programme (2006). Measured factors that go into this index include adult literacy rates and total enrollment in elementary, secondary, and higher education. According to the World Bank's (2011) country profile data, Pakistan had the lowest gross enrolment rates in the area for both primary and secondary schools in 2009. Spending by the government on education is likewise relatively low, placing it in the top five of the world's lowest-spending countries (HRCP, 2004).

Education levels for girls in Pakistan remain significantly lower than those of boys. Evidenced by low literacy rates and low school enrollment numbers, it is clear that many females are denied an elementary education. Girls made up 44.3% of primary school students and 42.1% of middle school students in Pakistan in 2007-08, respectively, according to the country's Education Statistics. Whereas 69.5% of men can read and write, only 45.5% of women can do so. Disparities between regions and rural areas are also rather large. For instance, in rural Sindh and Baluchistan, women have the lowest literacy rates, with only 20% and 22.5% of women being literate, respectively, in 2009-10. This is in contrast to the approximately 70% and 69% of men who are literate in these areas (Economic Survey of Pakistan 2011). Another problem that needs fixing is the calibre of education being offered.

“It is widely recognized that the quality aspects of education have been compromised because of the wide spread teacher absenteeism, lack of essential facilities in public schools, an absence of an environment conducive to learning aggravated by the non-transparent manner in which teachers are recruited. Education is said to have lost its relevance to social needs. This is a major

factor contributing to the high dropout rate especially in the case of girls. (State of Education in Pakistan 2003-2004, 2005)”

In conclusion, the issues of admission, equity, and relevance in the quality of education provided in Pakistan are the primary challenges, as noted by Khalid and Khan (2006). Nayyar and Salim (2002) claim that there are significant flaws in all aspects of the curriculum, from the guiding documents to the actual content of the textbooks used in classrooms. Through a content examination of primary and secondary level curriculum materials and textbooks, Nayyar and Salim have uncovered a number of serious flaws, which they detail in their report. Some of these include outmoded and incoherent instructional approaches that demotivate students to learn and the exclusion of important concepts, historical events, and resources that limit students' critical self-awareness.

Curriculums in the Pakistani education system have been described as "static and frozen or moving extremely slowly" by Khalid and Khan (2006, p. 316). Isani and Virk (2005), for example, state that "Curriculum is generally designed without imagining the real situation and without keeping in view the future needs," voicing one of many concerns regarding the Curriculum Wing's approach to curriculum development (p 273). The Education Policy 2009 policy document itself acknowledges the limitations of using textbooks as the only resource in the classroom and basing assessments on material offered in those textbooks.

Isolation of madrassa education is another problem for Pakistan's public school system. Although madrassa education has flourished in Pakistan, its graduates face significant barriers to entering the mainstream labour market or continuing their education beyond the primary school level. The future opportunities of madrassa students are hampered by the fact that their education is not integrated with the larger educational system. It has separated the workforce, making it impossible to switch careers between the religious and secular spheres. Inequality, exclusion, and, ultimately, bitterness, all stem from this schism.

There is also a shortage of educated and motivated teachers, especially among female educators, which is a problem in the Pakistani education system (Education Sector Reforms: Action Plan 2001-02-2005-06, 2004. P 1). There are a "huge number of

uneducated, undertrained, underpaid, and, most importantly, undervalued government elementary school teachers," according to Rizvi and Elliot (2005, p.35). According to Abbusson and Watson (1999), in-service teacher development in Pakistan follows the pattern of a short workshop or a few lectures and workshops, a method dubbed the "workshop syndrome" by Siddiqui (2007). However, studies have shown that this method is ineffective at altering teachers' actual classroom practices (Fullan and Hargreaves, 1991).

Leadership in education at both the system and organizational levels as well as the conditions under which these leaders must operate, is another obstacle for Pakistan's education system. Leaders frequently work in less equipped schools with ineffectively trained staff, and there is rarely any formal leadership training, added leadership appointments are made on the basis of their teaching record rather than their leadership possible as is the case in other developing countries (Bush, 2008, p 89). Based on his research, Rizvi (2008) recommends that Pakistani institution heads receive leadership training that goes beyond the technical components of the job to address the distributive, delicate, and values-sensitive aspects as well. Head teachers in Pakistan could benefit from management training and development, according to a 1998 study by Simkins et al. There were number of reforms in Pakistan, particularly in the last aera of the 20th century, in response to a variety of problems with the quality of provision and the level of success as well as problems created by the ability stages of instructors and influential.

2.7 Education Sector Reforms (ESR) Programme

Rather than merely improving facilities, Halai (2006) argues that education in Pakistan requires a complete "restructuring and reconceptualization." Therefore, another important problem is the effort of creating a complete and wide-ranging reform programme and then employing this in a setting of low performance and a geologically broad and traditionally varied institution. According to Khalid and Khan (2006, p. 310), previous attempts to improve the system have largely contributed to increasing myopia, chaos, incompetence, and anarchy. Therefore, Pakistan's educational system has not been able to solve the challenges that have impeded the country's progress toward its educational aims and objectives.

This means that there is proof that prior reform efforts have failed to achieve their goals. Therefore, it is crucial to gain a deeper understanding of the transformation processes in Pakistani education. Since this study aims to investigate this difficulty encountered by the Pakistani education system by investigating the practice of applying curriculum reforms at the secondary school level, it is one of the primary concerns at the center of this investigation. The ESR (Education Sector Reform) programme, which began in 2001, included the aforementioned changes to the curriculum. In 2001, ten distinct policy domains were mapped out for this programme:

1. School access,
2. School improvement,
3. Gender inequalities,
4. Governance and capacity for decentralization,
5. Public private partnership,
6. Diversification of general education,
7. Quality education,
8. Early childhood care and education,
9. Resource
10. Literacy

The quality of education aspect of the programme has been further divided into a five-fold strategy and ‘provision of improved curriculum and teaching learning material’ is one on these. In the ESR Action Plan 2001-2005 continuous improvement in curricula appears as one of the strategies to improve the quality of education. The emphasis on curriculum, textbooks and examination system reforms is evident from the statement of objectives of the ESR programme. Among the seven objectives of this programme one is concerned specifically with the curriculum improvement in the quality of education at all levels through better teachers, upgraded training options, curriculum, and textbook reforms and competency based examination system for promoting Pakistan as a knowledge-based society.

The curriculum development programme encompassed primary and secondary education and all subject areas. The aim was twofold, to bring national curriculum at par with the developed world in content and approach and to develop critical thinking in the

background of the specifically Pakistani context. One of the early initiatives in this programme was the revision of national curriculum in languages and social sciences for classes I through XII. Through the Federal Supervision of Curricula, Textbooks and Maintenance of Standard of Education Act 1976, Curriculum Wing in the Ministry of Education (MOE) was made responsible for development or revision of national curriculum up to the higher secondary level of education. A comprehensive exercise of curriculum revision was initiated in 2005 with the deadline of December 2009 to revise curricula of all subjects for classes/levels I-XII. In the latest policy document of 2009, it has been pledged that as a policy objective, this process of curriculum development will be continued with the wider participation of people in the field. The National Curriculum Council (NCC) has been created in the Curriculum Wing of the MOE to revise the curriculum of all subjects from class I to XII.

The assessment system reforms have been part of the curriculum reform but have gained a singular focus due to the significance of the examination in the system in general and of the examinations at higher secondary level in particular. At this level, external examinations have a crucial bearing on the assessment of the achievement and any future academic and professional options of students. The performance of students in these examinations is considered as the reflection of the efficiency and effectiveness of teachers as well as of the institutions. Against this background, assessment through external examination has become the key concern for teachers, students and institutions alike. The alignment of curriculum and instruction is mediated through examinations. Therefore, examination focused learning and teaching is the practice and only those aspects of curriculum are focused on in the classrooms, which are tested through external examinations. Thus, Isani and Virk (2005) demonstrate that ‘Teachers pay particular attention to the trends of past papers and coach students and prepare them accordingly, discarding what is in the syllabus and the curriculum which is not tested is ignored’ (p 277).

Students enter the institutions of higher education after Higher Secondary Education level and the results of public examinations at this level have a special significance. The right of admission to different institutions is determined either solely or largely based on these results with the exception of a very few elite institutions. The choice of profession and future success in a student’s career in terms of earnings and social status are heavily

dependent upon the institutions students enroll in, so examinations at this level bring a lot of pressure on students, parents, teachers and the institutions. These examinations have an added complication that these are conducted through a number of examination boards, which have different marking schemes. Therefore, there is no standardization possible to make comparisons except through the achievement of students in the form of numerical marks awarded. Thus, attainment of certain level of marks is the only proof of the academic achievements, which students have attained in their secondary education level and even this proof is skewed due to the lack of standardization among the awards of the various examination boards. To overcome this credibility crisis some institutions of higher education have devised their own system of entrance tests. However, this practice is very limited in scope and has failed to diffuse the examination mania in the Pakistani education system. The need for reform in the examination system has been expressed repeatedly. The foundation of the current reforms through ESR was laid in the Education Policy 1998 when one of the objectives of the quality of education section emphasized the need to reform the education system in order to discourage rote learning and to encourage the acquisition of real knowledge. The modus of such reform was delineated as the inclusion of multiple choice (objective type) questions in the examinations to assess the depth of student knowledge. This concept and need of examination system reform has found continuation in ESR and it was part of the curriculum reform segment of the programme.

ESR programme is a comprehensive programme to address the challenges faced by the Pakistani education sector. However, identifying the problems and designing a reform programme to address those is just the initial work. Though necessary, it remains just the rhetoric of the policy, until it is reflected through change in the practice. The multiple challenges of access, gender and geographical disparity in access, low literacy levels, low quality of provision regarding physical facilities, teachers and curriculum in the Pakistani education system are set in a peculiar country context. The issues like low governmental spending on education and a deteriorating publically funded education system, isolation of madrassa education, centralized bureaucratic structure of the system and dearth of leadership and leadership development opportunities add to the complexity of the context of the Pakistani education system.

These particular challenges are grounded in the structural and cultural background of the Pakistani education system; therefore, solutions for the problems faced by the system have to be contextualized in the peculiarities of the society and the situation. This research is grounded in this argument for the contextualization of educational reform in the social, cultural and structural realities of the system it aims to reform. As indicated in section 2.2 of this chapter and elaborated in the chapter 4 on research design, headteachers of the institutions have been included in the research to get a closer look at the contextual reality of the educational reform in Pakistan at the practice level with particular reference to the curriculum reform programme initiated under ESR programme in 2001.

2.8 Characteristics of Management in Successful Schools

The analysis revealed a number of characteristics of management of successful schools.

2.8.1 Accountability For the Management

Principals assign significant responsibility to others as e.g., head of department, coordinator etc. for responsibility and accountability for the management of the school and ensured that accountability accompanied the delegation of responsibility. This take appropriate actions, though always within a framework or a set of guidelines provided by the principal, a sense of shared responsibility for the outcomes of the school by empowering others to make decisions and they do not abdicate their responsibility but they share it and then ensure that those given delegated responsibility would be accountable for their decisions and actions.

2.8.2 High Degree of Autonomy

World-wide trends towards decentralization in education systems has increased focus on school-based management that schools may have a fairly high degree of autonomy. Successful schools are to be part of decentralized systems of education and have a degree of autonomy that may vary across the schools and in specific areas e.g. in financial management, power may devolved to all principals

2.8.3 Effective Management of Physical Resources

Effective management of physical resources whether it is the proper maintenance of buildings and grounds, adequate classroom space, the provision of libraries and laboratories

or simply clean washrooms, successful schools give high priority to these matters. Improvements in physical resources such as building a boundary wall, sends a strong, visible message both inside and outside the school that this school is successful. The management of physical resources has an important role for the principals and they have to give a high priority to make their schools a successful one. It is well said that ‘a good school looks good’. For the parents who want to make decisions about which school they send their children, they give important to this aspect of highly visible school is a first priority to all.

2.8.4 Teacher Management and the Management of Pedagogy

Teachers’ management and the management of pedagogy is an important aspect to focus in successful schools. In fact, this focus on teaching and learning goes beyond management into the realm of ‘pedagogical leadership’ which is being recognized as a factor of successful schools all over the world (Memon & Bana, 2005). Principals should have a clear and sustained focus on teaching and learning in schools that wants to get progress. While the work nature of the principals should demonstrate a strong interest and involvement in what is happening in classrooms on a daily basis with a particular concern for student achievement in external examinations as an important indicator of success.

2.8.5 Effective Communication

Principal are to be in touch with everything happening through very effective communication in successful schools. In all cases the structures of communication were hierarchical but the nature of the communication was decidedly non-hierarchical and personal. Principals discuss matters with their staff, students and parents in ways that allowed diverse views to emerge and be taken into account in decision making but they do not ‘give orders’ to be carried out as is possible in a hierarchy. This ‘top-down’, hierarchical approach to communication is a form of symmetrical communication that results in clearer understanding of meaning than which often results in distortion of meaning through the exercise of power (Habermas, 1984).

2.8.6 Parents’ Open Access to The Principal

Parents as an important stakeholders should be given opportunities for regular meetings with the principal to discuss their day-to-day matters and through the principal, they may have access to the teachers. In successful schools, parents may have open access to

the principal but they should not be allowed to exert control over the school. All schools should provide a formal mechanism to enable parents to discuss issues with the teachers even they must have access to students' examination results' system.

2.8.7 Strong Commitment to Profession

Dynamic and well-educated individuals with a strong commitment to the school and the profession of education is an important factor of successful schools. This commitment is related to the background knowledge of the principal if a person is not sure about his/her knowledge then his/her may not be able to generate the level of commitment required to be an effective principal. The principals must have outstandingly degrees as a sound education though their qualifications might be important for producing the kind of openness, thoughtfulness and confidence that a person needs to be an effective principal. The school principal should definitely perform a different work at his school as compared to others are doing in their schools.

2.8.8 School Development or Improvement Planning

Successful schools engage in some form of school development or improvement planning on weekly basis. The successful Schools have their own Improvement Program resulting their experiences, coaching and learning as teachers prior to becoming the principal. Schools may chalk out quite sounded development or improvement planning for their schools that is called School Action Plan with a focus on school improvement to look different and to show their best at their locality. Successful schools plan for their future for their continuous success. They have to do it in different ways and with different emphases but it is clear that they are not satisfied with success in the present dissatisfaction they are searching for success in the future as well and they have a vision of what that might look like.

2.9 Elements / Functions of Management Process

The management specialists have attempted to analyze the management process into its elements.

1. Foyal in 1957 presented the following elements of management:

Planning	Organization	Commanding
Coordinating	Controlling	(POCCC)

2. Newman and Summers in 1981 presented the following elements of management:

Planning	Organization	Staffing
Leading	Controlling	Measuring (POSLCM)

3. Koontz and O; Donnel in 1964 arrived at the following elements of management:

Planning	Organizing	Staffing
Directing	Control	(POSDC)

4. Dale in 1965 suggested the following stages of management:

Planning	Organizing	Staffing
Directing	Innovation	Representation (POSDIR)

5. Luther and Gullick in 1961 suggested the most popular model is POSDCORB, representing the following seven management process:

Planning	Organizing	Staffing
Directing	Coordinating (CO)	Reporting Budgeting

According to the point of view of planners and managers in education, the management process can be briefly described as follows:

2.9.1 Planning

In order to enhance the process of management, to minimize the intermixing and to drop the extraordinary things, plans are made. This planning is done by keeping views ideas, policies, methodology, aims and proper guidance in mind. And this way leads towards the destination.

2.9.2 Organizing

After formulation of strategies, ideas, planning, aims, purposes and objectives, there are organized in a specific manner. This step of organizing the things involves the participation of all members in the form of coordinated efforts.

2.9.3 Staffing

Through this step, eligible persons are selected for each job. On the basis, of qualifications, experience, competency conceivability and his foresight staffing is done. Staffing functions, compensation (salaries and allowances / leave bonuses) transfers, resignations, retirement, terminations, pensions are major elements that are kept in mind while staffing.

2.9.4 Directing

Through motivation and proper guidance, it is possible to get maximum outcomes from employees.

2.9.5 Coordinating

At the place of management problems arise due to the fictionalization and separation of labour. So it is responsibility of upper management to resolve the problems by collaboration and interests of each person that is the member of organization. Through this step, the future of organization can be secured. Because, by unity and coordination, organization can bear fruit and will be very close to the destines.

2.9.6 Innovating

According to latest style of world, due to the rapid process in science and technology, due to excess of resources and conditions, the management also demands versatility. It requires new method of jobbing, handling of staff, getting more and more salaries and improving the performances. All these things are functions and innovations.

2.9.7 Controlling

This factor basically compares the results obtained before planning in the past and after the planning. It acts as a standard to measures the parlances obtained after planning. Sometime, the management function also has some decision making communication, coordination, human relations leadership and problem solving.

2.9.8 Budgeting

It is major source to put all the struggles of organization into their proctue. This budgeting is done on the basis of past performances of organization and future aspects by judging the various factors sensibly. Moreover, planning coordination and controlling are major goals of budgeting.

2.9.9 Decision Making

Decision making is necessary step during all process of management that is mostly done by managers. Different people have given different views about decision making. There are different classes about this decision making process. Actually, this process involves following main steps; to identify the problems, to give the exact idea about that problem, to sort out various possible and solutions of that problem, select the most favourable solution, and apply the statted solution. While performing the process of decision making, decisions must be effective and should target the exact point.

2.9.10 Human Relations

This factor signaling towards the important point workers and colleagues must be treated as human not as animals. Moral values, ethics, relationships and aspirations are kept in mind during this process of management.

2.9.11 Reporting / Communication

Communication plays a central role during management process. Through the process of communication, leadership can be made more effective. For this purpose, a manager must be in contact with his inferior ranked officer and appreciate and encourage their work if they are doing something well. This communication process can be carried out through any of the medium like circular, letters, conferences, telephone notice, memos, files etc. Vertical and horizontal type of communication network is best. But it must be to and from all the directions.

2.9.12 Leading

Behind a good management process, there is the hand of good leader. A lot of books have been written on the leadership, models are prepared for leaderships, so many theories are on the topic of leadership, so many processes and techniques focus the leadership process but our concern with leadership is just for communication process as an interpersonal influence in the management process to get long lasting goals.

2.9.13 Problem Solving

It is specialty of a good manager to cope with the difficulties, to grapple with the problem and to solve all the puzzles within no time in a management process. In early times, problems are solved through following steps, things are recognized first, then their analysis

is done, all the fact and figure are collected, hypothetically solutions are researched out, among these solutions most appropriate solution was applied. But according to modern concept, problem solving has a close relationship with conflicts management, with the development of an organization and making and taking of any decision.

2.9.14 Motivating

The most important step in the management process is motivation. Without motivation, process of management will not be so effective. The motivation can be given through various ways like by threading someone. This type of motivation is known to as fear motivation. Sometimes motivation is through the use of incentives (Pervez & Mirza Taudhiddin, 2006).

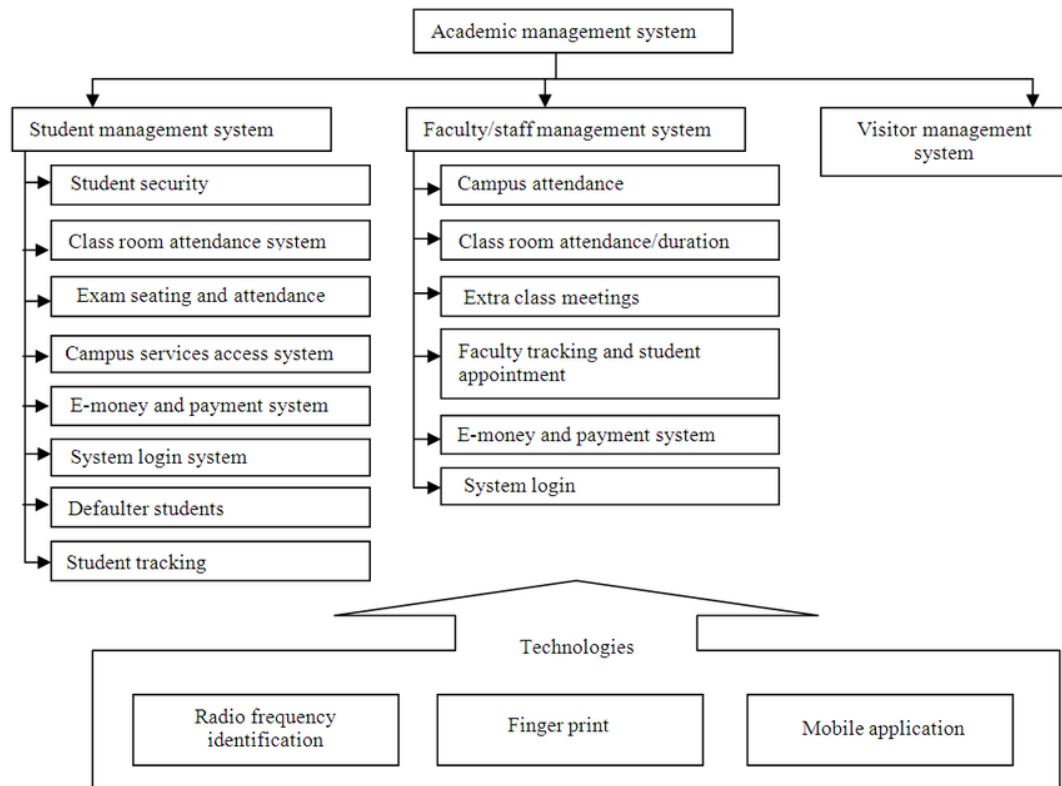


Figure 2.1. School academic management(a part of school management system)

2.10 School Management System in Different Countries

There are some school management systems and structure that are given for review to see how these countries are running schools at secondary level in their countries

2.10.1 School Management in the Kingdom of Saudi Arabia

General education in the Kingdom consists of six years of primary school and three years each of intermediate and high school. After elementary and intermediate school, students can choose whether to attend a high school with programs in commerce, the arts and sciences, or a vocational school. All schools are overseen by the head of the Ministry of Education through district directorates. Further details are given as under;

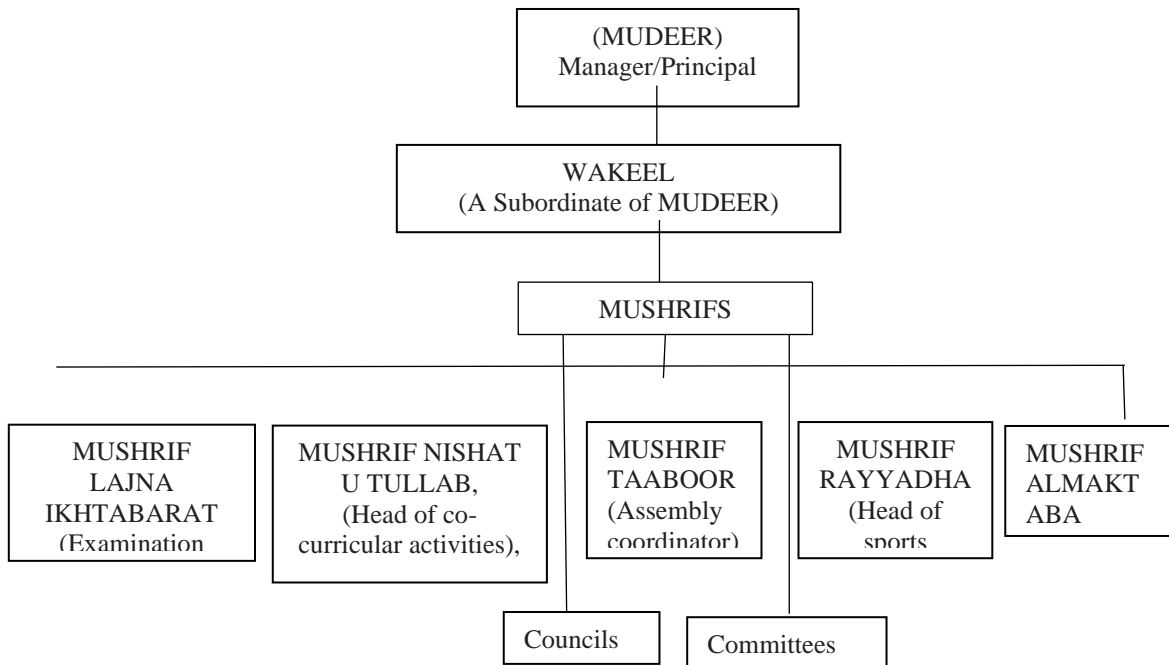


Figure 2.2. Educational Management Structure in kingdom of Saudi Arabia

The manager (MUDEER) plays a pivotal role in school management and he executes government policies under the instructions of respective directorate. There are a few more people involved in school management such as; WAKEEL, MUSHRIFs, and councils.

A student can register himself in any public school of the kingdom through an official website 'MADRASSTEE', and MUDEER finalizes his registration. He is overall responsible of all activities within the school and coordination with directorate and society. WAKEEL, a subordinator of MUDEER, usually manages schedules, and works as the head of school in MUDEER's absence. In addition, there are different MUSHRIFS like MUSHRIF LAJNA IKHTABARAT (examination controller), MUSHRIF NISHAT U TULLAB, (head of co-curricular activities), MUSHRIF TAABOOR (assembly coordinator), MUSHRIF RAYYADHA (Head of sports activities) MUSHRIF ALMAKTABA (librarian). They all work directly under MUDEER. Furthermore, subject supervisors from the directorate also visit each teacher twice or thrice in a term. He shares his observations with teacher as well as with MUDEER, and reports to directorate. Finally, some councils and committees are formed on certain occasions to deal with issues and manage functions. All schools are run on a same pattern with same schedules and syllabus throughout the kingdom.

2.10.2 Educational Management Model in Finland

According to the currently effective Local Government Act (365/1995), Finland is divided into local authorities where the autonomy of residents is safeguarded in the constitution. Local authorities must perform the functions laid down for them by law, but they can autonomously decide the ways in which the functions are performed. The Basic Education Act (628/1998) requires local authorities to organize basic education for children of compulsory school age residing in their respective areas. There is every reason to say that municipalities are key operating environments for principals. According to statistics compiled by the Finnish National Board of Education (Opetushallitus, 2011), there were 3,100 municipal comprehensive schools in Finland in 2009, whereas private schools only numbered 90. Local authorities are also the most common providers of general upper secondary education, as municipal schools accounted for 92% of all general upper secondary schools in 2009. According to Kanervio and Risku (2009), almost all local authorities (96.7%) provide basic and general upper secondary education on their own. Most principals consider that decisions made at municipal level are the most important ones in terms of their work (Pennanen, 2006).

Local authorities are required to organize their administration in compliance with the Local Government Act (365/1995), but statutes give them considerable freedom to organize their administration as they see fit. This freedom is also exercised in practice and at present, municipal organizations differ considerably from each other. In addition, municipal organizations are changing constantly – partly on their own initiative and partly under the central government’s guidance through the Act on Municipal and Service Restructuring, for example. In 2008, 94.3% of directors of education and culture felt that provision of education and training services would change considerably within their own municipality by 2015 (Kanervio & Risku 2009). As principals’ formal status is quite open in legal terms, it is natural that it is defined in very different ways in municipal standing orders, administrative regulations and rules of procedure and that their day-to-day job descriptions differ even more. Based on the points described above, it is not surprising that the majority of research into principals and school management is placed in a municipal environment.

Varjo’s (2007) doctoral thesis includes an analysis of why and how the relationship between central and local governments has changed in education policy to become what it is today. Varjo suggests that development of education policy is part of society’s general development, where the system-oriented centralized state administration has been under pressure to change ever since the mid-1980’s. For advocates of decentralization, the system of centralized administration has been too rigid and incapable of meeting the challenges of a changing society. Furthermore, advocates of decentralization appear to believe that Finnish society is ready for local decision-making. Advocates of centralized administration, in turn, seem to consider that the real motive of those advocating decentralization is to strengthen the market economy as a social force, which they believe will endanger the existence of the Finnish welfare state. (Rinne et al., 2002; Simola, 2010) In addition to and also in lieu of standards and their control, it seems that evaluation and performance guidance are becoming more and more prominent management tools (Ryynänen, 2004).

Kanervio and Risku (2009) suggest that local authorities appear to aim for independent long-term and strategic development, with due consideration given to the operating environment and the views of the central government. They aim to anticipate changes in the operating environment and adjust functions accordingly, with a view to safeguarding services and ensuring sustainable development. Strategic development seems

to be significantly hampered by the scarcity of resources available for management of educational administration. According to Kangaslahti's (2007) doctoral thesis, strategic leadership of municipal educational administration means seeking, identifying and resolving complex problems on a continuous basis. In order for strategic leadership to be successful, problems need to be examined openly, diversely and with dialogue through close co-operation and discussions between elected representatives, top-level municipal civil servants, staff and parents. Kangaslahti's research points out significant shortcomings in the ways in which principals have been trained for and involved in the strategy work of municipal educational administration. Kangaslahti's main results are supported by a doctoral thesis by Strandman (2009), among others.

Since 1998, education providers have had a statutory obligation to evaluate their operations and the effectiveness of these (Basic Education Act 628/1998, General Upper Secondary Schools Act 629/1998). The doctoral theses by Lapiolahti (2007) and Svedlin (2003), respectively focusing on a municipal level and a school level, suggest that local evaluation of education does not, at least as yet, succeed particularly well in fulfilling the obligation. Local evaluation of education does not seem to be linked to curricular objectives, thus failing to provide sufficient operational guidance for municipal educational administrations and schools. One of the reasons for problems in local evaluation may be attributed to the scarcity of staff involved in educational evaluation in municipalities (Löfström, Metsämuuronen, Niemi, Salmio & Stenvall 2005; Rajanen 2000).

On the whole, local authorities have too few administrative staff to support both directors of education and culture and principals. As a result, directors of education and culture seem to delegate their administrative duties to principals, who in turn pass their tasks on to teachers. (Kanervio & Risku 2009; Pont, Nusche & Hopkins 2008.) When speaking about scaling back administration, perhaps we ought to specify whether we mean reductions in administrative work or in administrative staff. Although staff are no longer needed for implementation of standards, supervision of implementation or reporting on these, it seems fair to assume that knowledge management, among other things, would still require adequate human resources. In addition, we should thoroughly deliberate on what the basic task of administration is in our current society. Could the task of administration be to cater for schools as diversely as possible by freeing up principals' and teachers' time from

administrative routines to schools' core work, for example? When analysed through doctoral theses (Karikoski 2009; Mäkelä 2007; Pennanen 2006), principals seem to spend an unreasonable share of their working hours doing administrative work, even as teachers seem to expect them to offer more and more pedagogical leadership (Mustonen 2003; Mäkelä 2007; Raasumaa 2010).

In the light of research, municipalities appear to make for quite challenging operating environments for principals. This challenging nature is emphasised by the non-existent boundaries of principals' formal status. It is hardly surprising that principals do not seem comfortable being responsible for school operations. Nor do they feel that directors of education and culture or municipal organisation structures are capable of supporting them in their work. (Ahonen 2008; Suomen Rehtorit [Finnish Association of Principals] 2005; Lehkonen 2009; Vuohijoki 2006.)

2.11 Schools as Principals' Operating Environments in Finland

As principals' operating environments, schools have changed significantly over the last two decades. Gone is the school that the principal administered, ensuring implementation of standards and reporting on implementation. Today, a school as a principal's operating environment is a profit centre run by the principal as the manager of strategy, finances, administration, human resources, pedagogy, performance as well as a diverse service centre. According to Kanervio and Risku (2009), every school had its own principal in 82.9% of Finnish municipalities in 2009. The figure is not directly comparable with the results (about 85%) of research conducted by Pirhonen and Janhunen (1995), but it probably goes to show that there has not been any significant change over the last couple of decades. A considerable proportion (21.4%) of directors of education and culture still operate as principals, but the figure is slightly smaller than the percentage (25.1%) in a study by Rajanen (2000). Assistant principals (in 13.8% of municipalities) and district principals (in 6.2% of municipalities) are still not very common, but their numbers appear to be growing as schools and municipalities become larger. It seems to be more common for principals to head integrated primary and lower secondary schools than both lower and upper secondary schools. The constantly decreasing number of schools – i.e. the fear of

closure of one's own school – must be visible in many principals' work, even though the topic has not been studied at doctoral level, with the exception of Kanervio (2007).

The descriptions provided about principals' formal status and municipalities as principals' operating environments also create the framework for schools as principals' operating environments. Nevertheless, schools definitely have their own unique meaning as operating environments for principals. Consequently, there are quite a few studies that specifically examine principals and school management at a school level and from the perspective of managing a school.

2.11.1 The Educational Management System of United Kingdom

All academies in England have a Governing Body which is responsible for overseeing the strategic decisions and strategic framework within which the school operates. Their key role is to support, to challenge and to ask questions. Members of the Governing Body include staff, parents and representatives from the local community. They work in close partnership with the Head Teacher, staff and the parents to ensure the school is operating effectively and maintaining an appropriate range of academic and social objectives.

Governors are involved with setting targets and promoting high standards of educational achievement, management of the school's budget and ensuring that the curriculum for the school is broad and balanced. Example of William Byrd Primary Academy is part of the Middlesex Learning Partnership trust and full information on governance is given here as under.

Name	Governor Type
Robert Pannell	Chair of LGB
Simon Arnold	Director / Vice Chair of LGB
Nigel Cramb	Co-opted Governor
Carmen Cupido	Co-opted Governor
Kerri Prince	Co-opted Governor

Jo Roberts	Co-opted Governor
Hayley Weaver	Co-opted Governor
John Major	Co-opted Governor
Dawn Shaw	Staff Governor
Sandeep Chana	Parent Governor
Aisha Mowlana	Parent Governor
Lawrence Hyatt	Ex Officio
Sarah Roberts	Ex Officio

2.11.2 The Educational Management System of Malaysia

The school system is structured on a 6+3+2+2 model, with six years of compulsory primary education beginning at age seven, followed by three years of lower secondary education, two years of upper secondary, and two years of pre-university senior secondary study. There are a number of different school types at the primary level, including national schools, ethnic schools (Chinese & Tamil most commonly), private schools and international schools. Primary schools, regardless of institution type, follow the Malaysian National Curriculum. The curriculum includes study of a first language (*Bahasa Melayu*, Chinese or Tamil), English as a second language, Islamic education (compulsory for Muslims), mathematics, science, civics/moral education, local studies, physical education, health education, music and visual arts.

The three years of instruction at the lower-secondary level (Forms 1 – 3) are not compulsory; however enrollment is close to universal with a 98.8 percent gross enrollment rate (lower secondary enrollment of any age as a percentage of total lower-secondary age population) and 96.4 percent net enrollment rate (enrollment among lower-secondary-age children as a percentage of total lower-secondary-age population).

Students study a minimum of eight subjects. Core compulsory subjects include *Bahasa Melayu*, English, science, history, geography and mathematics. Elective subjects include Islamic studies, moral education, life skills, European languages and mother tongue.

At the end of the lower secondary cycle, students take the *Penilaian Menengah Rendah* (PMR, Lower Secondary Assessment). Students take tests in seven to nine subjects, including *Bahasa Melayu*, English, history, geography, mathematics and science. Students must pass the examinations to continue on to upper secondary school, and may be streamed according to their results.

At the end of the upper secondary cycle (Form 5), students from all streams take the *Sijil Pelajaran Malaysia* (SPM – Open Certification Examination), which is administered by the Malaysian Examination Syndicate. The minimum condition for awarding the certificate is a ‘pass’ in the national language.

Students who are awarded the SPM can go on to pre-university or matriculation studies, or they can enter private colleges or universities for pre-university programs to advance to Bachelor Degree studies or other programs of their choice.

Senior Secondary

At the end of the Sixth-Form cycle, students sit for the *Sijil Tinggi Pelajaran Malaysia* (STPM – Malaysian Higher School Certificate Examination), administered by the Malaysian Examinations Council. Students who pass at least one subject are awarded a certificate with subjects and grades recorded on it. Students who attend Islamic schools for pre-university studies are awarded the *Sijil Tinggi Agama Malaysia* (Malaysian Higher Religious Certificate).

- ***Matriculation***

The matriculation cycle is just one year in length (two semesters) and designed to prepare well-qualified upper secondary graduates, as gauged by performance in the SPM, for entry into top-ranked universities. Students are streamed into Science, Accountancy and Technical streams. And compulsory instruction is offered at Matriculation Colleges and MARA Colleges only. The curriculum is uniform and dictated by the Ministry of Education. Core subjects include: mathematics, chemistry, physics, biology and computer science (science stream); mathematics, accounting, business management and economics (accountancy stream); and mathematics, engineering chemistry, engineering physics and engineering studies (technical stream). Additional compulsory subjects for all students

include: English, Islamic studies or moral studies, Malaysian studies, communication skills and information technology.

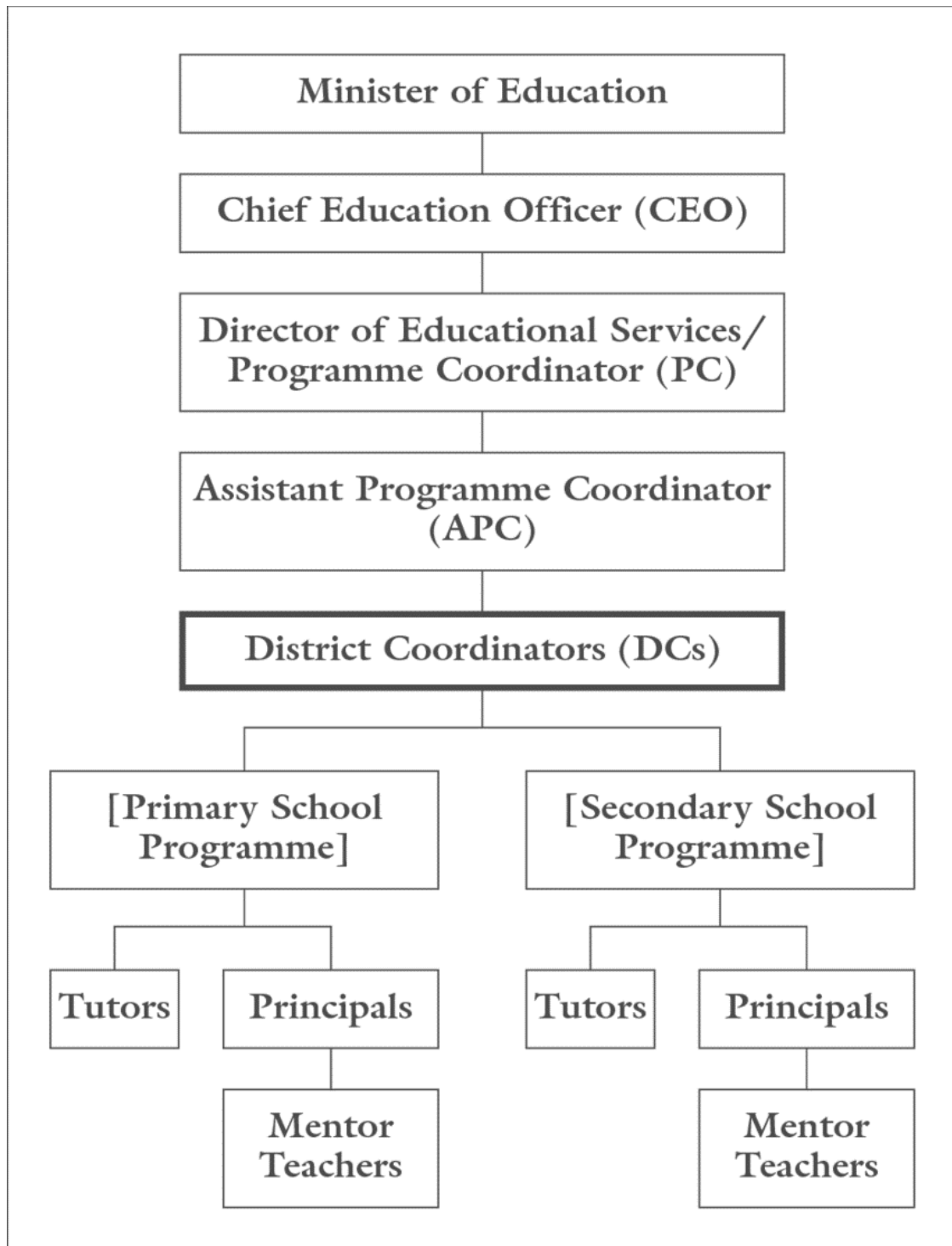


Figure 2.3. Malaysian' educational management model

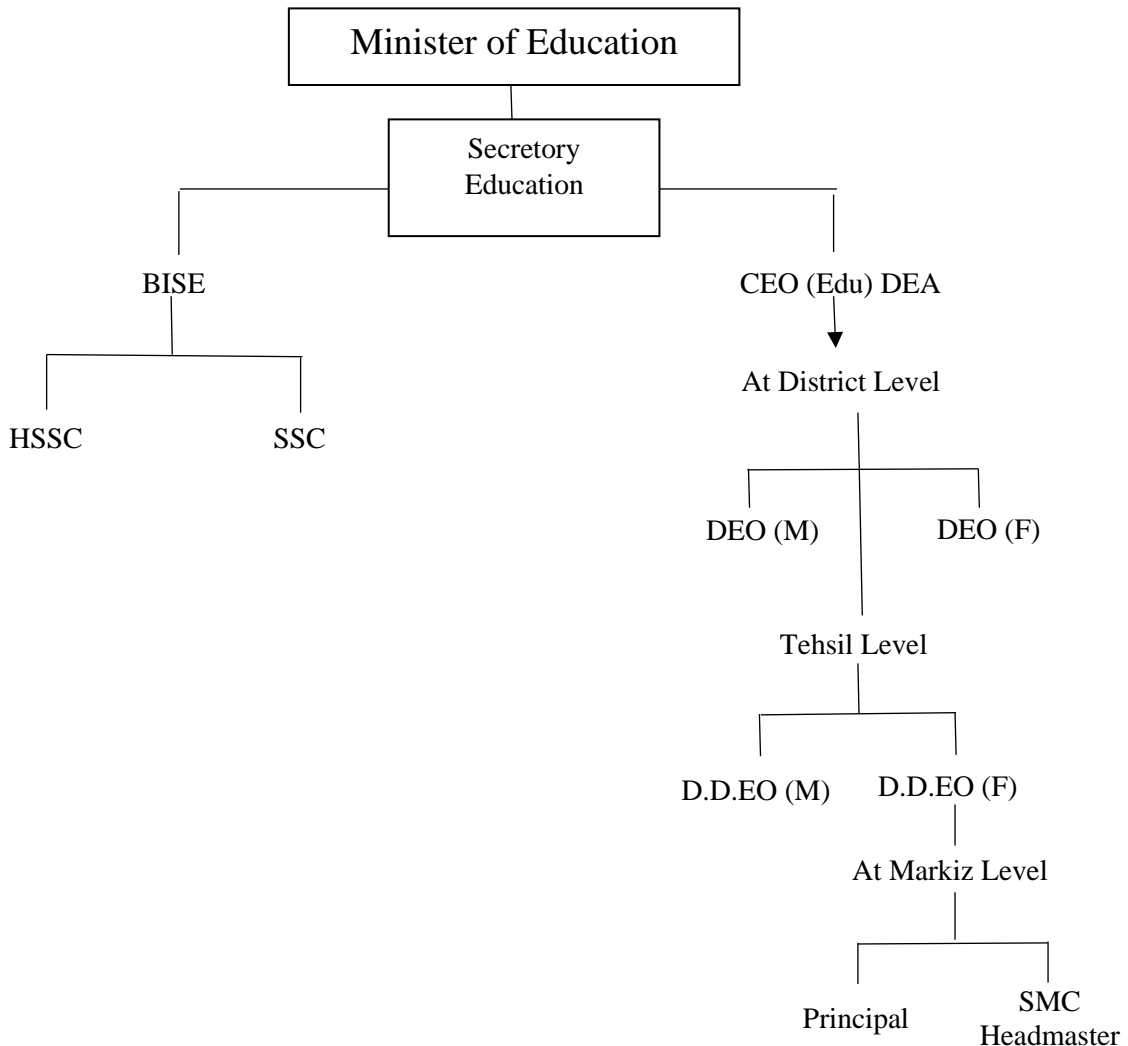
2.11.3 Education Management System in Pakistan

In Pakistan, the structure of government school system, which educates the large majority of school students, is similar to that of many developing countries, especially in Asia. It is based on a “top-down” bureaucratic model with schools in the public sector controlled through centralized policy decisions. However, during the last decade, some structural and policy reforms have been designed to replace the centralized education system with a more decentralized one. Under this system some changes have been made for evolving the mechanism and transferring responsibilities from provincial level to district level (Shah, 2003). Administrative structure of education system at district level also has been changed with the establishment of some new posts. Executive District Officer (Education) is the focal person with regard to policy formulation and education development at district level. These education officers have been delegated some powers for their respective districts in respect of the schools.

In view of these reforms, educational institutions in Pakistan require effective leadership and management at school level that may be more facilitative to this educational change and contribute effectively towards school improvement. But it is worth mentioning that the role of head teacher who is the focal person of the education system and well aware about the condition and environment of education institutions, directly supervises teachers and coordinates with local community; remains unchanged under Devolution of Power Plan. Majority of the school head teachers are still receivers of policy decisions rather than playing an active role in school development for quality improvement. Furthermore, a few studies (Mahmood, 1995; Kunwar, 2001; Iqbal, 2005) related to the problem have been conducted in the Pakistani context. Therefore, this is needful to study the leadership styles of head teacher of secondary schools in Pakistan and compare them with regard to gender and locality. Four kinds of schooling is in range in Pakistan context.

1 Main stream school.

The main stream school are run by Government in order to manage finical matters, school management councils look after the fiscal matters other hierarchy is an under.



Secretary education in the respective process is responsible to look after the day to day educational affairs on behalf of Federal and provincial ministers. Secretary education delegated his powers to C.EO (Edu) DEA to educational issues at district level. Then according to hierarchy DEOs (S+E) DDEOs (M + F) and AEOs (M + F) to stream line educational affairs at ground root level. However head teachers of secondary and higher secondary school are answerable directly to the DEO (s) education.

2. DPS Schools

District or divisional Public School are managed by DCs and Commioners at District and divisional levels respectively. However these schools also exists at some tehsil level. These schools are run by Educational trusts under the supervision of DCs and Commissioners respectively. The educational trusts appointed Principal for these schools. Principals of these school work in formulating different educational committees and science and arts club to run school affairs. These educational trusts deligate limited financial powers to principals while major powers rests to the chairman / Deputy commissioners.

3. Public Private Partners School

These are privately managed schools funds through Punjab education foundation (PEF) to run these financial matters. PEF provided only 550 rupees up to primary only 550 rupees up to primary level, 650 rupees up to elementary level and 1100 rupees up to secondary level All the facilities required to run the school are liable to the school management. PEF conducted a quality assurance test (QAT) once a year to ensure quality of education School management counsels are also in function to run these school. PEF monitors pay a monthly visit to head count the students, documents record checking and facilities provided by the school managements PEF imposed stricket penalties for missing facilities.

4. Privately Managed Schools

These schools are managed by the school owners themselves. The owner is wholly solely responsible for all academic and fiscal management. In some schools, school owners appointed principals but they work the school owners. They run their schools on business grounds. However now Punjab government has ordered to formulate SMC, to run day to day affairs.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In former chapter, different studies about educational management model were examined for headmasters/educational managers to present their views, perceptions and challenges they experience in managing their respective schools, their issues or their causes. The Creswell theory of model development and different ideas on educational management and the educational models in practice were studied. Every research adopted a special process. Therefore, in present chapter, design of study, instrumentation, credibility or reasonableness of instruments, population and sample, process collection of data or analysis of data of both phases has been explained. This chapter gives the whole panorama of the present research and attempts were made to look for responses to meet the objectives of this research.

3.2 Research Design

Cresswell grounded theory research design was used during first stage. The qualitative research approach is associated with the constructive paradigm to examine the thickness, truth and complexity of the phenomenon of educational management models/system in which the major source of data is content (McMillan & Schumacher, 2015). This qualitative research approach offers opportunity to the researcher to carry out the investigation which is descriptive and explanatory to look for detailed comprehension of the people investigated. This qualitative method allows respondents to present their views, perceptions and challenges they experience in managing their respective schools. By adopting a qualitative approach, the researcher attempts to understand the subjective truth that is most used in the quantitative approach.

3.3 Population

The research was conducted in two phases

3.3.1 First Stage of Phase-1

The main objective of stage one is to diagnose issues in prevailing management of schools at secondary level.

3.3.2 Population of the Study Stage One

Population during first stage was Principals/ heads of all public and private secondary schools of district Bahawalnagar.

Table 3.1
Population of the Study Stage One

Tehsil Name School Type	Public	Private		Total	
	Boys	Girls	Boys		Girls
Bahawalnagar	32	22	34	58	146
Minchin Abad	16	11	10	13	50
Chishtian	32	39	34	36	141
Haroon Abad	27	28	23	42	120
Fort Abbas	21	21	19	30	91
Total	128	121	120	179	548

The population of research is comprises of the public and private high school of Bahawalnagar district. Among them 146 high schools from tehsil Bahawalnagar, 50 high schools from tehsil Minchin Abad , 141 high schools from tehsil Chishtian, 120 high schools from tehsil Haroon Abad and 91 high schools from tehsil Fort Abbas.

3.3.3 Sample of the Study of Stage One

Sample of the study at stage one was 400 school Heads/principals randomly selected from District Bahawalnagar, (as shown in figure 3.4 below)

Table 3.2
Sample of the Study of Stage One

Tehsil Name School Type	Public	Private		Total	
	Boys	Girls	Boys		Girls
Bahawalnagar	20	20	20	20	80
Minchin Abad	20	20	20	20	80
Chishtian	20	20	20	20	80
Haroon Abad	20	20	20	20	80
Fort Abbas	20	20	20	20	80
Total	100	100	100	100	400

Sample of study of stage 1 was comprised of 400 school headteachers from Bahawalnagar district. 80 head teachers were randomly selected from each 5 tehsils of District Bahawalnagar.

3.3.4 Second Stage of Phase-1

The Second stage was used to explore more issues and flaws of the educational management by sorting and checking obtained data from the heads, to explore their best possible reasons and prescribe strategies to overcome these issues. In this phase, open coding, axial coding selective coding have been done.

3.3.5 Population and Sample during Second Stage

Population during second stage was the 400 respondents of first stage of phase one while the sample of this stage was 45 best respondents of stage one among Principals/ heads of all secondary schools of district Bahawalnagar. During this stage of phase-1, interviews of 45 head teachers who gave best response in open ended questionnaire were conducted to find out the best possible reasons behind issues in prevailing management models of schools at secondary level. In the light of validate and reliable management theories and keeping in view of randomly selected head teachers' suggestions about school management were developed to diagnose the issues of school management. Data was collected through interviews conducted from school heads to find out reasons behind these issues and problems faced by them in managing their schools. Observations were also taken during school visits along with interviews. The collected qualitative data was analyzed by using Cresswell content analysis. With the help of interviews of head teachers was made to achieve objectives of the present study. For the confirmation of credibility crosschecking of themes was done. The open coding, axial coding, selective coding and conditional matrix was concisely explained in the below table.

Table 3.3

Open coding, Axial coding, Selective Coding and Conditional Matrix

Coding	Present Study Description
Open Coding	Identification of issues and flaws of the educational management.
Axial Coding	The best possible reasons behind identified issues and flaws of the educational management were classified into eight groups: Managerial problems(Administrational issues), Planning, Academics, Decision making, Managing discipline, Fiscal Management, Professional growth, Community participation, Customer Focus.
Selective Coding	This was deliberated to answer which document analysis could be used to confront diagnosed issues and flaws of the educational management.
Conditional Matrix	Development of new educational management model.

The table 3.1 concisely explained the open coding, axial coding, selective coding and conditional matrix. In Open Coding Identification of issues and flaws of the educational management. In Axial Coding the best possible reasons behind identified managerial issues were classified into eight groups: Managerial problems (Administrational issues), Planning, Academics, Decision making, Managing discipline, Fiscal Management, Professional growth, Community participation, Customer Focus. In Selective Coding, this was deliberated to answer which document analysis could be used to confront diagnosed issues and flaws of the educational management. Conditional Matrix explained the process of development of new educational management model.

3.3.6 Third Stage of Phase-1

During this stage, document analysis of reliable theories was keenly explored and a thorough study of some educational management models of successful countries like UK, KSA, Finland and Malaysia was done to see their characteristics to construct a new educational management model for secondary schools. In the light of findings of data, document analysis of reliable management theories and thorough study of the above said countries' educational management models, a new educational management model was developed.

3.3.7 Second Phase of Research

In second phase, effectiveness of constructed educational management model was observed. For this purpose one school was conveniently selected and the researcher took qualitative observation and a check list to find out the effectiveness of proposed educational management model.

3.4 Data Collection

Data were collected through self-developed questionnaires' and semi structured interview.

3.5 Research Instrument of Phase-1

These instruments were used in phase -1

3.5.1 Questionnaire

At quantitative stage Data was collected from school heads through questionnaire to know heads concepts about the SOPs required to run secondary schools and to know their expertise to diagnose issues of eight different main points of school management. A questionnaire comprised of 74 items was developed and distributed among 400 head teachers of different high schools of Bahawalnagar among these only 320 headmasters responded and returned questionnaire back.

3.5.2 Semi Structured Interview

Data was collected through a semi structured interviews conducted from school heads to diagnosis issues and problems and their solutions faced by them in managing their schools. This interview was consisted of seven open ended questions. (Garnett and Treagust, 1992a, 1992b; Sanger & Greenbowe, 1997; Wescott, 2005) recommended that researcher must create tool which made him able to study the issues related to his objectives. The interviews were made to diagnose in seven renowned areas of management.

Table 3.4
Semi Structured Interview

S/N	Items
1.	What are the issues and flaws in existing Educational Management system.
2.	What educational standards do you suggest which strengthen educational management.
3.	What should a Headmaster/Principal do to increase school students' enrolment.
4.	Please suggest how an educational management model might be.
5.	What should a principal do when staff member refuse to obey him.
6.	What are the issues regarding fiscal management.
7.	Please propose a whole day working routine of a Principal/Headmaster to run a school for better management.

3.5.3 Research Instrument of Phase-II

A check list was developed to find out the effectiveness of proposed educational management model further Qualitative observations were also taken for this purpose

3.5.4 Validity

Questionnaire and semi structured interview were administrated and validated by five expert educationists. Initially interview was comprised of 12 items but after consulting the experts it was cut into seven items likewise questionnaire was comprised of 90 different items and the same was cut short into 74 items after pilot testing. The contents items of questionnaire were determined by considering existing educational management models. The content items of the interview were developed in view of management flaws which were mentioned in the earlier researches.

3.5.5 Reliability

The reliability of the questionnaire items was calculated by Corn batch's Alpha which was 0.903 of 76 items as shown under:

Table 3.5
Reliability Statistics

Cronbach's Alpha	No of Items
.903	76

3.6 Summary

In short, the present chapter depicted the methodology of the research in particular way. Data was collected in two phases. Different stages of these phases are further described in the following table.

Table 3.6
Data collection phases

Stages	Document Collection	Document Analysis
Phase-I, Stage-i	5 Point Likert Scale	SPSS, Mean, % (Open coding)
Stage-ii	Semi structured interview	Thematic approach (Axial coding)
Stage-iii	Review of existing educational management models A new model was proposed	Document analysis (conditional matrix)
Phase-II Effectiveness of new Model	Qualitative Observation	Thematic approach

Summary of the research methodology and data collection procedure

The data were gathered in two phases. The first phase of this research was utilized through the grounded theory. First phase consisted on further three stages. The first stage of phase-1 conducted to adopt exploratory method. At quantitative stage Data was collected from 400 school heads through a questionnaire to know heads concepts about the SOPs required to run secondary schools and to know their expertise to diagnose issues of eight different main points of school management. The researcher used semi structure interview and questionnaire as a research tool, data was analyzed based upon data collected during interviews. In the light of findings of data, document analysis of reliable management theories and a thorough study of some countries' educational management models, a new educational management model was developed having the best characteristics of prevailing models. In second phase, effectiveness of constructed educational management model was observed. For this purpose one school was conveniently selected and the researcher took qualitative observation and a check list to find out the effectiveness of proposed educational management model.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

In the previous chapter, a specific and proper research methodology for answering the research questions of present study was conversed. This chapter defined the results of the qualitative and quantitative data gathered in two phases of present research. The analysis in depth of qualitative and quantitative data of both phases discovered the answers of the following objectives of the present research.

- To diagnose issues and flaws in existing educational management models at secondary level.
- To explore the quality education standards that strengthens educational management.
- To develop a new model for educational management.
- To try out the effect of proposed model for educational management.

4.2 Issues and Flaws in Existing Educational Management Models

Data of Phase-I of the present research diagnosed different studies about educational model were examined for headmasters/educational managers to present their views, perceptions and challenges they experience in managing their respective schools, their issues or their causes. Comparison of earlier described theories and educational management ideas were also made. Therefore, in present chapter, identification of issues and flaws of the educational management, the issue was gone through eight groups: Administration, Academics, Fiscal Management, Professional development, Co-curricular Activities, Review, PTMS, Organizational level. To find out the best possible reasons behind these issues interviews were analyzed and issues were diagnosed. This was deliberated to answer the diagnosed issues and flaws of the educational management. In this stage the researcher conducted grounded theory, diagnosed issues and flaws of the educational management, reasons behind those issues and flaws, to overcome issues and flaws of the educational management and to develop of new educational management model.

Table 4.1
Managerial Problems

Item No.	Items	Mean	SD
1.	Teachers' involvement creates problems in management	3.64	1.062
2.	Cooperative behavior builds trust among staff.	3.60	1.110
3.	Assign equal assignments to staff members	2.62	1.179
4.	Provision of equal opportunities for Staff development	2.85	1.198
5.	Motivation through incentives	2.92	1.192
6.	Develop self-confidence among teachers	2.99	1.470
7.	Giving quick response to solve the teachers' problems	2.66	1.399
8.	Reliable and valid assessment of teachers	2.77	1.419
9.	Establish a constructive learning environment in school	2.69	1.399
10.	Teachers' Appreciation among his fellows	2.91	1.440
Average		2.98	1.286

Table 4.1 is about managerial problem. It comprises of 10 items. The mean of group items is 2.98 while standard deviation of group items is 1.286. It shows that there is a mean difference among their understanding about the relationship management. It means headteachers have managerial issues. The individual items are represented as bellow:

1. There were 8 participants who were strongly disagreed, 70 were disagreed, 0 were Undecided while 193 were Agreed and 49 were Strongly agreed that teachers' involvement creates problems in management. Mean score was 3.64 and standard deviation was 1.062. it shows that school headmasters were agreed that teachers' involvement do not create problem in management.
2. There are 10 participants who were Strongly disagreed, 75 were disagreed, two were Undecided while 180 were Agreed and 53 were Strongly agreed about cooperative behaviour builds trust among staff. Mean score was 3.60 and standard deviation was 1.110. It shows that headmasters were agreed that cooperative behaviour builds trust among staff.
3. There were 78 participants who were Strongly disagreed, 71 were disagreed, 65 were Undecided while 106 were Agreed and zero were Strongly agreed about assigning equal assignments to staff members. Mean score was 2.62 and standard deviation was 1.179. It shows that headmasters were agreed about assigning equal assignments to staff members.

4. There were 82 participants who were Strongly disagreed, 10 were disagreed, 101 were Undecided while 127 were Agreed and zero were Strongly agreed about provision of equal opportunities for Staff development. Mean score was 2.85 and standard deviation was 1.198. It shows that headmasters were agreed about provision of equal opportunities for Staff development.
5. There were 23 participants who were disagreed, 36 were Undecided while 175 were Agreed and 58 were Strongly agreed about Motivation through incentives. Mean score was 3.85 and standard deviation was 0.902. It shows that headmasters were agreed about Motivation through incentives.
6. There were 84 participants who were Strongly disagreed, 55 was disagreed, zero were Undecided while 142 were Agreed and 39 were Strongly agreed about developing self-confidence among teachers. Mean score was 2.99 and standard deviation was 1.470. It shows that headmasters were not agreed about developing self-confidence among teachers.
7. There were 92 participants who were Strongly disagreed, 88 were disagreed, zero were Undecided while 22 were Agreed and 118 were Strongly agreed about Giving quick response to solve the teachers' problems. Mean score is 2.66 while 1.399. It shows that headmasters were not agreed about Giving quick response to solve the teachers' problems.
8. There were 86 participants who were Strongly disagreed, 81 were disagreed, zero were Undecided while 126 were Agreed and 27 were Strongly agreed about reliable and valid assessment of teachers. Mean score was 2.77 and standard deviation was 1.119 that shows that Heads are not aware of the use of assessment. It shows that headmasters were not agreed about reliable and valid assessment of teachers.
9. There were four participants who were Strongly disagreed, four were Disagree, eight were Undecided while 179 were Agreed and 104 were agreed about establishment of a constructive learning environment in school. Mean score was 4.25 and standard deviation was 0.697. It shows that headmasters were agreed about establishment of a constructive learning environment in school.
10. There were 70 participants who were Strongly disagreed, 92 were Disagree, one was Undecided while 112 were Agreed and 45 were Strongly agreed about Teachers'

Appreciation among his fellows. Mean score was 2.91 and standard deviation was 1.440. It shows that headmasters were not agree about Teachers' Appreciation among his fellows.

Muhammad Aslam Shaikh said that school management depends on the administrator. If the school administrator has professional capabilities the school may function smoothly but unfortunately, school management is facing issues which are badly affecting the educational environment in school. For example, the Heads are being given extra assignments from other departments like ECP etc, on the other hand Heads will automatically burden the teaching staff for fulfillment of such assignment This will badly affect the prime duty of the administrator and as well as teachers. The Heads of school should keep away from such kinds of duties.

Mr. Ahmad Ali discussed that issues and flaws associated with Educational Management system of Pakistan are lake of adequate budget, lake of policy implementation, Defective examination system, poor physical facilities, lack of teacher quality, lack of implementation of education policies, directionless education, low enrollment, high scale dropout, political interference.

Mr Naseer Ahmad said although existing educational system has developed in recent years yet there is need of improvement. Main focus should be on primary portion of education system where we prepare our students for challenges of higher classes. Basics of every subject should be inculcated in students as well as moral and character related qualities. Overall education system is revolving around multiple choice questions which has many drawbacks as the students are not able to be assessed whether their concepts are fully in hand or not. Following issues were found about educational management at secondary level in the study:-

- Discipline
- To bring students of different backgrounds in schools.
- To maintain punctuality, regularity and cleanliness of students.
- Fee collection and fund raising.
- Use of modern technologies
- Insufficient teaching and non-teaching staff.

- Manpower including workers and clerks are also not sufficiently provided.
- Lack of funds.
- Lack of adopting better teaching strategies and planning
- Defective examination system,
- Political interference.
- Tough to deal with different type of teachers
- Headteachers face issue in both managements, lower management system in which s/he is connected to teachers, also in upper management systems in which s/he is connected with higher authorities.
- Lack of Professionalism is the first and foremost problem that leads to other countless problems.
- Admission & Enrollment
- Communication & Collaboration
- Forecasting the academic achievement
- Lack of latest teaching equipment and tools.
- Authoritarian leadership style
- Poor supervisory standards

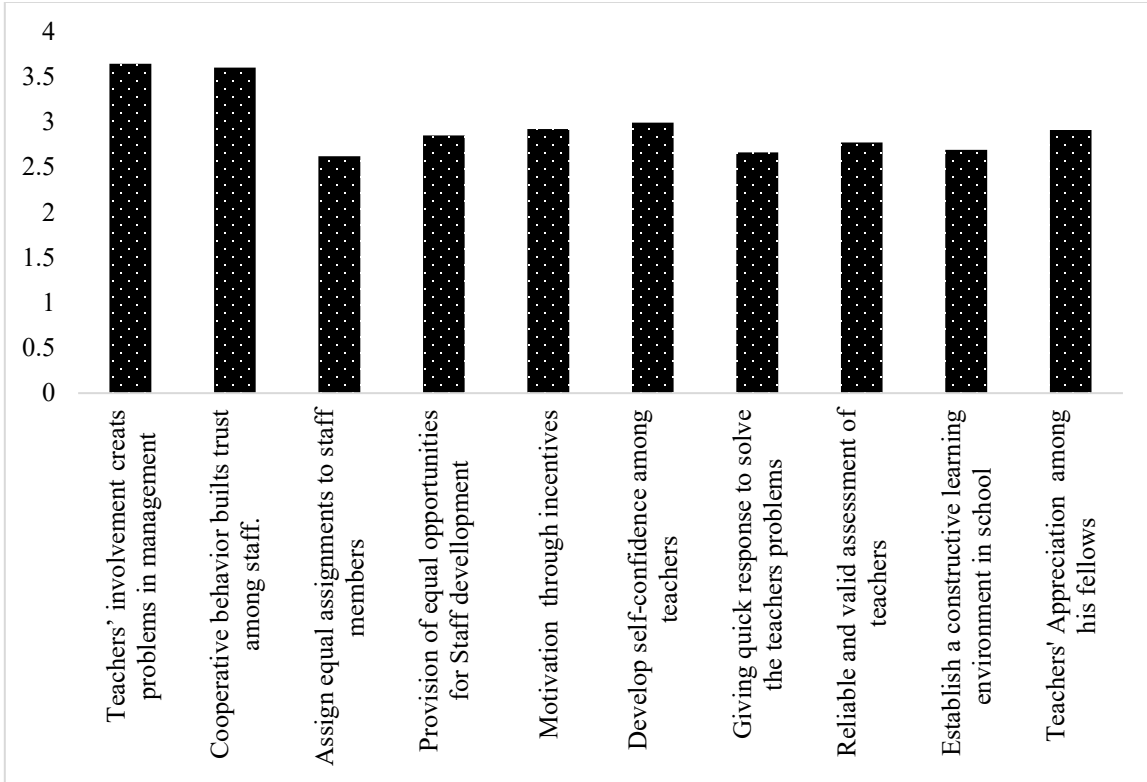


Table 4.2
Planning

Item No.	Items	Mean	SD
1.	Division of work load, a complex task	2.83	1.410
2.	Visit staff room daily	2.50	1.362
3.	Conduct weekly staff meetings	2.29	1.167
4.	Update teachers about the school plan	2.53	1.249
5.	Feedback provision on teachers' performance	2.38	1.259
6.	Culture of positive criticism	2.48	1.574
7.	Planning management, a laborious task.	2.56	1.433
8.	Motivate teachers to achieve set goals	2.81	1.483
Average		2.54	1.369

Table 4.2 is about Planning. It comprises of 8 items. The mean of group items is 2.54 while standard deviation of group items is 1.369. It shows that there is a mean difference among their understanding about the planning. It means headteachers have issues about the planning. The individual items are represented as bellow:

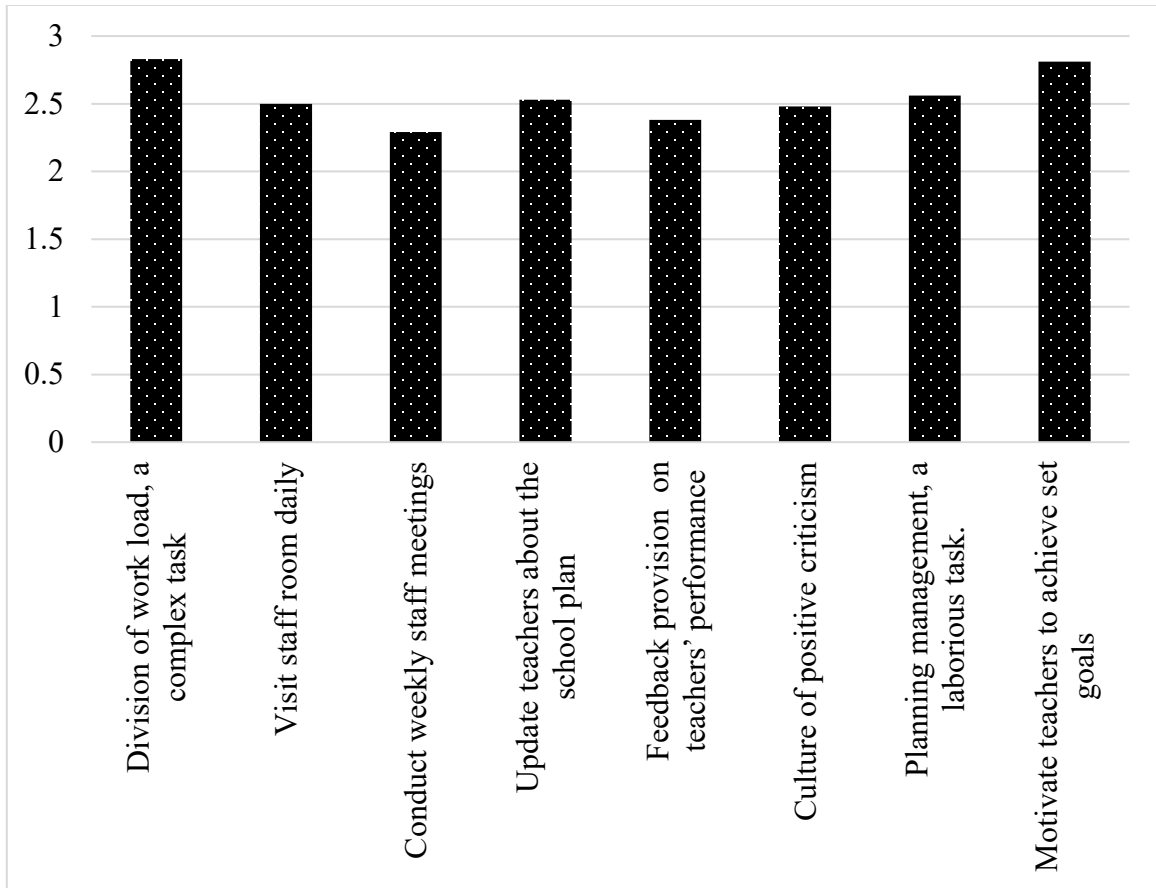
1. There were 77 participants who were Strongly disagreed, 88 were disagreed, zero were Undecided while 124 were Agreed and 31 were Strongly agreed about division of work load, a complex task. Mean score was 2.83 and standard deviation was 1.410. It shows that headmasters were not agree about division of work load, a complex task.
2. There were 96 participants who were Strongly disagreed, 106 were disagreed, two were Undecided while 94 were Agreed and 22 were Strongly agreed about visit staff room daily. Mean score was 2.50 and standard deviation was 1.362. It shows that headmasters were not agree about visit staff room daily.
3. There were 113 participants who were Strongly disagreed, 71 were disagreed, 65 were Undecided while 71 were Agreed and zero were Strongly agreed about Conduct weekly staff meetings. Mean score was 2.29 and standard deviation was 1.167. It shows that headmasters were not agree about Conduct weekly staff meetings.
4. There were 117 participants who were strongly disagreed, 10 were disagreed, 101 were Undecided while 92 were Agreed and zero were strongly agreed about update teachers about the school plan. Mean score was 2.63 and standard deviation was 1.249. It shows that headmasters were not agree about update teachers about the school plan.

5. There were 133 participants who were strongly disagreed, 15 were disagreed, 90 were Undecided while 82 were Agreed and zero were Strongly agreed about feedback provision on teachers' performance. Mean score was 2.38 and standard deviation was 1.259. It shows that headmasters were not agree about feedback provision on teachers' performance.
6. There were 142 participants who were Strongly disagreed, 51 were disagreed, zero were Undecided while 84 were Agreed and 43 were Strongly agreed about culture of positive criticism. Mean score was 2.48 and standard deviation was 1.574. It shows that headmasters were not agree about culture of positive criticism.
7. There were 106 participants who were Strongly disagreed, 84 were disagreed, zero were Undecided while 104 were Agreed and 26 were Strongly agreed about planning management, a laborious task. Mean score was 2.56 and standard deviation was 1.483. It shows that headmasters were not agree about planning management, a laborious task.
8. There were 93 participants who were Strongly disagreed, 70 were disagreed, zero were Undecided while 119 were Agreed and 38 were Strongly agreed about motivate teachers to achieve set goals. Mean score was 2.81 and standard deviation was 1.483. It shows that headmasters were not agree about motivate teachers to achieve set goals.

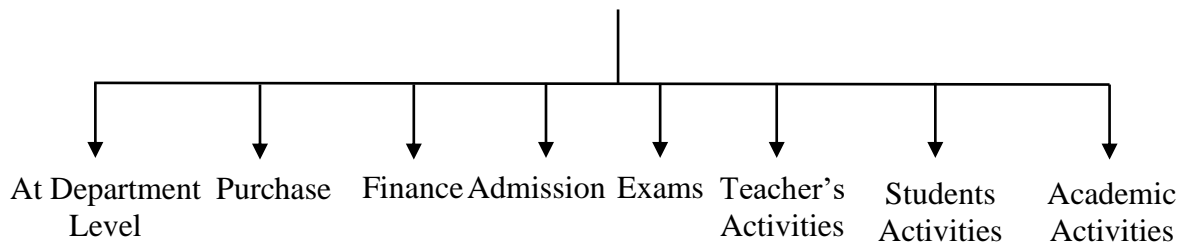
Mr Shahid Nasir remarked that existing education system needs reform in curriculum which is out dated. The method of technology used in schools does not match with requirements. Skills of teachers need to be enhanced through teaching and development so they can get a possible outcome from students. The other name of management is controlling. We have to manage ourself according to time. He major issues and faults in existing Educational Management system, the teachers have less knowledge about national curriculum frame work. They do not know the basic concepts, theories, history, structure and process of acquiring knowledge of the subject they are going to teach. In depth the knowledge of the Subject matter and relationship of that discipline to the other content areas.

- Lack of powerful educational policy.
- Unawareness of ground realities
- lack of uniformity
- Lack of staff policies implementation and consistency in policies.
- Low enrollments and highest dropouts

- lack of policy implementation,
- Instructional planning and strategies are failed as the teachers are not fully aware of Aims, Goals and Objectives of education as well as of the Curriculum for the specific subject.
- Course oriented syllabus and teaching methods
- Poor exam system and measure to improve exam management system
- Instead of making such policies like dengue activities instead of this government should provide sweeper cleaner to institute when there is cleanliness everywhere then it is impossible for dengue mosquito to spread dengue and other disease.
- There is only education to go through one grade to another grade but there is no planning.
- Curriculum Revision.
- Proper planning may be prepared to collaborate effectively with parents, professionals and community.
- So far as educational standards are concerned, there is need of improving conceptual and technical skills of students.
- ensure smooth quality of education with fairness in examination without biasness free and fair exam taken may be better education for students.
- Development of separate cadre of administrators
- Sets levels of acceptable performance for teachers in general that can also be brought to the local level to monitor and reinforce of the work of a specific individual.
- Setting up of strict educational standards and requirements for each school to adhere to bring uniformity to the education system in involving different curricula in the country.
- Periodic assessment and revision of examinations should take place.
- Check and balance should be maintained to ensure the accountability and honesty of invigilators and teachers.



Planning



Major stake holders who play their role in planning

Table 4.3
Effect of Staff Involvement in Decision Making

Item No.	Items	Mean	SD
1.	Teachers' involvement in establishing rules and procedures	2.72	1.409
2.	Equal attention to all staff	2.59	1.449
3.	Staff have equal rights of opinion	2.74	1.407
4.	Take teachers' opinion in written form	2.60	1.186
5.	Weightage to Teachers' opinion	2.91	1.347
6.	Parents' involvement in establishing rules and procedures	2.47	1.236
7.	Share school annual calendar among parents	3.29	1.311
8.	Involve parents in school activities	3.28	1.302
9.	Taking parents' opinion in making policies	2.97	1.236
10.	Use of social networks to contact parents	3.35	1.266
11.	Seek parents involve in achieving goals	3.40	1.167
12.	Response to the parents' complaints	3.45	1.375
	Average	2.98	1.307

Table 4.3 is about the effect of staff involvement in decision making. It comprises of 12 items. The mean of group items is 2.98 while standard deviation of group items is 1.307. It shows that there is a mean difference among their understanding about the effect of staff involvement in decision making. It means headteachers are not clear about effect of staff involvement in decision making. The individual items are represented as bellow:

1. There were 96 participants who were Strongly disagreed, 70 were disagreed, zero were Undecided while 137 were Agreed and 17 were Strongly agreed about teachers' involvement in establishing rules and procedures. Mean score was 2.72 and standard deviation was 2.59. It shows that headmasters were not agree about teachers' involvement in establishing rules and procedures.
2. There were 97 participants who were strongly disagreed, 99 were disagreed, 1 was Undecided while 85 were Agreed and 38 were Strongly agreed about equal attention to all staff. Mean score was 2.59 and standard deviation was 1.449. It shows that headmasters were not agree about equal attention to all staff.
3. There were 77 participants who were strongly disagreed, 193 were disagreed, zero were Undecided while 106 were Agreed and 34 were Strongly agreed about staff have equal

- rights of opinion. Mean score was 2.74 and standard deviation was 1.407. It shows that headmasters were not agree about staff have equal rights of opinion.
4. There were 53 participants who were Strongly disagreed, 148 were disagreed, zero were Undecided while 112 were Agreed and 7 were Strongly agreed about to take teachers' opinion in written. Mean score was 2.60 and standard deviation was 1.186. It shows that headmasters were not agree about to take teachers' opinion in written.
 5. There were 70 participants who were Strongly disagreed, 78 were disagreed, zero were Undecided while 155 were Agreed and 17 were Strongly agreed about weightage to Teachers' opinion. Mean score was 2.91 and standard deviation was 1.347. It shows that headmasters were not about weightage to Teachers' opinion.
 6. There were 75 participants who were Strongly disagreed, 138 were disagreed, zero were Undecided while 96 were Agreed and 11 were Strongly agreed about parents' involvement in establishing rules and procedures. Mean score was 2.47 and standard deviation was 1.236. It shows that headmasters were not agree about parents' involvement in establishing rules and procedures.
 7. There were 49 participants who were Strongly disagreed, 58 were disagreed, zero were Undecided while 177 were Agreed and 36 were Strongly agreed about share school annual calendar among parents. Mean score was 3.29 and standard deviation was 1.311. It shows that they were not agree about share school annual calendar among parents.
 8. There were 45 participants who were Strongly disagreed, 66 were disagreed, zero were Undecided while 172 were Agreed and 37 were Strongly agreed about involve parents in school activities. Mean score was 3.28 and standard deviation was 1.302. It shows that they were not agree about involve parents in school activities.
 9. There were 35 participants who were Strongly disagreed, 123 were disagreed, zero were Undecided while 141 were Agreed and 21 were Strongly agreed about taking parents' opinion in making policies. Mean score was 2.97 and standard deviation was 1.236. It shows that they were not agree about taking parents' opinion in making policies.
 10. There were 38 participants who were Strongly disagreed, 66 were disagreed, zero were Undecided while 177 were Agreed and 39 were Strongly agreed about use of social networks to contact parents. Mean score was 3.35 and standard deviation was 1.266. It shows that they were not agree about use of social networks to contact parents.

11. There were 30 participant who were Strongly disagreed, 64 were disagreed, zero were Undecided while 201 were Agreed and 25 were Strongly agreed about seek parents involve in achieving goals. Mean score was 3.40 and standard deviation was 1.167. It shows that they were not agree about seek parents involve in achieving goals.
12. There were 46 participant who were Strongly disagreed, 54 was disagreed, zero were Undecided while 150 were Agreed and 70 were Strongly agreed about response to the parents' complaints. Mean score was 3.45 and standard deviation was 1.375. It shows that they were not agree about response to the parents' complaints.

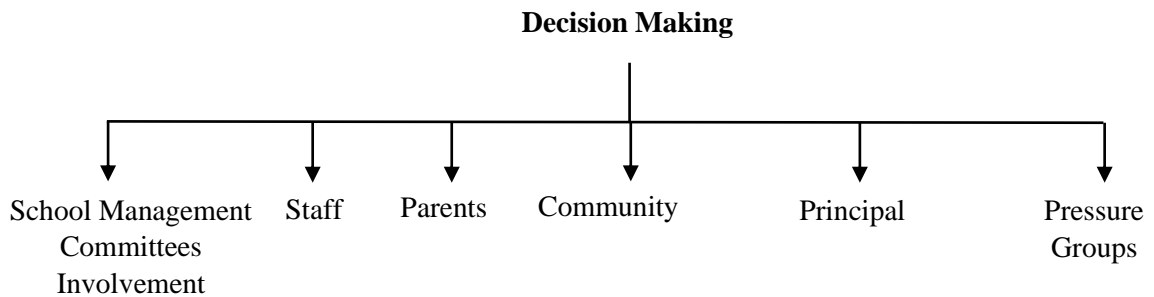
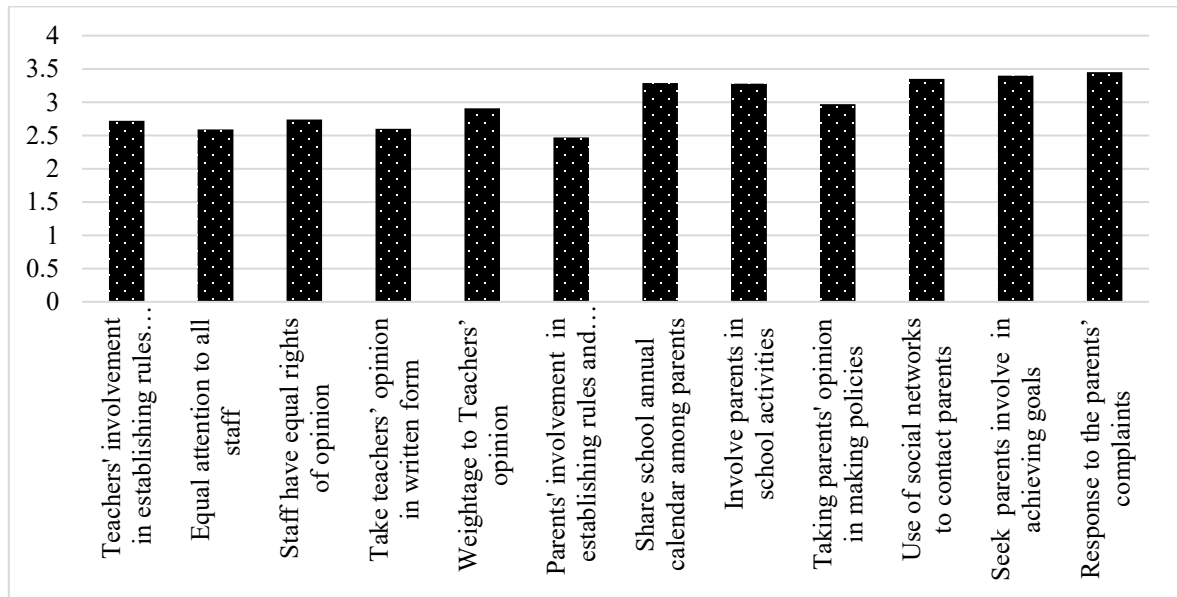
Mr shahid khan said that standards set by the educational experts, elected officials, and government agencies should be followed to strengthen educational management. Involvement of local community, parents, or students in these decisions should be avoided. Set high expectations which inspire motivate and challenge pupils. There should be a continuity of policies at higher level. Posting of teachers at their home station so they can perform their duties satisfactorily. Avoid Political involvement.

Ms Shazia Akhtar was of the view that everyone should make sure that every member is responsible and accountable for task they are engaged. Encourage educational activities and support teaching with learning new techniques and adoption of latest technology for education. Provision of latest teaching equipment and technology. Provision of well-equipped laboratories. In order to improve educational system, the Govt should take care of Financial Condition of teacher and student. Non-politicized department and institutions with implement of educational standards, education must be the way it can compete with the modern society.

Dr Shaikh Muhammad Aslam said that lack of follow up and visits by high ups, Fund have taxes, tax may not be included in funds, Heads are responsible for teachers' mistakes, no relaxation and peace of mind for head, Lack of responsibilities, Lack of guidance and counseling, Internal and external influences, Teachers are performing different tasks like polio duties, senses duties and dengue etc. Involvement of political personalities, Authoritarian style of management, which at the end has a very bad impact on the overalls decision making.

Ms Fehmeeda said that in my point of view education is only the way of earning for every person and not learning so focus on quality of education and education based upon

learning. Abrupt Transfers within every 6 months or annually. It should be after 3 years session. Chalk out the annual plan/work plan covering all aspects. The Head should be a role model and a motivational individual. It makes a better management. Adopt new technologies. National professional standards of management must be brought up to the internationally recognized standards, assign tasks to different teachers on basis of what task is suitable to them, Check the progress of staff members resolve problems at their earliest if staff members' have any.



Major stake holders who play their role in decision making.

Table 4.4
Maintaining Discipline

Item No.	Items	Mean	SD
1.	Staff is allowed to send students to Principal office for their misbehavior	3.07	1.355
2.	Send students home for their disruptive behaviour	2.43	1.120
3.	Correction of teachers' inappropriate behaviour at the spot	2.79	1.249
4.	Have Strict behaviour to maintain discipline	2.82	1.334
5.	Engage teachers to avoid minipolitics	3.06	1.369
6.	Love to give orders to staff	2.31	1.048
7.	Like to complain to competitive authorities about cooperative staff	2.26	1.050
8.	Observe classroom teaching on daily basis	2.91	1.463
9.	Staff is punctual	3.09	1.489
10.	Students' involvement in teachers' personal affaires	2.05	.983
11.	Establish a disciplined system of accountability in school	2.95	1.466
12.	Discuss with staff before taking disciplinary action	3.01	1.504
13.	Warn about consequences of misconduct	2.87	1.483
Average		2.74	1.301

Table 4.4 is about Maintaining Discipline. It comprises of 13 items. The mean of group items is 2.74 while standard deviation of group items is 1.301. It shows that there is a mean difference among different points about Maintaining Discipline. It means headteachers have problems about the Maintaining Discipline in their schools which is a main part of school management. The individual items are represented as bellow:

1. There were 55 participants who were Strongly disagreed, 83 were disagreed, zero were Undecided while 148 were Agreed and 34 were Strongly agreed about staff is allowed to send students to Principal office for their misbehavior. Mean score was 3.07 and standard deviation was 1.355. It shows that they were not agree about staff is allowed to send students to Principal office for their misbehavior.
2. There were 51 participants who were Strongly disagreed, 181 were disagreed, zero were Undecided while 77 were Agreed and 11 were Strongly agreed about Send students home for their disruptive behaviour. Mean score was 2.43 and standard deviation was 1.120. It shows that they were not agree about Send students home for their disruptive behaviour.
3. There were 51 participants who were Strongly disagreed, 124 were disagreed, zero were Undecided while 132 were Agreed and 13 were Strongly agreed about Correction of

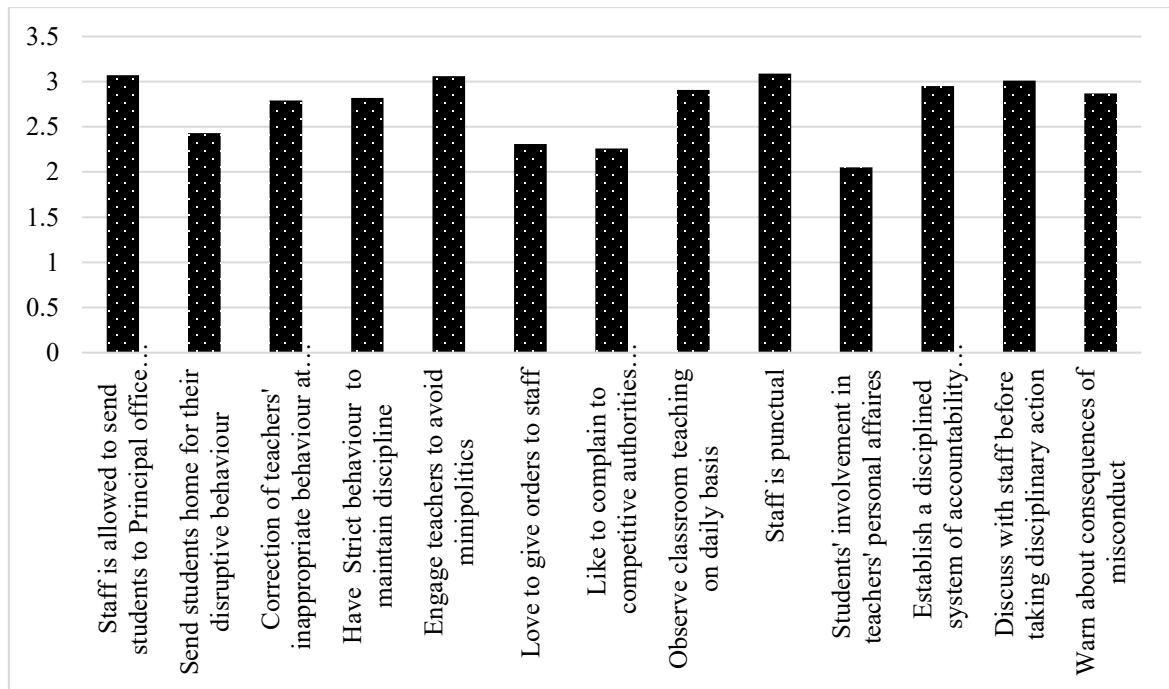
teachers' inappropriate behaviour at the spot. Mean score was 2.79 and standard deviation was 1.249. It shows that they were not agree about Correction of teachers' inappropriate behaviour at the spot.

4. There were 64 participants who were strongly disagreed, 104 were disagreed, zero were Undecided while 130 were Agreed and 22 were Strongly agreed about have Strict behaviour to maintain discipline. Mean score was 2.82 and standard deviation was 1.334. It shows that they were not agree about have Strict behaviour to maintain discipline.
5. There were 65 participants who were strongly disagreed, 67 were disagreed, zero were Undecided while 160 were Agreed and 28 were Strongly agreed about Engage teachers to avoid minipolitics. Mean score was 3.06 and standard deviation was 1.369. It shows that they were not agree about Engage teachers to avoid minipolitics.
6. There were 51 participants who were strongly disagreed, 199 were disagreed, zero were Undecided while 60 were Agreed and 10 were Strongly agreed about love to give orders to staff. Mean score was 2.31 and standard deviation was 1.048. It shows that they were not agree about love to give orders to staff.
7. There were 60 participants who were strongly disagreed, 193 were disagreed, zero were Undecided while 58 were Agreed and 9 were Strongly agreed about like to complain to competitive authorities about cooperative staff. Mean score was 2.26 and standard deviation was 1.050. It shows that they were not agree about like to complain to competitive authorities about cooperative staff.
8. There were 84 participants who were strongly disagreed, 68 were disagreed, zero were Undecided while 130 were Agreed and 38 were Strongly agreed about Observe classroom teaching on daily basis. Mean score was 2.91 and standard deviation was 1.463. It shows that they were not agree about Observe classroom teaching on daily basis.
9. There were 76 participants who were strongly disagreed, 59 were disagreed, zero were Undecided while 1131 were Agreed and 54 were Strongly agreed about Staff is punctual. Mean score was 3.09 and standard deviation was 1.489. It shows that they were not agree about Staff is punctual.

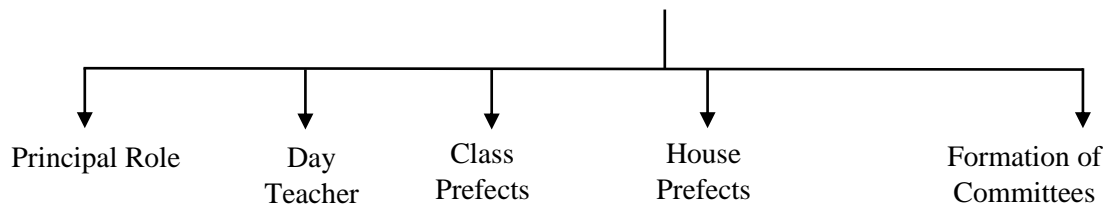
10. There were 86 participants who strongly disagreed, 187 were disagreed, zero were Undecided while 40 were Agreed and 7 were Strongly agreed about Students' involvement in teachers' personal affairs. Mean score was 2.05 and standard deviation was .983. It shows that they were not agree about Students' involvement in teachers' personal affairs.
11. There were 90 participants who Strongly disagreed, 49 were disagreed, zero were Undecided while 149 were Agreed and 32 were Strongly agreed about Establish a disciplined system of accountability in school. Mean score was 2.95 and standard deviation was 1.466. It shows that they were agree about Establish a disciplined system of accountability in school.
12. There were 93 participants who were Strongly disagreed, 39 were disagreed, zero were Undecided while 147 were Agreed and 41 were Strongly agreed about Discuss with staff before taking disciplinary action. Mean score was 3.01 and standard deviation was 1.504. It shows that they were not agree about Discuss with staff before taking disciplinary action.
13. There were 99 participants who Strongly disagreed, 47 were disagreed, zero were Undecided while 144 were Agreed and 30 were Strongly agreed about Warn about consequences of misconduct. Mean score was 2.87 and standard deviation was 1.483. It shows that they were agree about Warn about consequences of misconduct.

Hassan Ali Rana suggested the following things to do for maintaining discipline should encourage parents to get their children to school for education and to realize the importance of maintaining discipline to students by providing them well decorated environment. Giving incentives in the form of good results through better management, the Head should be dynamic to maintain discipline of the school. He should meet the parents and encourage them to send their children to the school. Moreover, the Quality Education can also play an important role in order to increase the enrollment. The School Heads have to take initiate a well-designed enrollment campaign engages parents, teacher association and the community. Our main focus to increase enrollment to urge parents to increase enrollment instead of private institution. we should also focus on the out of school children, but our main agenda is to maintaining good discipline at school.

Rehan Ahmad said that prizes distribution and a lot of meetings with staff as well as with parents can play best roles. A lot of work can be done in this regard. A leading role of principal is very important. A well-disciplined famous and having student friendly environment of an institution attract the students and the parents' attention. Excellent grades of students in final exams have key role to increase the strength of the students. Head can motivate the community and students through social media as well as onsite programs in which parents and general public should be invited to express the qualities of school. Head teacher should participate in programs arranged by community and motivate the people about importance of education. He should mention success stories. The students are nursery for school, if we pay attention on students and their parents to get them satisfied from the teaching and learning process in the school discipline will automatically prosper.



Maintaining Discipline



Major stake holders who play their role in maintain discipline

Table 4.5
Continual improvement of the process (Professional Growth.)

Item No.	Items	Mean	SD
1.	Participation in professional development activities	2.82	1.525
2.	Visit other school management model	2.58	1.468
3.	Have some research work related to principal/Headmaster work	2.70	1.391
4.	Participation learning activities through internet	2.77	1.431
5.	Experience as presenter in conference etc.	2.78	1.430
6.	Schools' staff retention rate	2.64	1.531
7.	Promote IT in school	2.81	1.596
8.	Experience in content development for professional development	2.58	1.469
9.	Evaluate teachers to assign different tasks	2.77	1.593
10.	Experience as an agent of professional change	2.55	1.474
11.	School has its own in-service teachers' training program	2.28	1.180
12.	Invite expert resource persons in school	2.55	1.380
13.	Work as team member to evaluate teacher's professional skills	2.73	1.497
14.	Guide teachers in teaching methodologies	2.56	1.561
15.	Utilization of in-service teachers' trainings in school.	2.49	1.535
Average		2.80	1.477

Table 4.5 is about continual improvement of the process, personal professional growth. It comprises of 15 items. The mean of group items is 2.80 while standard deviation of group items is 1.477. It shows that there is a mean difference among items of the continuous professional development of principals' themselves about the Continual improvement of the process, personal professional growth. It means headteachers required Continual improvement of the process, personal professional growth. The individual items are represented as bellow:

1. There were 104 participants who were strongly disagreed, 53 were disagreed, zero were Undecided while 123 were Agreed and 40 were strongly agreed about Participation in professional development activities. Mean score was 2.82 and standard deviation was 1.468. It shows that they were not agree about Participation in professional development activities.
2. There were 110 participants who were strongly disagreed, 77 were disagreed, zero were Undecided while 102 were Agreed and 31 were strongly agreed about visit other school management model. Mean score was 2.58 and standard deviation was 1.468. It shows that they were agreed about visit other school management model.
3. There were 86 participants who were Strongly disagreed, 91 were disagreed, zero were Undecided while 120 were Agreed and 23 were Strongly agreed about Have

some research work related to principal/Headmaster work. Mean score was 2.70 and standard deviation was 1.391. It shows that they were not agree about Have some research work related to principal/Headmaster work.

4. There were 88 participants who were Strongly disagreed, 80 were disagreed, zero were Undecided while 123 were Agreed and 29 were strongly agreed about Participation learning activities through internet. Mean score was 2.77 and standard deviation was 1.431. It shows that they were not agree about Participation learning activities through internet.
5. There were 80 participants who were strongly disagreed, 93 were disagreed, zero were Undecided while 111 were Agreed and 36 were strongly agreed about Experience as presenter in conference etc. Mean score was 2.78 and standard deviation was 1.430. It shows that they were not agree about Experience as presenter in conference etc.
6. There were 115 participants who were strongly disagreed, 65 were disagreed, zero were Undecided while 99 were Agreed and 41 were strongly agreed about Schools' staff retention rate. Mean score was 2.64 and standard deviation was 1.531. It shows that they were not agree about Schools' staff retention rate.
7. There were 114 participants who were Strongly disagreed, 46 were disagreed, zero were Undecided while 106 were Agreed and 54 were Strongly agreed about Promote IT in school. Mean score was 2.81 and standard deviation was 1. It shows that they were not agree about Promote IT in school.
8. There were 109 participants who were strongly disagreed, 81 were disagreed, zero were Undecided while 97 were Agreed and 33 were strongly agreed about Experience in content development for professional development. Mean score was 2.58 and standard deviation was 1.469. It shows that they were not agree about Experience in content development for professional development.
9. There were 127 participants who were strongly disagreed, 28 were disagreed, zero were Undecided while 123 were Agreed and 42 were Strongly Agree about Evaluate teachers to assign different tasks. Mean score was 2.77 and standard deviation was 1.593. It shows that they were not agree about Evaluate teachers to assign different tasks

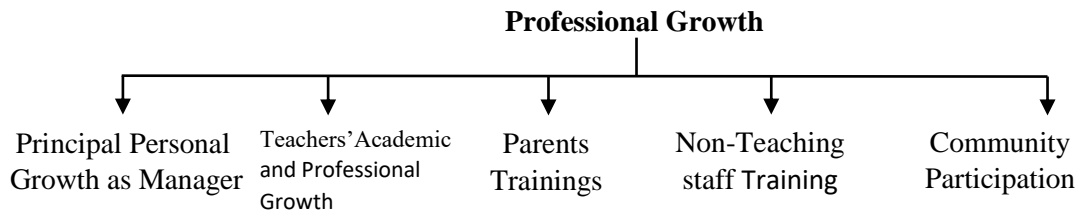
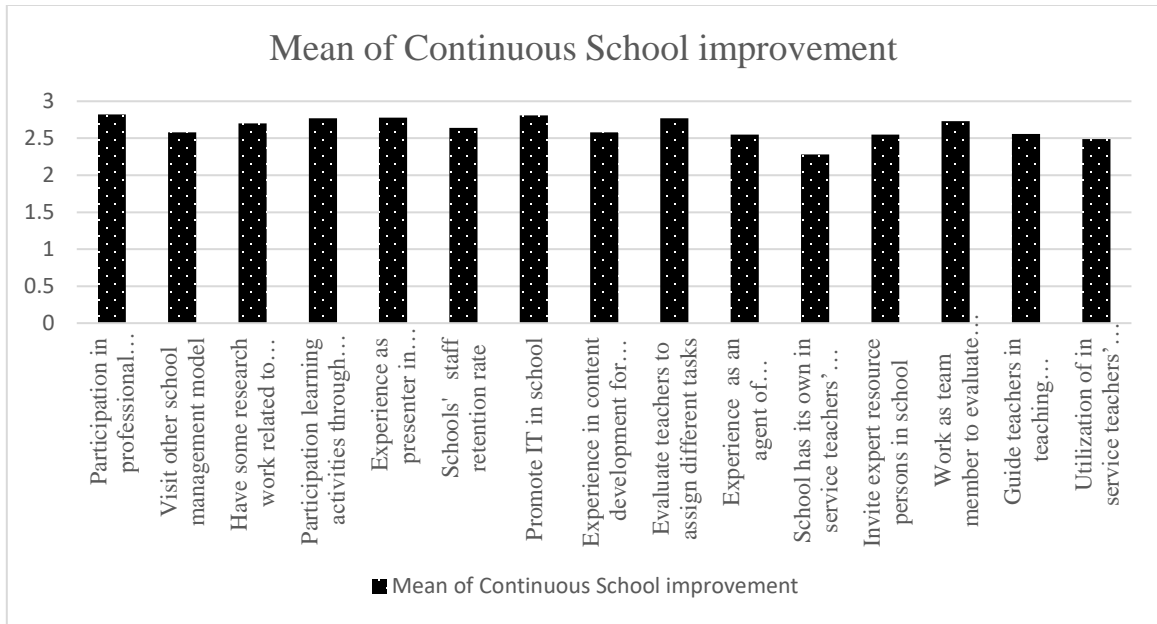
10. There were 117 participants who were Strongly disagreed, 71 were disagreed, zero were Undecided while 103 were Agreed and 29 were Strongly agreed about Experience as an agent of professional change. Mean score was 2.55 and standard deviation was 1.474. It shows that were not agree about Experience as an agent of professional change.
11. There were 81 participants who were strongly disagreed, 162 were disagreed, zero were Undecided while 61 were Agreed and 16 were strongly agreed about School has its own in service teachers' training program. Mean score was 2.28 and standard deviation was 1.180. It shows that they were agree about School has its own in service teachers' training program.
12. There were 101 participants who were Strongly disagreed, 88 were disagreed, zero were Undecided while 115 were Agreed and 16 were Strongly agreed about Invite expert resource persons in school. It shows that they were not agree about Invite expert resource persons in school.
13. There were 114 participants who were Strongly disagreed, 44 were disagreed, zero were Undecided while 137 were Agreed and 25 were Strongly agreed about Work as team member to evaluate teacher's professional skills. Mean score was 2.73 and standard deviation was 1.497. It shows that they were not agreed to work as team member to evaluate teacher's professional skills.
14. There were 134 participants who were Strongly disagreed, 49 were disagreed, zero were Undecided while 98 were Agreed and 39 were Strongly agreed about guide teachers in teaching methodologies. Mean score was 2.56 and standard deviation was 1.561. It shows that they were not agreed to guide teachers in teaching methodologies.
15. There were 142 participants who were Strongly disagreed, 44 were disagreed, zero were Undecided while 104 were Agreed and 30 were Strongly agreed about Utilization of in service teachers' trainings in school. Mean score was 2.49 and standard deviation was 1.535. It shows that they were agree about Utilization of in service teachers' trainings in school.

Ghazala Bibi mentioned the following issues about the professional growth that, Lack of professional training of managers, Lack of Trained and devoted professional

training of managers, Lack of professional headteachers using improper teaching methods and techniques to impart knowledge to the kids is also leading to innumerable problems in Pakistan's education system. Productive Training sessions and during education sessions but should be followed by vocations. Training of educational administrator will absolutely improve the educational management. This came into practice that Head/administrator selected though in-service promotion is functioning better as compared to direct selectees. Teaching and administrative should be trained frequently. Proper and effective up to date teachers training. Educational standards knowledge displacement and skill improvement of head teacher is needed. Subject matter knowledge, Human growth and Assessment.

Faheem Aslam suggested that frequent headteacher training according to latest teaching standards and technology, continuous professional development, Periodic training of educational managers is very necessary. There must be Trained staff which enhance the skills, motivation and improve the quality of education. Standards state the knowledge, skills and competencies of teachers who enhance the student knowledge. Programs for professional development of teaching staff should be initiated. There must be Trained staff which enhance the skills, motivation and improve the quality of education. Need for adequate research and planning to formulate and implement educational reforms mainly in rural area

Nasir Ahmad raised that school management should be trained to be a cooperative one. Headteacher should take all the staff members with him. He should involve them in school meters in finance purchase and sale. Along with academic improvement of the students' activities. He should also be trained to utilize community for school management.



Major stake holders might be given professional growth services

Table 4.6
Community Participation in school development

Item No.	Items	Mean	SD
1.	You involve community members in school improvement programmes	2.52	1.531
2.	You design events to connect community members in school development	2.83	1.542
3.	You involve community in decision making	2.67	1.413
4.	You involve community to develop activities for school improvement	1.27	.442
5.	You involve social and political leaders to resolve school issues	2.74	1.363
6.	You arrange workshop for parents' training	2.29	1.153
7.	You delegate some powers to community members to look into school matters	2.23	1.144
8.	You invite suggestions from parents for teachers' betterment	2.32	1.370
9.	You develop mechanism of information sharing among community.	1.97	1.185
Average		2.31	1.238

Table 4.6 is about community participation in school development. It comprises of 9 items. The mean of group items is 2.31 while standard deviation of group items is 1.238. It shows that there is a mean difference among their understanding about Community Participation in school development. It means headteachers are not clear about the Community Participation in school development. The individual items are represented as bellow:

1. There were 135 participants who were Strongly disagreed, 50 were disagreed, zero were Undecided while 103 were Agreed and 32 were Strongly agreed about Involvement of community members in school improvement programs It shows that they were not agree about Involve community members in school improvement programs.
2. There were 110 participants who were Strongly disagreed, 41 were disagreed, zero were Undecided while 130 were Agreed and 39 were Strongly agreed about Invite events to connect community members in school development. Mean score was 2.83 and standard deviation was 1.542. It shows that they were not agreed about Invite events to connect community members in school development.

3. There were 80 participants who were Strongly disagreed, 111 were disagreed, zero were Undecided while 92 were Agreed and 37 were Strongly agreed about Involve community in decision making. Mean score was 2.67 and standard deviation was 1.413. It shows that they were not agreed about Involve community in decision making.
4. There were 235 participants who were Strongly disagreed, 85 were disagreed, zero were Undecided while zero were Agreed and zero were Strongly agreed about Involve community to develop school improvement activities. Mean score was 1.27 and standard deviation was 2.74. It shows that they were agree about Involve community to develop school improvement activities.
5. There were 66 participants who were Strongly disagreed, 118 were disagreed, zero were Undecided while 104 were Agreed and 32 were Strongly agreed about involve social and political leader to resolve school issues. Mean score was 2.74 and standard deviation was 1.363 which shows that head teachers do not involve social and political leader to resolve school issues.
6. There were 72 participants who were Strongly disagreed, 173 were disagreed, zero were Undecided while 59 were Agreed and 16 were Strongly agreed about arrange workshop for parents' orientation for school issues. Mean score was 2.29 and standard deviation was 1.153 which shows that head teachers arrange workshop for parents' orientation for school issues.
7. There were 83 participants who were Strongly disagreed, 164 were disagreed, zero were Undecided while 61 were Agreed and 12 were Strongly agreed about Power delegation to community members to look into school matters. Mean score was 2.23 and standard deviation was 1.144 which shows that head teachers were agreed to Power delegation to community members to look into school matters.
8. There were 126 participants who were Strongly disagreed, 89 were disagreed, zero were Undecided while 88 were Agreed and 17 were Strongly agreed about Invite suggestions from parents for teachers' betterment. Mean score was 2.32 and standard deviation was 1.144 which shows that head teachers were agreed to Invite suggestions from parents for teachers' betterment.

There were 147 participants who were Strongly disagreed, 109 were disagreed, zero were Undecided while 55 were Agreed and 9 were Strongly agreed about Develop an auto information sharing mechanism among community. Mean score was 1.97 and standard deviation was 1.185 which shows that head teachers were agreed to Develop an auto information sharing mechanism among community.

Jameel Asghar said that community Participation in school development is necessary to make admissions teams and headmaster, reaching the student enrollment goals is not exactly a piece of cake. Most likely, if you're putting a lot of effort into each student in order to get closer to your enrollment targets but the issue of what actually works remains. How can we steadily grow the number of students enrolled without community participation in school development. Let's look at the suggestions that have been given by headteachers to boost community participation in school development

- Active members of society / locality should be involved in the school.
- A principal can call SMC members' meeting and can increase enrollment with the help of community members.
- Relationship with the student parents.
- Good and strong relationship with the local community.
- Make the enrollment Journey a personal experience.
- Promote school events in public organize seminars and events in school and invite local public and tell them achievements and school progress
- Make school friendly for kid's studies and other activities like sports and co-curricular activities.
- Provide conducive learning environment
- Ensure parents teachers meetings.
- Must have friendly behavior towards students and the staff of the school
- Meet with the parents of needy students and guide them to contribute towards the better future of their Children

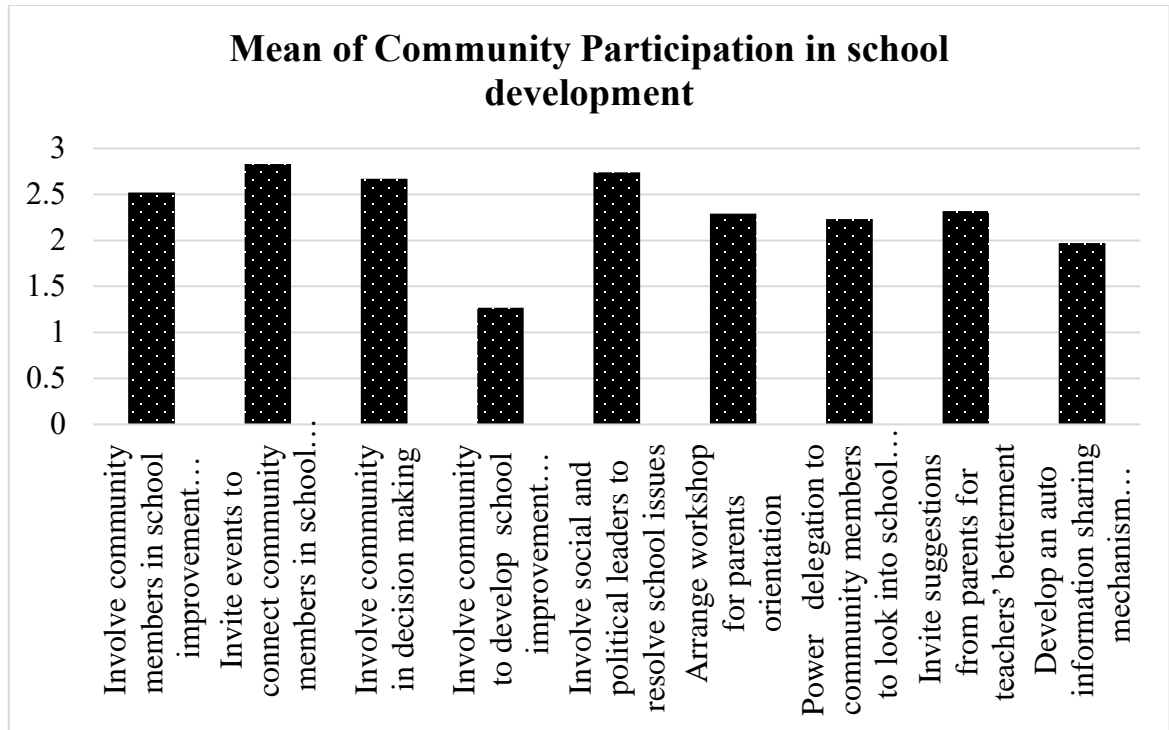


Table 4.7
Customer Focus

Item No.	Items	Mean	SD
1.	Encourage social and moral values	2.20	1.441
2.	Set standards performance for students	1.72	1.210
3.	Participation in establishing co-curricular activities	1.83	1.276
4.	Parents' satisfaction about staff dealing	1.81	1.295
5.	Staff training to deal with parents	2.18	1.406
6.	Contribution in raising funds for needy students	2.14	1.583
7.	Teacher as customer service provider	1.86	1.190
8.	Getting feedback about visitors' complaints on daily basis	3.04	1.529
9.	Assign staff to increase school enrollment	2.56	1.350
Average		2.14	1.364

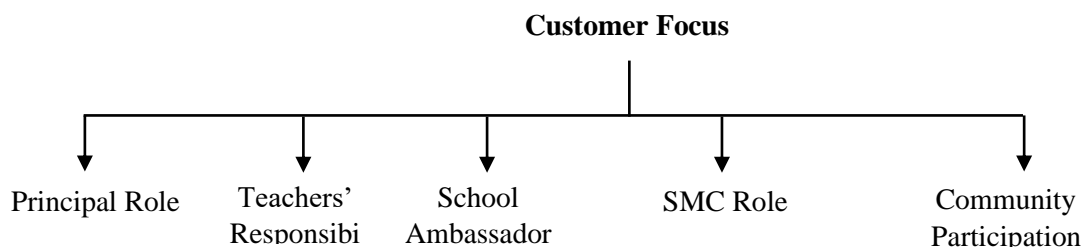
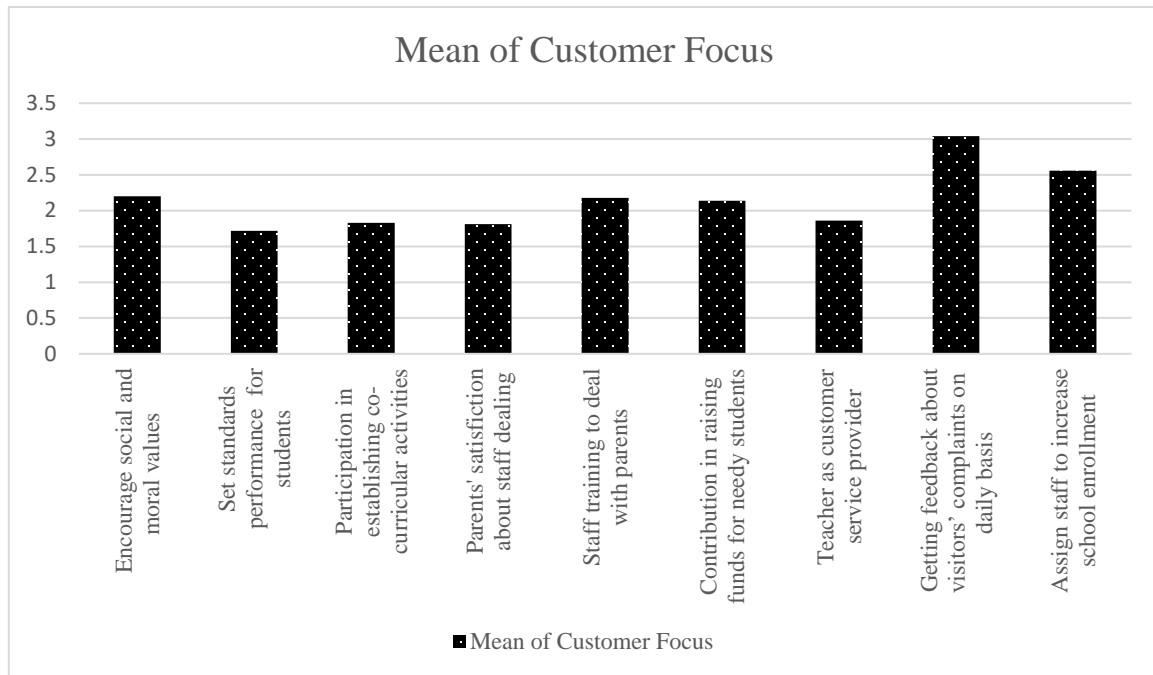
Table 4.7 is about Customer Focus. It comprises of 9 items. The mean of group items is 2.14 while standard deviation of group items is 1.364. It shows that there is a mean difference among their understanding about the Customer Focus. It means headteachers are not clear about the customer focus. The individual items are represented as bellow:

1. There were 158 participants who were Strongly disagreed, 64 were disagreed, zero were Undecided while 73 were Agreed and 25 were Strongly agreed about encourage social

and moral values. Mean score was 2.20 and standard deviation was 1.441 which shows that head teachers were agreed to encourage social and moral values.

2. There were 205 participants who were Strongly disagreed, 67 were disagreed, zero were Undecided while 29 were Agreed and 19 were Strongly agreed about set standards performance for students. Mean score was 1.72 and standard deviation was 1.210 which shows that head teachers were agreed to set standards performance for students.
3. There were 186 participants who were Strongly disagreed, 82 were disagreed, zero were Undecided while 25 were Agreed and 27 were Strongly agreed about participation in establishing co-curricular activities for school issues. Mean score was 1.83 and standard deviation was 1.276 which shows that head teachers were not agreed about participation in establishing co-curricular activities for school issues.
4. There were 199 participants who were Strongly disagreed, 64 were disagreed, zero were Undecided while 33 were Agreed and 24 were Strongly agreed about parents' satisfaction about staff dealing for school issues. Mean score was 1.81 and standard deviation was 1.295 which shows that head teachers were agreed about parents' satisfaction about staff dealing for school issues.
5. There were 146 participants who were strongly disagreed, 88 were disagreed, zero were Undecided while 56 were Agreed and 30 were Strongly agreed about staff training to deal with parents for school issues. Mean score was 2.18 and standard deviation was 1.046 which shows that head teachers were agreed about staff training to deal with parents for school issues.
6. There were 159 participants who were strongly disagreed, 115 were disagreed, zero were Undecided while 23 were Agreed and 23 were Strongly agreed about teacher as customer service provider. Mean score was 1.86 and standard deviation was 1.190 which shows that head teachers were agreed about teacher as customer service provider for school issues.
7. There were 85 participants who were Strongly disagreed, 54 were disagreed, zero were Undecided while 124 were Agreed and 57 were Strongly agreed about getting feedback about visitors' complaints on daily basis for school issues. Mean score was 3.04 and standard deviation was 1.529 which shows that head teachers were not agreed to getting feedback about visitors' complaints on daily basis for school issues.

8. There were 85 participants who were strongly disagreed, 115 were disagreed, zero were Undecided while 97 were agreed and 23 were strongly agreed about assign staff to increase school enrolment for school issues. Mean score was 2.56 and standard deviation was 1.350 which shows that head teachers were not agreed about assign staff to increase school enrolment for school issues.

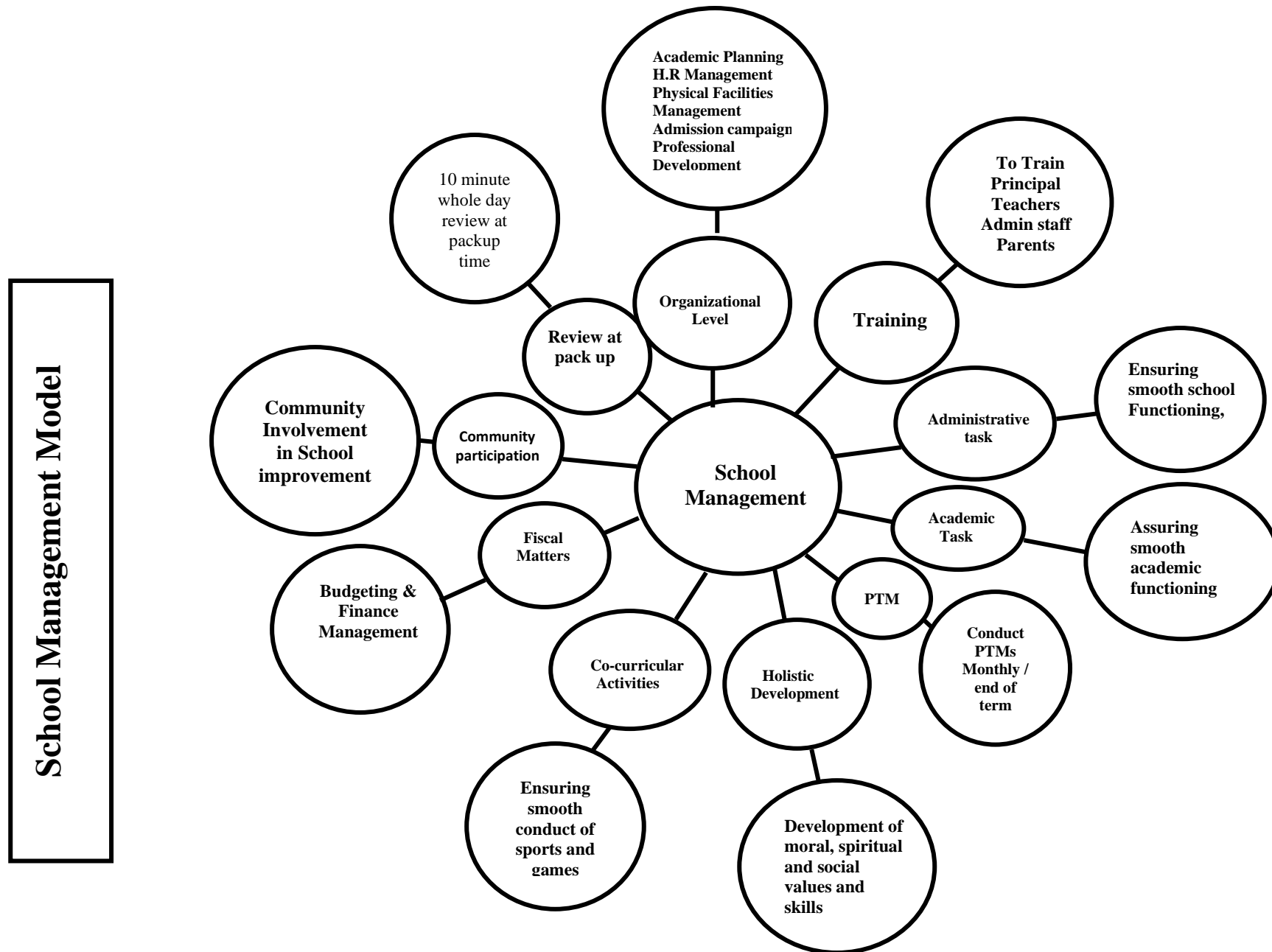


Major stake holders who play their role in customer focus.

4.3 Construction of New Educational Management Model

In the light of detailed discussion and thorough analysis of the data collected through interviews and questionnaire researcher found many issues in prevailing working style and management models. There are many flaws in the following selected points to investigate ie Managerial problems(Administrational issues), Planning, Academics, Decision making, Managing discipline, Fiscal Management, Professional growth, Community participation,

Customer Focus. Mentioned by educational managers and principals. So, a new educational management model was constructed for the daily routine of the educational managers and school heads/principals that may suits if they work accordingly, is given below.



4.4 School Management Model

The following are the major characteristics of newly constructed educational management model to be followed by school managers and Principals for successful school working

4.4.1 Administration

Muhammad Aslam, during survey interview suggested that the main issues are due to the improper management of the head teachers and educational managers. As they have no proper time to manage the things, school academic along with many managerial tasks. He suggested that this matter can be solved if we distribute these assignments among two or more responsible persons. The same is under practice in KSA. In KSA have different persons for academic matters and to deal other matters KSA has an others person to look after matters other than academics. Keeping in view these things, researcher included this item in new school management to share work load and to minimize this issue. But in Pakistani context there is lack of human and financial resources so, it is difficult to appoint two heads at one school. In order to cater this deficiency, this model suggests that headmaster may assign two senior members who will work as coordinator academics and coordinator admin under his supervision. It is further mentioned that principal/headmaster would daily took their meeting in first period to take follow up of their works and for further discussion and planning. Administration plays the main role to run a school. They are the decision makers and policy makers to ensure smooth running of school functionality. There are two representatives of administration mentioned in this management model.,

4.4.1.1 Principal Admin

Ahmad Ali Khan was of the view that principal admin is the person in school to deal with administrative matters other than academic matters. No matter whatever the circumstances may be, final decision can only rests with coordination of school principal academic . He or she is responsible for directing its sub-coordinates. Without his/her orders no policy can be made or implemented. All other administrative position holders are responsible and answerable to principal academic.

4.4.1.2 Principal Academic

Mr Faheem said that principal academic is responsible for handling the academics as well as internal and external academic affairs of a school. All the Coordinators, staff and students are under his/her supervision. His/her core responsibilities are visiting

classrooms, overview the lesson plans, dealing with parents, settle internally academic related disputes internally. Principal academic is a person in real authority within school premises.

4.4.1.3 Coordinators/conveners

Ms Shaheen declared that coordinators are the person prominent in staff. They are the second eye of Principals and helps as an assistant in running the flow of school's daily routine. They help the teaching staff and responsible to listen, responds and take actions to the student matters and issues related to school management and teachers. Coordinators are important because principal cannot put an eye all the time on every student and teachers outside the office.

4.4.2 Principal Academics' Responsibilities

Academic tasks are related to the study scheme. It is the first priority of every school. Academic tasks are categorized in following steps:

4.4.2.1 Allocation of Time Table

Principal academic is responsible to assign time table work to time table coordinator or incharge. The time table incharge further works on time table and allocate subjects to all teachers with the consultation of principal academic.

4.4.2.2 Alternate Arrangements

Rao Siddique said that alternate arrangements are necessary when you have a shortage of staff or may be the teachers are absents for a day or two. At that time you have to arrange the alternates to not disturb the routine of syllabus as well as school . It helps to runs the system according to the lesson plan of a term.

4.4.2.3 Note Book Checking

Ahmad Hassan said that note Book checking is the main role in academic task. It insures that teachers are working as a responsible employee and are fair in their duties. Principal can check note books daily by asking the students to put their one subject note books behind their class on a bench.

4.4.2.4 Classroom Observation

Khalid Mehmood said that Principal or director should visit and observe class rooms every period . It helps to maintain discipline and seriousness among campus. Students and teachers become alert all the time that we are being watched anytime by high authorities.

4.4.2.5 Lesson Plan

Farooq Ahmad said that Lesson planning is the core part of any institution related to education sector. Without proper lesson plan, no one can achieve target including students, teachers or a school as well. For completing syllabus on time and in a proper mean, effective lesson plan is compulsory. It helps students to cover and learn all the topics in a term, Helps teachers to teach slowly but thoroughly and school to obtain its good results at the end of a term.

4.4.2.6 In Time Completion of Syllabus

In Ahmad Ali's views Completion of syllabus is related to the lesson plan. To complete the syllabus according to the given time. Effective lesson plan is mandatory. Other responsibilities include:

- (a) Time table
- (b) Assuring Alternate arrangements
- (c) Note book checking (at least one subject daily)
- (d) Class room observation (teaching methods discipline, pedagogy, class room management)
- (e) Completion of course work
- (f) Conducting Exams
- (g) Weekly Staff Meeting
- (h) Science and Library Visits

4.4.3 Principal Admin's Responsibilities

The following are the responsibilities of principal admin

4.4.3.1 Purchases

Every school needs furniture, stationary , office equipment and classroom furniture like table, chairs and white boards to make the study easy and effective for students. Purchases should be specific and on time with staying in your budget. It's plays and important role in satisfying your customers as well as staff.

4.4.3.2 Record Keeping

Shahid Naeem said that record keeping is the headache for any institute. As a company gets growing, more and more data have to be kept in order to use it in future if needed. In School management, Record keeping is very important, you have to keep record of last 2 to 3 years of fee submitted by parents. Keeping the records of students for both, active as well as students who left your school. Maintaining records of Ex teachers

(Documents, certificates and salary slips) as well as active teachers. Other than this, records of purchases of school asserts is necessary as you have to show your expenditures to government tax department .

4.4.3.3 Dispose of Dead Stock

Muhammad Jameel said that disposing the dead items is best approach in school management to balance financial status. Dead assets like broken furniture, Past paper sheets or books which are not in use for last 7 to 8 years are just a waste. Dispose it or charity to the poor school , or to community who are not capable enough to buy and read books. In this way you can advertise your school name too as well as helping the people to make them literate. Other responsibilities of principal administration are as under

- a. Insuring School opening one are before start of school time
- b. Maintenance of cleanness
- c. Assembly arrangements
- d. Attendance report
- e. Discipline
- f. Customer focus
- g. Students affairs
- h. Transport
- i. Correspondence
- j. School report maintenance
- k. Scholarship
- l. Admission and Withdraw

4.4.4 Fiscal Matters

Shahid Nazir suggested that most of the twice of the managers/ principals is utilized in correspondence and sale or purchase purpose. It should be organized by some separate person who is experts in this task and principal may some lines time to check academic work and other school management.

In KSA, USA and Finland principal academics gives demand and the material or required things are processed for them. It is a responsibility of the state which provide the things through school management committees with the consultancy of principal so, this

new model suggested that school management committees should be very active and in progress to deal day to day matters.

Shazia Ahmed declared that it is very important to keep an eye on other departments of school as well as academics. Other important factor in school management is fiscal matters of school like Fee management, purchases of new stationary or furniture, keeping the records of students, teachers as well as assets of school. Finance, off course plays an important role for running school matters. So, it can be counted as an important factor in school management. All these are the works to be done by principal admin.

4.4.4.1 Budgeting & Finance Management

Ahmed Ali felt that making budget helps to keep the school running easy. You don't have to throw all the money on teacher's salary or not to decorate the entire school every year. Budgeting and finance management is important as it keeps principal admin on track and tells when and where to spend on. As a principal admin, one should be good in math's and its important to make a budget by managers itself rather than hiring a financial advisor who doesn't know about running a school or when and how much to spend on each department. Other related work in this regard are:

1. Income statement
 - a. Monthly fee
 - b. Admission fee
 - c. Fine
 - d. Donations
 - e. Auction
2. Expense statement
 - a. Stationary
 - b. Fuel charges
 - c. Utility bills
 - d. Salaries
 - e. Entertainments
 - f. Miscellaneous

4.4.5 Training

Syed Nisar Ali Shah said that at public school, school teachers are promoted to head teachers / Principal's A teacher may be a good teacher in class, he can manage his class in a very efficient way. He may be very famous among his students but school

management is a very complex task and it is not as easy task as to manage a classroom. A propose training required for headteachers school management and other school crew. During interview it was noted that no public-school head got school management training rather almost all the private school heads has taken professional management sessions. When school the school heads were asked about any published book about school management system the reply was in “No”. But there is a book for head teachers “Dastoor-ul-Amal”, They are even unaware about it.

Saima Nasir said that time to time training of heads, teachers and admin crew is much important. It keeps them energetic . It also helps them to understand their own abilities and drawbacks. It gives them a sense that how a student feel and behave because in training, teachers are actually facing the same difficulties that students face every day. It gives them a sense to tackle and to help the students for better learning outcomes. To address these concerns, school leaders need to ensure ongoing professional development in the area of classroom organization and behavior management. Training is an important factor in School Management Model. Training means you did not keep standing but willing to move ahead by gaining new knowledge and latest methods of teaching. Training of following departments is necessary. This model focuses on the training of all the three factors running school.

4.4.5.1 Headteachers/ Principals’ Training

Khalid Mehmood agreed that in Public sectors teachers are promoted without any induction training. Training is an integral part of any job but here at school they are unaware of this importance. There depends a lot and the school is nurturing the new generation. A complete system of regular training should be there for senior staff members where head teachers and the experts prepare them for new commers and coordinators. They will be ready for permotion and to take their responsibility in new school. So the new educational management model suggests that are regular training for head teachers must be scheduled as for the teachers.

4.4.5.2 Teachers’ Training

Ms Raheela Raheem said that continuous professional development in classroom management is essential for all teachers but especially important for new teachers. Effectively managing the classroom is much more difficult for new teachers, who may not have received sufficient training and who may be assigned to classes with a large percentage of risk students. Overwhelmed by the needs and often unexpectedly disruptive

behaviors of their students, these new teachers often are more reactive and more likely to respond to a student's inappropriate behavior by removing the student from instruction. Thus, students who already are at risk for poor academic and behavioral outcomes receive less instruction, and they fall further behind; subsequently, their minor behavioral problems escalate and they are more likely to be inappropriately referred for special education services. In addition, students with disabilities are significantly more likely to be suspended than students without disabilities; further, students with emotional and behavioral disorders are suspended at more than four times the rate of students in other disability categories (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005) Teacher's training is also a part of teacher's professional growth.

In Pakistan teachers were appointed without training and they were given induction training after their appointment but there is no follow up system. These untrained teachers were asked to complete their B. Ed. within three years. Some of the teachers were dismissed due in completion of then B. Ed. degree within the due time frame. Govt had started a CPDP (continuous Professional development Programs for in service teachers. It was a foreign funded programme for 10 years, with the stop of foreign funds this programme was also rolled and the Government could not continue it. In chain schools, the schools have their own in service teachers training programme for professional growth of their teachers. The senior teachers were go trained form Ali institute Lahore as other well-known training institute and they deliver weekly training lectures on pedagogy subject matter and model lessons to their new teachers.

4.4.5.3 Model Lesson Training

Fakhra Saeed said that training of model lesson plan is also very essential. Teachers performance is based on lesson plan. Good lesson plans helps the teacher to take his lessons and students effectively at the same time. Model lesson training helps the teacher to be more specific, time oriented and helps to make the teaching effective.

4.4.5.4 Training of Admin Crew

Shakeel Ahmad said that training of admin officers and officials is important too. As admins have to interact with outside customers. So, train them how to be patient and how to deal with customers is very necessary for school reputation and growth. Trainings gives them a sense of dealing and answering the customers issue in a well-mannered way.

4.4.6 Holistic Development

Muhammad Ali Khan complained that most of the students are not behaving in a nice way. They have become more than naughty students. It has become very difficult to tackle these students. There is no permission of physical punishment. Even some teachers are also misbehaving among the staff and also with the principal. Teaching is a profession of Prophets. A teacher should be more mannered rather than more professional. Teacher is responsible not only giving a knowledge of world and science but also teach their students manners, ethics and to be respectable for the society.

Ms Shaheen said that there is a daily sermon in assembly. Staff and students should join this assembly. All the teachers have to deliver a sermon during school assembly on different moral values and students will change their behaviour. This newly constructed school management model suggested that holistic development is very necessary In order to develop good characteristics among students. The following different activities may be done in school.

4.4.6.1 Moral Values

Lal din said that administration and teachers are the role model for students and its society. Person working in schools are being observed and followed by students. Moral values should be the top most priority for the people working in school administration and teaching. Actions represents the values and a teacher should be moral to others.

4.4.6.2 Social Skills

Ahsan Abbas is of the view that living in a social world where every person needs each other, management should be social and helpful to others in order to make the society better and to prominent the school in public.

4.4.6.3 Spiritual Development

Spiritual development is most important factor. Person should be satisfied with its work so he or she can do his/her work at satisfactory level. Education's first priority is to develop a spiritual connection between mind and body.

4.4.6.4 Self Confidence & Motivation

Self-confidence and motivation is the first step to be successful. School management should be self-confident and motivated to take any action or to make any policy for betterment of school and students, staff etc. other related work to do in this regard as under.

- a. Assembly sermons
- b. Speech and debates
- c. Success stories
- d. National or International day Celebrations
- e. History writing on history board
- f. Performance of daily observation

4.4.7 Co-curricular Activities

Rana Rafiq said that co-curricular activities are important for the physical development of a healthy body and healthy mind. School management should organize these type of talent based events to boost up the morale of students and to upfront the hidden talents of students who are shy and are not feeling comfortable in public.

Naseer Ahmed said that physical growth of a student is a continuous process. It is not a matter of a week or a month but as in public only one week or so is celebrated / reserved for games and sports or other co-curricular activities and the remaining whole year goes without any physical activities. Data gathered from the private schools showed that almost all well known private schools have their continuous regular physical activities distributed through out the year according to the season or weather condition.

The new educational model suggested a regular physical growth program need of students physical growth. School heads may divide all physical and cocurricular activities through out the year and make a proper plan of their conduct through out the year instead of having only one week or more in a whole year.

Following main things are suggested in this new education management model

- a. Sprots and games on regular basis
- b. Educational and recreational trips
- c. Field trips

4.4.8 PTM (Parents Teacher Meeting)

Noman Sajid was of the view that P.T.M is one of the best characteristic of private schools that attracts the parents and students to words private sector. In government school it is not yet introduced. Fatima Nasir said that P.T.M is a biggest issues and to understand their family background which helps the teachers and school administration to address students' as well as parents' issues. Parents Teacher Meeting is the most important term in school management. School is basically the second home of a child. So parents and

teachers must have a strong bond to help the upbringing the child in efficient manner. PTM's should be held every months to discuss the progress of child individually to their parents. It helps both the parents and school to understand where student is lacking. The presented new educational management model suggests that every school, public or private may conduct monthly PTMs or at the end of the their term exam and / or annual exam.

4.4.9 Planning at Organizational Level

Riaz Hussain viewed that in order to run a school, a prior planning is required without planning a school cannot laid its strong academic and administrative foundation. For this purpose a long term planning is required. The same is given as under.

4.4.9.1 Committees Formulation for smooth functioning at private sector affairs

Another most important factor in educational management model is formulation and managing these following committees:

- a. Executive Committee
- b. Works & Services committee
- c. Selection Committee
- d. Results Evaluation Committee
- e. Discipline Committee
- f. Mosque Committee
- g. Purchase committee
- h. Curriculum committee
- i. Sports Committee
- j. Examination committee
- k. Paper Setter Committee
- l. Refreshment Committee
- m. Admission Committee
- n. Urdu Literary Society
- o. English Literary Society
- p. Cleanliness Society
- q. Dramatic Society
- r. Hygienic Society

Further detail of organization level work is suggested by this new educational management model is as under.

1. Academic planning
 - i. Calendar
 - ii. Time table
2. HR management
 - i. Recruitment
 - ii. Discipline
 - iii. Formulation of communities / clubs / societies
3. Management of physical facilities
 - i. Furniture
 - ii. Electricity equipment
 - iii. Water and sanitation
 - iv. Lab and library equipment
 - v. Building maintenance and repair work
4. Admission Campaign
 - i. Hand bills.
 - ii. Bill boards / hoardings
 - iii. Opening ceremony
 - iv. Annual function
 - v. Prize award
5. Continuous professional development
 - i. School leadership development
 - ii. Teaching staff Training
 - iii. Admin staff Training
 - iv. Parents Training
 - v. Career Counseling

4.4.10 Whole Day Review at Pack Up

Usman Ali suggested that 10 minutes at the end of the school day should be reserved in which activities of whole day would be revised. It helps in not repeating the same mistakes again and again. These are some important key points mentioned in this educational management model to review at the end of the day.

- (a) Review Planning Diary
- (b) Check Pending Tasks
- (c) Issue order for next day planning

(c) Notify New Circulations

(d) Next Day new Planning

4.4.11 Community Participation

Ms Rehana Naeem criticized the behaviour of the community as they create fuss and become hinderance in school working. They created pressure groups and approach high up for obnoxious complaints. They disturbed many school programs and create hurdles in heads' working. Some of the teachers also become their part and tell them inner situation and school activities. This way, they become stronger even earlier. Their mission has been to disturb the good heads on political bases. They use different channels to make the school organization at stake. In this way schools' actual work went on lingering and ultimately school gives poor performance.

Fouzia khan said that the private sector utilize the community in a positive way. These schools call the social and political figures at their functions as chief guest and they give away the prizes to the students and good achiever teachers. The schools also present some gifts in the form of shields or flowers. It make them happy and school utilize them in positive activities such as fund raising and school admission campaign. This model is a great advocate of regular community participation and utilize them in day-to-day different positive activities.

4.5 Phase-II Effectiveness

This newly constructed educational model was presented to only one conveniently selected school namely Govt Model High School, Chishtian. The headmaster of the school tried it out and worked according to the given instructions while school working was observed through approaching at the spot in respective school and through a check list. There were eminent changes in this school, working style of the administrations and school education standards. The school internal atmosphere quality groomed and there seemed a professional behaviour and attitude among staff. They were cooperating with school administration.

It was observed that he did an extra ordinary thing that was there in this school in spite of the fact that within less resources he was managing school with one principal. Although the new educational management model suggests there should be two principals i.e. principal academic and principal admin. In order to cater this requirement school head assigned these duties between two senior staff members, designating them as coordinator

academic and coordinator admin. These two coordinators skillfully served as principal academic and principal admin. They reported to headmaster/principal about their daily work, give feedback and get new instructions for the topic or matter under discussion. This study discovered that newly constructed educational model successfully met need of educational managers and school heads.

Muhammad Hussain, Headmaster of the school said “ I applied this school management model at my school for the last six months which showed the hierarchical format of school management, its roles and its function. It is very precise and well explained version of school management. It is well explained along with its roles and relevant functions which increases effectiveness of school governance system. All the roles have been nicely explained but I think community involvement is best emphasized. Community involvement is an integral part of educational framework this involvement may be voluntary or it may be school effort. Different roles from society may come with their success stories to motivate students which help students to flourish their carrier. Many times, it may be in the form of financial help to needy children/students and they may also help the institution’s project to complete by either providing human resource or any other available resources”.

He further said that this model is favourable for budget and finance maintenance and that of school head/manager is a key factor of this school management model. The Life line of a good school management is fiscal budget. But sometimes educational institutions face this crisis which leads to teachers and students’ demoralization. Management needs to ensure basics. Training helps teaching method but it required extra time, effort and budget.

It is a very comprehensive, it deals with all basic school function, i.e., headmaster’s task is so much important, it covers the basics working of a team leader. Training sessions are good but it required lot of time, effort and budget, this model of school management helps to improve this. Personality development is also discussed in this model which we achieved though the guidelines given in this model that’s is why it is very helpful to develop good citizens.

About Co-curricular activities he said it make this different from other educational management models. He divided sports activities throughout the year and got good results in the form of students’ and teachers’ interest and it is helpful for proper physical growth of the children. To run the system smoothly & for the physical exercise sports &

cocurricular activities are very important. Academics & co-curricular activities run together. Events should be planned in the start of the session. There should be one week for sports gala.

About PTMs, he said that it is back bone of educational institutes which is represented in this model is a great effort. Now a days as heads are bound to perform other activities that disturbed their responsibilities so it is somehow difficult to act accordingly. “No doubt this step is very useful for students and parents but due to inflation, unemployment and lack of education parents have no time to attend such types of meeting especially in rural areas. This point 70% not applicable in rural areas. These activities have been very useful for students and such types of activities are applicable in schools. But the response of some parents is very poor. But for those students whose parents regularly visit school is very improvable. These are of great importance and are applicable at school level.

He complained that school started Training sessions and teachers do not accept this change in the beginning but started taking interest in it with the passage of time. They started considering it a need of teachers and has been very fruitful. Now some of the teachers have become good MT and subject experts. First thing teachers were trained professionally. Such types of training may also be continued in education department on need bases.

As mentioned in this model about maintenance of discipline students study report were shared with parents on weekly basis, not only study report but their relevant & problematic activities also. In this way list of trouble creating students was minimized. PTMs was conducted on monthly basis instead of at the end of the term. Smooth & organized conduction of exams is very important. To check the standard of any institution, check the examination system of that organization. Clubs & societies were made active and these played their role effectively because if they will be active than they can conduct events according to the annual calendar. Atmosphere of the school depends on the behaviour of the faculty. Grouping and conflicts were avoided by keeping a strict eye on staff activities. In this way things were managed for the day ahead. The things which are required like sanitation, work sheets and tests list of these things were got ready for a next day.

He further appreciated, this model has many good qualities i.e. a proper sequence, new ideas, covering all management aspects, holistic development, fiscal management and daily routine of headmasters working. Nevertheless, this model is have an applicable capacity. Many model are in practice in educational system but the model presented here is a unique and more applicable. Many of my works which were lingering on due to unavailability of proper management model have become into control. My first priority was to check the checklist whether I am working according to the given model or not. Almost all the work came into sequence by adopting this model. Fiscal management, review at pack up time, administrative matters and order of the model are the good characteristics of this management model adopted this model and become easy to manage the school council and committees worked according to this management model and shared work load in different management fields my non-teaching staff also became easy as they found everything in a proper order. They keep record of everything according to this management model and have quick access in record finding.

He commented that there is need of the hour to gain self-confidence and moral development of students and staff through school management plan. It is a successful approach for students well-being and this approach is successfully continued in our school. Our teachers started delivering moral sermons during assembly time and started writing important news and wise sayings on notice boards. Students took great involvement in writing board and they usually brought good pieces of wise saying to write on white board.

In the last he concluded that this model covers about all routine school work from early start to end of pack up time. There are no cracks in between them i.e., all are associated with one another. This is good approach to run an educational institute on the basis of given school management model with managerial knowledge and skill.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Introduction

In former chapter results of data were discussed after analysis from both phases of this study. This chapter described the summary, conclusions of objectives of research. Furthermore, it emphasized the implications of this study in different educational institutions etc. Therefore, in this chapter overall image of contribution of this study is explained and it also consisted of suggestions for upcoming researchers.

5.2 Summary

This part explained briefly the whole process of the present research. The first objective was about to diagnosis issues and flaws in existing educational management models at secondary level. The issue of educational management had become very serious in developing new ideas for effective school management. Furthermore, several earlier studies proved that managerial styles and modes may differ in gender, time of life, terrestrial site and there may improvement in them with the passage of time. This research initiated that this is essential for headteachers and educational managers to recognize educational management issues. The outcomes proved the existence of various earlier stated educational management models required up-gradation for imparting quality education in educational institutions in our country.

This research threw light on how headmasters and educational managers can better view these managerial issues. This effort exposed particularly for new school managers to recognize where the issue rests. Finding of these issues measured as one of the major contributions of the present research. The second objective concerned to explore the quality education standards that strengthens educational management. It was decided that administration, academics, fiscal management, professional development, co-curricular activities, PTMS, organizational level issues were noted as seven reasons behind the diagnosed issues of school management. The third objective of this study was to develop a new model for educational management. On the basis of findings and thorough analysis a new model for school management was developed keeping in view the Cresswell constructive theory. Development of new model was an attempt to understand how headteachers can overcome in a better way. The fourth objective was to try out the effect of

proposed model for educational management. Findings of phase-II of the study showed that it was decided that different forces contributed to create problems for educational managers and headteachers. Furthermore, this part of research shed light on the implications of this study to different schools as to see the effectiveness of the educational model. Therefore, this part explained the whole image of contribution of present research. Lastly, it gave recommendations for upcoming investigates.

5.3 Conclusion

This study was conducted to find out issues and flaws in existing educational management models at secondary level. The present research had tried to find out issues and flaws in existing educational management models at secondary level. The development of educational model was done under the guidance of Cresswell theories. Headmasters/educational managers were requested to present their views, perceptions and challenges, issues or its causes they experience in managing their respective schools. In The present research document analysis was also conducted to go through different studies about educational management model for Comparison of earlier described theories and educational management ideas about it. The researcher utilized grounded theory, diagnosed issues and flaws of the educational management, find out reasons behind those issues and flaws to overcome these issues and flaws of the educational management and to develop of new educational management model. The conclusions founded on objectives of this research were explained.

5.3.1 Conclusions and Discussion about Issues and Flaws in Existing Educational Management

The school management depends on the administrator. If the school administrator has professional capabilities, the school will function smoothly but unfortunately, school management faced issues which are badly affecting the educational environment in school. For example, the Heads are being given extra assignments from other departments like ECP etc. On the other hand Heads will automatically burden the teaching staff for fulfillment of such assignment. This will badly affect prime duty of administrator and as well as teachers. The Heads of school should keep away from such kinds of duties.

In existing educational management, the main issue is of Enrollment and Admissions. As primary and Elementary Schools are located close to high schools so most of the families prefer high schools for studies. Secondly, the roads for schools are not properly build that's why we face enrollment issues. Besides this in school management

we face issues on course management and staff management. The issues and flaws associated with Educational Management system of Pakistan are lack of adequate budget, lack of policy implementation, Defective examination system, poor physical facilities, lack of teacher quality, lack of implementation of education policies, directionless education, low enrollment, high scale dropout and political interference etc.

Although existing educational system has developed in recent years yet there is need of improvement. Main focus may be on primary portion of education system where we prepare our students for challenges of higher classes. Basics of every subject may be inculcated in students as well as moral and character related qualities. Overall education system is revolving around multiple choice questions which has many drawbacks as the students are not able to be assessed whether their concepts are fully in hand or not.

Existing education system needs reform in curriculum which is out dated. The method of technology used in schools does not match with requirements. Skills of teachers need to be enhanced through teaching and development so they can get a possible outcome from students. The other name of management is controlling. We have to manage ourself according to time. The major issues and faults in existing Educational Management system, the teachers have less knowledge about national curriculum frame work. They do not know the basic concepts, theories, history, structure and process of acquiring knowledge of the subject they are going to teach. In depth the knowledge of the Subject matter and relationship of that discipline to the other content areas. They have less knowledge of relationship of the subject in practical life, reading, writing and arithmetic principles to the domain

5.3.2 Conclusions and Discussion about Reasons Behind Issues and Flaws in Existing Educational Management

The secret to a successful future is education and educational management. Although parents have long used this adage, teachers are ultimately responsible for providing all students with the education and leadership they need to have a successful future. Here are some recommendations for creating a successful educational management strategy. In class, interruptions are generally something you want to avoid because they break your train of thought. When that occurs, you find it difficult to maintain your momentum by providing helpful exercises, activities, or other crucial things to mention because you have a propensity to forget about it. Therefore, the only thing that matters is

how well you handle interruptions in class. Additionally, you ought to maintain the respect that your pupils have for you.

Headmasters instantly appreciate their teacher highly after their first encounter. All through the year, you ought to uphold this regard, consistently utilize inconsistent discipline strategies, such as not noting any disobedience one day and getting irrationally upset about one the next. Additionally, you should always be fair in your judgments because your students are sophisticated individuals who are able to determine whether something is right or incorrect. Whatever occurs, you should avoid getting into altercations in front of other students or in public. Because you don't want your kids to "lose face" in front of their peers, always keep disagreements private. Last but not least, getting a good start on the day would be quite helpful. Avoid making unfavorable assumptions since doing so will make you behave differently toward your pupils, which is bad for your class.

5.3.3 Conclusions and Discussion about Increase in School Students' Enrollment

The Head should be dynamic to increase the enrollment of the school. He should meet the parents and encourage them to send their children to the school. Moreover, the Quality Education can also play an important role in order to increase the enrollment. A leading role of principal is very important. A well-disciplined famous and having student friendly environment of an institution attract the students and the parents' attention. Excellent grades of students in final exams have key role to increase the strength of the students. Head can motivate the community and students through social media as well as onsite programs in which parents and general public should be invited to express the qualities of school. Head teacher should participate in programs arranged by community and motivate the people about importance of education. He should mention success stories. The students are nursery for school, if we pay attention on students and their parents to get them satisfied from the teaching and learning process in the school, the enrollment will automatically prosper.

5.3.4 Conclusions and Discussion about Discipline

This research discovered that regular Heads / Principals should be provided in all the schools. Sufficient staff and subject teachers may be available. School ought to be divided into different sections and units and teachers may be assigned with duties regarding different sections. Frequent check and balance may be maintained. Meetings

may be held with the staff and their problems ought to be discussed and considered they may be encouraged for better work. Incentives may be given to them.

A discipline committee should be formed which maintain strict discipline. Educational system must be free from any kind of political involvement. Clear direction of education. Give confidence to teachers and parents them morally and financially. It must be democratic and suggestive. It must be practically mark. It must involve students. It must be involved parents and teachers. Keeping in view the efficiency of management model as per existing environment, two model can be suggested i.e., cultural model and collegial model. Cultural model is more appealing as our norms and culture are highly valuable. In this regard it can be helpful. Also, it has capacity to empower or encourage the staff members to equally participate in consultation for betterment of education or school system.

5.3.5 Traditional Management Methodology

This research discovered fourth main reason behind these issues is hierarchical organizations and predefined objectives are pursued based on an irrational method. It should flexible, problem solver, accountable, interaction oriented. It should be mixture of formal, collegial, political, subjective etc. Educational management model might be designed to such a way that it develops abilities of students, enhance care skills, knowledge learning and contributes in making positive impact on commonly. Structural system, bureaucratic, national and hierarchical model constitute the formal model of educational model. The educational model might include research based and creative ideas and techniques adoption, ground oriented policies implementation which are Continuous for adoption of polices.

5.4 Suggestions

In findings, this study has visible the whole determination that this study was steered at secondary school level.

5.4.1 Recommendation based on Study

Educational Management of modern conditions is focusing on students' achievements so school management may be achievement conscious. Final outcomes of an educational system is a kind of personality of an individual, capable to provide competitiveness of national economy, high level of spiritual culture of the society, development of high technologies. The approach to view prospects of development as

challenges to be met is of special importance for education. Challenges and possible responses to them may determine content of innovative processes in education.

Teachers' talent, creativity, and initiative may be taken as important resources for school economic and social development. It may be Democratic, cooperative and problem solving. It may be perfect enough to be implemented according to available resources in budget and its output should be maximum. Planning of Education coordination supervision-controlling-evaluation Administration & Educational Directions etc., may also be taken care.

Public officers may be cooperative one to School management so that headteachers may take all the staff members with him. He may involve them in school meters like in management of finance and purchase and sale along with academic improvement of the students' activities.

Community may also be utilized for improvement of school management. Government may take such arrangement in school management that may increase community role in school management. The headteacher may be trained how children and teachers develop and learn in variety of school, family and community contents and provide opportunities that support their intellectual, social, emotional and physical development of school.

Teachers understand international planning design long learn and short-term plans based upon knowledge of subject matter, students' community curriculum goods and employ variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills at school level.

Components of management model might be disposal of cases/Decision taken and their implementation, delegation of power, suggestion to make further improvement, monitoring, change management, Motivation to work, Supportive and democratic model. Proper head may be appointed and unnecessary burden from head must be taken off. The use of finance may be according to new trends in education.

5.4.2 Recommendation for Further Study

Further studies desired to carry out at higher secondary and at elementary level. The investigators were asked to discover out the impact of educational model to meet in diverse issues of school management. Furthermore there is need of study to be brought out to examine the result and achievements of the schools.

The educational model may include such features that have maximum flexibility and no lenient behaviour of organizational forms of production and social sphere, including the processes of knowledge gained and update into all industrial and public processes.

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APPENDICES

Appendix A

Questionnaire for Head Teachers

I am a student of Ph.D. Educational Training at the Islamia University of Bahawalpur and working on research thesis entitled “**Model development for effective management to impart quality education at secondary level**” I need your valuable opinions by providing information through this questionnaire. Hopefully the provided information will be the best of your experience and belief. I assure that your response will be treated confidentially for this study only. I am very thankful to you for this cooperation.

Yours sincerely,

Muhammad Akhtar

Ph. D Scholar

Department: Educational Training

The Islamia University of Bahawalpur

Part (A)

These questions are about you, your education and your position as school head teacher. In responding to the questions, please mark the appropriate box.

- | | | | | |
|-------------------------------------------------------------------------------|------------|--------------------------|------------|--------------------------|
| 1. Gender: | Female | <input type="checkbox"/> | Male | <input type="checkbox"/> |
| 2. Age (in years): | Under 40 | <input type="checkbox"/> | 40-49 | <input type="checkbox"/> |
| | 50-59 | <input type="checkbox"/> | 60+ | <input type="checkbox"/> |
| 3. Locality: | Rural | <input type="checkbox"/> | Urban | <input type="checkbox"/> |
| 4. Do you have head teacher responsibilities for more than one school? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 5. Academic Qualification: | B.A/ B.Sc. | <input type="checkbox"/> | M.A/ M.Sc. | <input type="checkbox"/> |
| | M. Phil | <input type="checkbox"/> | Ph. D | <input type="checkbox"/> |
| 6. Professional qualification: | B. Ed | <input type="checkbox"/> | M. Ed | <input type="checkbox"/> |

7. Experience working as a head teacher at this school?

- 1-5 years 6-10 years 11-15 years
 16-20 years More than 20 years

8. How many years did you spend as a subject/class teacher before you became a head teacher?

- 1-5 years 6-10 years 11-15 years
 16-20 years More than 20 years

Part (B)

Some statements are given below, please tick (✓) to the appropriate level of your agreement. (Note that SDA= strongly disagree, DA= disagree, UD = Undecided, A= agree, and SA= strongly agree)

Sr. No.	Statements	SDA	DA	UD	A	SA
1. Relationship Management						
9.	Teachers' involvement in management creates problems					
10.	Cooperative behaviour is essential for trust building among staff.					
11.	You assign equal assignments among staff members					
12.	You provide equal opportunities to improve teacher's competency					
13.	You motivate staff through incentives					
14.	You develop self-confidence among teachers					
15.	You give quick response to solve the teachers problems					
16.	You ensure reliable and valid assessment of teachers					
17.	You establish a constructive learning environment in school					
18.	You appreciate teachers in the presence of other teacher					
2. Planning						
19.	Division of work load according to teachers' expertise is a complex task					
20.	You visit staff room daily to check teachers' activities					
21.	You conduct weekly meetings with teachers					
22.	You update teachers about the school plan					
23.	You give proper feedback on teachers' performance					
24.	You maintain a learning atmosphere in which teachers give positive criticism					
25.	Planning for management is a laborious task.					
26.	You motivate teachers to work according to the set goals					

3. Decision Making					
(a) Staff Involvement					
27.	You involve teachers establishing rules and procedures				
28.	You pay attention to all staff				
29.	Your staff have equal rights of opinion				
30.	You take teachers' opinion in written form				
31.	You give weightage to Teachers' opinion				
(b) Parents Involvement					
32.	You involve parents in establishing rules and procedures				
33.	You inform parents about school annual calendar				
34.	You share school activities to parents				
35.	You take parents opinion in making policies				
36.	You use social networks to contact parents				
37.	You involve parents in achieving goals				
38.	You give proper response to the parents' complaints				
4. Maintaining Discipline					
39.	You allow staff to send students to Principal office for their misbehavior				
40.	You send students home for their disruptive behaviour				
41.	You redirect teachers inappropriate behaviour at the spot to correct it				
42.	You remain strict with teachers to maintain discipline				
43.	You often engage teachers to avoid minipolitics				
44.	You love to give orders to staff				
45.	You complaint to the competitive authorities about non cooperative staff				
46.	You observe classrooms teaching on daily basis				
47.	Your teachers are punctual				
48.	Your teachers involve students in their personal affaires				
49.	You create disciplined system of accountability in school				
50.	You inform staff about reasons behind disciplinary action				
51.	You aware the staff about consequences of misconduct				
5. Continual improvement of the process					
(a) Personal Professional Growth.					
52.	You participate in professional development activities as principal/Headmaster				
53.	You visit other school management model to improve your own work as principal/Headmaster				
54.	64. You work as team member to evaluate teacher's professional skills				
55.	You participate in a principal network through internet				
56.	You attend workshops or conferences as presenter				

57.	Your school have good staff retention rate					
58.	You promote technologies in school					
59.	You develop content for in-service professional development					
60.	You evaluate teachers to assign different tasks					
61.	You work as agent of professional change					
(b). Teacher's Professional Development						
62.	Your school has its own in service teachers training program					
63.	You provide opportunities to get interaction with expert resource persons					
64.	You work as team member to evaluate teacher's professional skills					
65.	You suggest ways to improve teaching methodologies					
66.	Your teachers use in classes what they learn in different in service teachers' trainings.					
(c). Community Participation in school development						
67.	You involve community members in school improvement programmes					
68.	You design events to connect community members in school development					
69.	You involve community in decision making					
70.	You involve community to develop activities for school improvement					
71.	You involve social and political leaders to resolve school issues					
72.	You arrange workshop for parents' training					
73.	You delegate some powers to community members to look into school matters					
74.	You invite suggestions from parents for teachers' betterment					
75.	You develop mechanism of information sharing among community.					
6. Customer Focus						
76.	You encourage social and moral values					
77.	You set performance standards for students					
78.	You participate in establishing co-curricular activities at school level					
79.	Parents are satisfied with your staff dealing					
80.	Your staff is given some training to deal with parents					
81.	You contribute in raising funds for needy students					
82.	You assign a teacher as customer service provider					
83.	You get feedback about visitors' on daily basis					
84.	You use your staff to increase school enrollment					

Semi-Structured Interviews from Head Teachers

In order to collect data when researcher visits different schools, the following responses were found during their interviews

Item 1

My first destination was a Rashida Fiaz, headmistress Government Girls High school Rawalpindi having an area of 6 Canal which have Student Strength 320 while 18 Staff members are working there. It has one play grounds and one grassy lawn. There was no dangerous room and have seven wash rooms. The headmistress of the school, a young lady welcomed warmly and lead to her office. In the start she was reluctant to give interview but with the passage of time a relaxed wave came into her behaviour and she was agreed to discuss about administration matters. She gave the following responses of during interview.

- Teachers' transfers after every 6 months or annually. It should be after 3 years session.
- Political involvement.
- Lack of follow up and visits by high ups.
- Visits always followed by authoritative way, not have aspect of betterment only based a dictatorship attitude.

Item 2

The second destination was a Urban school of Chishtian having an area of 70 Acre which have Student Strength 400 while 10 Staff members are working there. It has four play grounds and ten grassy lawn. There was no dangerous room and have twelve wash rooms. Though it was a very big school but unfortunately the school was in a very bad condition. There was not discipline in the school. Some classes were going on without teachers. The reason behind is that books were being distributed among schools. Some teachers were busy there in this work. The head master was a senior one having additional charge of headship for the last two years. Students were roaming here and there with loose shirts takeout. They were in relax made as the summer vocation were going to start after two days. There were not bothering about their class. Teachers perhaps taking advantage of additional charge of their fellow teacher as headmaster so they were relaxed too.

- Cramming
- Discipline
- Poor staffing
- Parents Behaviours
- Non cooperative attitude of teachers

Item 3

Third destination was a Rural school of Chishtian having an area of 2.5 Kanal which have Student Strength 340 while 40 Staff members are working there. It has one play grounds and no grassy lawn. There was no dangerous room and have six wash rooms. The researcher reached there at 11:30. It was a private school. Security guard was very actively standing at the main gate of the school. He noted down my name and guided me towards principal office. Mr. Principal a very active person at his 40's was taking meeting with non-teaching staff. While waiting outside and noted down the school atmosphere. The school was fully decorated and white washed. Every corner of the school was neat and clean. There was discipline in everywhere in school. Classes were working smoothly and there were no class unattended though it was a school with less acquired land yet have a nice leaning atmosphere after some time office boy called me to come in principle office and we discussed at about school management.

- Lack long term planning to meet the parents' expectations.
- To bring students of different backgrounds in school's milieu.
- To maintain punctuality, regularity and cleanliness of students.
- Fee collection and fund raising.
- To educate the uneducated and uncivilized parents
- Use of modern technologies
- Recruiting professional staff within limited sources.

Item 4

The next targeted school was Girls high school, Chishtian having an area of 4.5 Canal which have Student Strength 176 while 15 Staff members are working there. It has no play grounds and no grassy lawn. There were two dangerous room and have five wash rooms. Researcher have to wait a large time there at the gate and when he was given permission to enter the school. Headmistress a senior lady welcomed me. She was running the school as the other were doing on nothing special was seen in her working style. She was lamenting about the system of management that there is no time to check the internal

school matters or academic of school rather all the time has been concerned to reply the official work date etc.

The school management depends on the administrator. If the school administrator has leadership and professional capabilities the school may function smoothly. But unfortunately, in our District the school management is facing issues which are badly affecting the educational environment in school. For example, the Heads are being given extra assignments from other departments like ECP etc on the other hand Heads will automatically burden the teaching staff for fulfillment of such assignment This will badly affect the prime duty of the administrator and as well as teachers. The Heads of school should keep away from such kinds of duties.

Item 5

The fifth destination was a Rural girls school of Chishtian having an area of 7 Canal which have Student Strength 204 while 12 Staff members and 6 Nonteaching staff are working there. It has no play grounds and no grassy lawn. There was three dangerous room and have three wash rooms. The headmistress of the school seems to be an active lady was taking a round of the school. After a while waiting she came and discussed management points and gave her point of view about these points mentioned in questions. She was confident enough and did not feel any gender BISE. She was annoyed of the prevailing management working style and behaviour of the high ups she claimed that she can better management the school as instructed by the government officials. Seemingly school was well managed and discipline was maintained in school she mentioned Cooperation of parents due to a lack of awareness of the importance of education is one of the biggest problems.

Item 6

Next school to attend was of a rural boys' school Chishtian having an area of 3 kanal which have Student Strength 479 while 17 Staff members and 6 Nonteaching staff are working there. It has no play grounds and no grassy lawn. There was four dangerous room and have 12 wash rooms. At the start he was very excited to discuss all the matters about school management but when I asked about his opinion but he could not response well. He was somehow confused to maintain his flow in his discussion. His management was not so well. School was not properly maintained. His claim was not as shown in school activities. He admitted that there are no SOP's to work as headmaster. His working style was also a causal one. However, school was neat and clean and was well painted in

all respect but two parents were there to discuss their kid's matter and they were annoyed with the school head. He discussed school matters about school management and gave the following responses.

- i. The main problem is insufficient teaching and non-teaching staff. As for as teaching staff is concerned we lack teachers, at primary level one teacher has to take at least two classes which affects the results. At high and higher level, we lack subject teachers.
- ii. Manpower including workers and clerks are also not sufficiently provided.
- iii. Lack of continuity of Policies: Policies which are formed, are not consistently followed, they keep on changing.

Item 7

My seventh destination was an Urban school of Chishtian having an area of 27 Marlas which have Student Strength 214 while 19 Staff members are working there. It has no play grounds and no grassy lawn. There was no dangerous room and have four wash rooms. There was a lady head teacher. She was hesitated to discuss as school owner was not present in school. She said that had no headship experience rather I am senior one and has been assigned the duty of a headship. She was doing headship as a duty. She just obey the ordered given by his boss. There seems dictatorship of their school owner. He did not consult or discuss matters rather given orders. There was no system of educational management other than dictatorship. However, she dealt me and other visitors and parents in a nice manner who came to discuss their matter in my presence. Obviously the school had an attractive look for the parent. She was made fully aware of the students catching values. I discussed matters about school management and she replied as.

- Lack of power about educational policy.
- Lack of funds.
- Building and class room size issues
- Lack of proper teachers training.

Item 8

The eighth destination was an (did not want to disclose his identity) school of Chishtian having an area of 11 kanals which have Student Strength 425 while 28 Staff members are working there. It has two play grounds and three grassy lawn. There was no dangerous room and have five wash rooms. It was newly promoted school from elementary to secondary level but there was no staff yet appointed for high section of

school even after three years of this promotion. There were more classes than teacher's capacity. The school head was very annoyed of this government policy. He was managing school with very difficult. He was very active person and had made proper arrangements to tackle this issue of staff deficiency. He himself was taking 6 classes a day and all the other staff member were busy in taking full day classes and only rest time was break time. One can easily imagen. How difficult is it to manage school matters i.e. academic financial and sending dark time and again the high command? Never the less he discussed the management matters in these ways.

In existing educational management the main issue is of Enrollment and Admissions. As primary and Elementary Schools are located close to high schools so most of the families prefer high schools for studies. Secondly the roads for schools are not properly build that's why we face enrollment issues. Besides this in school management we face issues on course management and staff management.

Item 9

The ninth destination was a Rural school of Chishtian having an area of 6 Canal, 10 Marlas which have Student Strength 270 while 18 Staff members are working there. It has one play grounds and no grassy lawn. There was no dangerous room and have 6 wash rooms. Headmaster of this school was well known to researcher, he usually boasted about his school management. It was a golden chance to see observe his school and discuss with him about school management. He reached school early the start of school and was astonished to see me there in his school. Really, he has managed well output of the school but teachers seemed annoyed to him. This school annual school board results of last three years were below board. His boasting style was same as earlier. He did not take any round of the school during my full day stay at school. With his permission. I visited some of the classes. Teachers were sitting in the chairs and some of them were goasping with students and even there found more than two groups discussing politics while their classes were on the responded my quarries in the following way. There are many flaws and issues in existing Educational Management as follows

1. Lack of adopting better teaching strategies and planning
2. Shortage of teaching staff
3. Lack of availability of facilities
4. Non availability of non-teachings taff, sweeper, security guard and chaukidar
5. Posting of teachers at far flung areas

6. Poor policies regarding educational institution like dengue activities and so on
7. Unawareness of ground realities
8. There is no respect for government teacher

Item 10

A private secondary school of far from CTN was next target to visit, an Urban school of Chishtian having an area of 4 kanal, which have Student Strength 108 while 10 Staff members are working there. It has one play grounds and one grassy lawn. There was no dangerous room and have four wash rooms. It was not a huge school but a well decorated one. The school owner was not well qualified person. He was just matriculate and has hired a principal of good rank. It was a single handedly managed school. Principal worked under the supreme instruction of his owner. Principal of this school was looking for better chance of principalship at his earliest. The school has well discipline and showing good results but there seemed an unrest among the faculty members. They were not satisfied with the management and their pay package. The school management matters were discussed as under.

- Immature digitization system like dengue app or HRMIS system.
- Bulling by some of high ups or checkers
- Quality of teacher (No comment over relevant subjects in some schools)
- Funds have taxes, tax not must be intruded in funds

Item 11

The eleventh destination was a DPS school of Chishtian having an area of 5 Canal, which have Student Strength 465 while 14 Staff members were working there. It has one play grounds and one grassy lawn. There was no dangerous room and have eight wash rooms. The school was managed by the local government D.C.O through a trust. These types of schools are governed by board of governors of comprises of educational trust. These educational trusts are comprises on members among the ex-offitio officers and from local social and political personalities. The trust appointed Head of institution for the period of three years to be extendable on the basis of his working. The concerned school was well managed and teachers were seemed satisfied as the trust was paying good salaries as compared to other local private schools. Principal of this school have a good experience of headship at different reknowed schools. He was well personality and discussed different managerial issues and replied this ways.as it was a school managed by

worthy DC, so it has no external issues rather than staff mini politics and parents involvement in result tabulation.

Item 12

The twelve destination was an rural school of Chishtian having an area of 3 kanal, which have Student Strength 200 while 23 Staff members were working there. It has no play grounds and no grassy lawn. There was no dangerous room and have five wash rooms. A very vast school at rural area was my next stay to get data. It was government High school of nearby village at CTN. Everything regarding infrastructure was in apple pie order and well decorated. But the inner story was quite different. Furniture was scattered in different places and teachers were standing at corner for gup shup and their classes were on. They did not bother about their classes rather they prefer the discuss they pretty matters during their class time. Head master was very annoyed with the non-cooperative behaviour of the staff members. This was also inculcating among the new staff and students. Head master was at his fix what to do in this situation. The issues and flaws associated with Educational Management system of Pakistan are lake of adequate budget, lake of policy implementation, Defective examination system, poor physical facilities, lack of teacher quality, lack of implementation of education policies, directionless education, low enrollment, high scale dropout, political interference.

Item 13

The next school to visit was a girls high school at Bahawalnagar high way road. It was a big school having an area of 12 kanal, which have Student Strength 451 while 35 Staff members are working there. It has one play grounds and two grassy lawn. There was no dangerous room and have 10 wash rooms. Headmistress of this school seemed not so active but she had organized a team to work. When I started interviewing here she called two senior teachers for her help and to reply proper. When asked question, she looked first at the face of staff members blank Lesly. These members started the discussion and one then tried to add in it with yes and no but failed to add properly. However, she has senior teachers. She was running with the help of these teachers, one was given responsibility to reply for the official letters and second was deputed to look after internal matters. She discussed managerial matters that lots of responsibility on head risks, threats face many bad behaviors with patience, faced student's issues, stubborn non hardworking teachers behaviors, faced lots of pains for unethical non hardworking issues budget management, low budget more school targets audits if teacher is not doing good job then head is

considered responsible if teacher do mistakes head face issues. No relaxation and peace of mind for head either she is in school or at home all time job, busy in school tasks and it has been very tough to deal with different type of teachers. Head faced issue in both managements, lower management system in which she is connected to teachers also in upper management systems in which she is connected with higher authorities.

Item 14

The fourteen destination was a Rural school of Chishtian having an area of 18 Canal, which have Student Strength 739 while 26 Staff members were working there. It had one play ground and two grassy lawn. There was no dangerous room and have 18 wash rooms. When reached there saw that headmaster of the school was addressing to the morning Assembly. This was a private school run by a single head administration He seemed a clergy man though his claddings. He gave a very good sermon about the 'terbia and well-being of the student to obey their parents. On stayed there three hours and discussed many things. The teachers were busy in the daily classes and routine. No class was unattended and school was running smoothly. He was also not aware of any kind of SOP that is available to run a school. He gave his point of view as follow.

1. Lack of Professionalism is the first and foremost problem that leads to other countless problems.
2. Many of the teachers don't have the subject knowledge as a result they cannot deliver accordingly.
3. Instructional planning and strategies are failed as the teachers are not fully aware of Aims, Goals and Objectives of education as well as of the Curriculum for the specific subject.

Item 15

The fifteenth destination was a Rural school of Chishtian having an area of 33 Canal, which have Student Strength 257 while 25 Staff members are working there. It had three play grounds and one grassy lawn. There was no dangerous room and have eight wash rooms. It was also working as CTSC, (City training and support center). The headmistress of the school was a very senior lady. She was more active than her age. She was running a system of training and also working as Lazan officer. Having so many assignment, She was fade up with the system of educational management. She was even ready to leave her job before retirement due the managerial issues. She was counting her service day to get retirement However I discussed the following things with her.

Although existing educational system has developed in recent years yet there is need of improvement. Main focus should be on primary portion of education system where we prepare our students for challenges of higher classes. Basics of every subject should be inculcated in students as well as moral and character related qualities . Overall education system is revolving around multiple choice questions which has many drawbacks as the students are not able to be assessed whether their concepts are fully in hand or not.

Item 16

The next school was very away nearly Indian boarder. Researcher reached there with very difficult. It was a government boys high school. The strength of the school was very low. Teachers' retention rate was very low there. Head master was from nearby village he told that teachers do not stay here for more than two years being at the border area with less life facilities at school and local area. So, they got transferred from this school at their early stage of arrival. The headmaster was a hardworking person. He used to stay late at school and prepared his daak for high command and then left the school. He discussed problems as teachers are main and bottom line managers for performing all levels of activities which high level management design to improvement in educational standards or system. So, he had strongly agreed to involve teachers in management process. Specially create a district level well educated teachers team which always having member of educational management team.

Item 17

The arrival of a researcher at Govt Girls High school was a horrible news for the head mistress. She felt that D.C. has come to visit school. The school guide sent this rumor inside the school and there was a great tension in school but when researcher introduced himself as a researcher she stopped me at gate about one hour and then headmistress called in her office. The school was also well managed like all other public school but the working style of the headmistress was a unique one. She disclosed that she never did anything but she had deliberated power and responsibilities to the staff through different communities. These committees gave me report and wet there working. I was really impressed with her way of administration she was totally dependent on her staff. She discuss as the discipline of students, lack of planning, poor system of daak and unusual visits of the monitors. She also condemned the role of community in creating hurdles in management

Item 18

My eighteenth destination was a school of Chishtian in the second time after break. Headmaster of the school was sitting worried among the clerical crew to send an emergency daak to CEO office. All were seemed busy to do so. When I discussed with principal he annoying said in Panjabi “Aithy management khaak karni hy hamin to Daak say hi fursat nahi milti”. (How can we do management while we have to spend a lot of time to prepare daak). However, he gave me time to discuss the managerial patten He have good ideas about educational management but he said that their hands are bounded under the prevailing managerial system. The school was extended from elementary to high level without new staff he discussed existing education system needs reform in curriculum which is out dated. The method of technology used in schools does not match with requirements. Skills of teachers need to be enhanced through teaching and development so they can get a possible outcome from students.

Item 19

I reached a school at very remote area of CTN Govt. Girls Higher school having My nineteenth destination was a Rural school of Chishtian having an area of 7 Canal, which have Student Strength 283 while 21 Staff members are working there. It has two play grounds and no grassy lawn. There was no dangerous room and have eight wash rooms. This school was also promoted from Elementary to secondary level before three years in the previous government without allocating new staff science laboratories, library and other necessary equipment. So, there was many issues in the school as we have seen in this type of schools. There school are not properly run by the system. Headmaster of this school was also on adhoc charge and facing the managerial issues. He was telling that staff usually black mailing him through different ways. As he had been their colleague and fellow teacher, they took him as granted and usually refused him to obey He discussed with me as.

1. lack of uniformity
2. Lack of facility
3. Outdated Curricula
4. Lack of Trained faculty
5. Poor Supervision
6. Low Budget

Item 20

The twenty destination was a very big school having an area of 22 Canal, which has Student Strength 335 while 35 Staff members are working there. It had 3 play grounds and one grassy lawn. There was no dangerous room and have nine wash rooms. It was Government High school Fort Abbas. It was a very splendid school with a grandeur building, having 5 blocks in different corners of the school. It was also full of colourful flowers and parks. Lawns were skillfully maintained. No one can go without being impressed from the beauty of the school. But again same managerial issues were there. Headmaster of the school discussed in detail that high command disturbed a lot. They visits and Deal in hinderance in way of management of school. He has been busy enough even to visit the classes for last many days. He discussed managerial matter in detail with me as under.

There are many issues facing in the existing educational management system such are

- Lack of staff policies implementation and consistency in policies.
- Poor physical facilities system
- Poor management system
- Poor planning and implementation of policies
- Poor exam system and measure to improve exam management system according to ground realities and student level of understanding
- Course oriented syllabus and teaching methods
- Low enrollments and highest dropouts
- Political interference
- Lack of research-based environment
- Poor facilities for studies

Item 21

The twenty one destination was an Urban school of FTS having an area of 23 Kanal, which have Student Strength about 300 while 27 Staff members were working there. It had two play grounds and two grassy lawn. There was no dangerous room and had 20 wash rooms. The researcher reached early down there. This was also a promoted school. The upgraded level of secondary from elementary was a blessing for the parents and students but a hell for the teachers and headmaster. They considered it as a big problem on administrative point of view. Lack of basic facilities was the main issues and

hinderance in way of teaching learning process head master of the school was very active person but he could not discuss properly and was confused one. He had to work a lot due to the shortage of teaching and non-teaching crew at school. However he discussed the things as under;

1. Paper-based processes of management
2. Lack of basic facility
3. No library
4. No laboratories
5. Online Registration
6. Admission & Enrollment
7. Course Management
8. Teacher Evaluation
9. Communication & Collaboration
10. Classroom Management Strategy
11. Student Monitoring
12. Revenue Management
13. Forecasting the academic achievement

Item 22

The twenty second destination was Govt Girls high school Maroot a Rural school of having an area of 3 kanal, which have Student Strength 330 while 29 Staff members are working there. It has one play grounds and no grassy lawn. There was no dangerous room and have 8 wash rooms.. It is very for Tehsil of Bahawalnagar nearby Tehsil Yazman of Bahawalpur. The headmistress was Late. She came about one are half hour late. After Assembly I got permission from second head mistress to visit classes. May be at my approach, the classes started smoothly but teachers were reluctant to go to the classes at the very early start of their classes sluggishly in the absence of headmistress. While at the approach of headmistress all the staff become alert. They came to an active position. I discussed may things with the headmistress. She was too talking against the government officers and educational management system. She condemned inactive teachers behaviour.

Item 23

The next school to visit was a Govt high school of Chishtian having an area of 8 Canal, which have Student Strength 2045 while 64 Staff members are working there. It has three play grounds and 2 grassy lawn. There was no dangerous room and have 16 wash rooms. Researcher reached there when assembly was going on. Head teacher was in office and boys were conducting assembly with the help of PTI and some other teachers. They brought the classes back in a queue but students were roaming here and there in spite of instruction given by PTI again and again. They claimed that students have become very naughty and careless after the slogan of “Maar naheen Piyaar, (There should be love and care, and no punishment). Headmaster discussed many things and seemed annoyed with government and gave his opinion in this way.

- i. Lack of funds.
- ii. Non Cooperative Behavior of some staff members.
- iii. Lack of latest teaching equipment and tools.
- iv. Only one laboratory is functional which is not large enough to facilitate the strength of students.

Item 24

Twenty fourth destination was Govt. Girls high school in a village of Marrot having an area of 30 Canal, which have Student Strength 1873 while 47 Staff members are working there. It has one play grounds and no grassy lawn. There was no dangerous room and have 6 wash rooms.. It was tough at remote area of this tehsil. It was decorated nicely. The loons were neat and clean. The ground grass was trimmed, seeming that their gardener was an apt person and Headmistress of the school was very active and was doing her work. School neatness showed her interest in school. She took all teachers with her in her school management. She not only bore criticism on school matter by her staff but also invite them to criticize the hon going work or plan by the committees for different tasks. She herself criticized government policies and busted up to the high up’s behaviour when they visit the school. She gave me an ample time and discussed the following issues. Student Monitoring, Teacher evaluation, paper based process, online registration, enrollment & admission, classroom management strongly, forecasting the academic achievement Revenue management etc.

Item 25

Twenty-fifth destination was a public school of a village at roadside to the city having 45 Canal, which have Student Strength 1600 while 25 Staff members are working there. It had three play grounds and two grassy lawn. There was no dangerous room and have 11 wash rooms.. Like a high school, it had a very lesser facilities. There was no proper care of the things. Science Lab was not present there as it was newly promoted school from Elementary of secondary level computer lab was also missing there. Even school was run short of basic necessities of learning material. Headmaster of the school was seemed not to be an active person. He many times scold the government policies of promoting schools without basic facilities. He discussed the following issues.

1. 1.political interference
2. 2.lack of CPD
3. 3.Extra engagement of heads in pity matters
4. parents involvement
5. Lake of facilities
6. lack of planning
7. lack of funds

Item 26

The twenty sixth sample school was government Model high school Bahawalnagar. It was having an area of 21 Canal, which have Student Strength 601 while 59 Staff members are working there. It has one play grounds and no grassy lawn. There was no dangerous room and have 24 wash rooms. A huge school with grandeur vast and endless building acquiring a lot of land area. The most senior headmaster of the district was appointed there at this school. He was not only a senior me but also have good exposure of educational management. He had worked at different managerial parts of Education department i-e D.D.E.O (Deputy District Education Officer). He discussed may issues. He also criticized the government policies and gave reply as under.

The basic issues are non-cooperation of staff in Studies. The teachers are not willing to take classes nor they tries to force them. He also complained about corporal punishment. He further said that society and political leaders are not playing their proper role in developing education in this area.

Item 27

When researcher reached next school, break time was over. The twenty-seven destination was a rural school of Chishtian having an area of 5 kanal, which had Student Strength 285 while 15 Staff members are working there. It has one play grounds and one grassy lawn. There was three dangerous room and have seven wash rooms. Headmaster of the school was in hurry to move for CEO office to attend a meeting. He gave me a little time. He was also a senior head master, he had to attend high profile meeting and usually he had been assigned enquiries of different disputes of different school teachers and misconducts of non-teaching staff. So, he had been off from school at least thrice a day. So in a few minutes he responded me to my quarries as under.

1. Shortage of teaching staff
2. Shortage of nonteaching staff
3. Students behavior
4. lack of cooperation of patents
5. Lack of responsibilities

Item 28

The next school to visit was a government high school at Bahawalnagar having an area of 56 Canal, which have Student Strength 1715 while 58 Staff members are working there. It had four play grounds and one grassy lawn. There was no dangerous room and have 22 wash rooms.. I reached there before time and joined assembly with headmaster's permission and see around the school. The school was not so big the headmaster of the school seemed not so active His school board results were also not so good as there were displayed in Head masters office. The teachers were taking classes smoothly. Headmaster took keen interest in replying to my queries and again he also gave verdicts against the public polices, parent's non cooperative attitude and officers behaviour. He discussed the managerial issues as under.

- 1 Lack of resources
- 2 Lack of professional training of managers
- 3 Lack of guidance and counseling
- 4 Authoritarian leadership style

Item 29

The twenty-nine destination was an rural school of Chishtian having an area of 34 kanal, which have Student Strength 350 while 35 Staff members are working there. It has three play grounds and two grassy lawn. There was no dangerous room and have 16 wash rooms. Being at very remote side, I reached there when two hours were remaining in off time. Headmaster of this school welcomed me as he was nearby the main gate of school during his round of school he informed me that it was his third round of the school and his school's strength and cleanliness was a great proof of his claim. He was happy with his activities at school and doing his duties with honesty but offers were a great hurdle in his way of working. He could not apply the ideas and suggestions he had about educational management due to his high ups' daak another pity matters to be delt on daily basis. He replied as. Some of the issues and flaws in existing Educational Management system are:

- Lack of communication between student and the teacher.
- Student ack of interest to get knowledge
- Non-serious attitude of student
- Students not cooperating in Studies.
- The students are not willing to study nor the teacher tries to force them student complains about corporal punishment.
- Non-cooperative behavior of parents

Item 30

Thirtieth destination was an Urban school having an area of 29 kanal, which have Student Strength 850 while 35 Staff members are working there was situated at main road on BWN to HND. It had two play grounds and one grassy lawn. There was no dangerous room and have 16 wash rooms. Headmaster of the school was clad in smart dress haring a good personality appeared to me as a well and give ideas about the research. He lament about the non-cooperative behaviour of the staff. They usually come late and do not obey my orders. I many times complained to the high ups and they do not take any action due to their "Asro Rasookh (Mughwamps). He also discussed way of working and style of the officers regarding educational department. Some of the issues and flaws in existing Educational Management system are:

- Lack of communication between student and the teacher.
- Student ack of interest to get knowledge

- Non-serious attitude of student
- Students not cooperating in Studies.
- The students are not willing to study nor the teacher tries to force them student complains about corporal punishment.
- Non-cooperative behavior of parents

Item 31

The thirty first destination was a private school situated at the rural area of Bahawalnagar at Minchanabad road having an area of 12 kanals, which have Student Strength 275 while 27 Staff members are working there. It has one play grounds and no grassy lawn. There was no dangerous room and have 6 wash rooms. It was so spacious school but the owner of school was also working as principal, a graduate one was trying his best to work as a good manager. He was an active and smart young man of 38. His style of working seemed to be a sharing one. He discussed Things in a very professional ways. Out dated curriculum, Lack of training facilities, Low budgets., more Dropout were the main problems that he shared.

Item 32

The thirty second destination was Govt girls high school Mandi Sadiq Gung, reached there early at 7:20 o' clock, having an area of 12 Canal, which have Student Strength 644 while 39 Staff members are working there. It has one play grounds and no grassy lawn. There was no dangerous room and have 13 wash rooms. At this time hardly any teacher has arrived even school guard also came a few minutes later than me. Soon school head mistress arrived and on informing her she called me in and said me to wait in office while she went out to attend assembly. Her office was quite good looking and everything was in apple pie order. Soon she came back to her office after assembly and I discuss the thing with her.

The flaws in existing educational systems are as follows

- Dropout is discouraging due to which poor students are kept in role
- There is a student accountability on result lower then board so management follow the tools to get good results
- Lack of funds
- Lacking in policy
- Non cooperative staff

Item 33

The next destination was Govt high school. The school was comprised of a good land and have vast playground grassy lawn well decorated building and flower beds. The headmistress was a senior one near her retirement after two years. She has made the school working committees and was making best use of these committees as their work was depicted through school maintenance. She discussed all the matters regarding educational management as under.

The educational management system faces following issues and flaws:

- Lack of uniformity
- Education without direction
- Outdated curricula
- Lack of professional development of teachers
- Lack of quality teachers
- Alarming dropouts
- System of examination
- Poor supervisory standards
- Internal and external influences
- Lack of resources
- Policy implementation
- Low budgetary allocation for education
- Corruption

Item 34

The country school system Mahar Shreef, was situated in a narrow street, having area of only 2 Kanal but it was filled with students I stayed their up till pack up time and discussed educational management matter. He was not fully aware of management and running the school as instructed by PEF. I discussed the matters as: The main issue is interference of Ehsaas program, lack of class 4, Lack of funds, lack of security system, need of proper, Need shed for vehicles

Item 35

My thirty five destination was an Urban school. It is also a very vast school like all other Government schools. Headmaster was on leave on that day. Second head master was given charge of headmaster on that day. He was a senior teacher and had good experience of management as it had been many chances that he was given charge of headship. He discussed thing about educational management issues and flaws describes below: -

- Lack of Educational Management planning and poor implementation of education policies
- Inadequate Budget
- Outdated curriculum
- Defective examination system
- Dis-respecting of teachers
- Dropout of students in school
- Lack of Trained and devoted Teachers

Item 36

The next destination was an Urban girls school. Head mistress of the school attended me nicely. She was a lady of hospitality. She was not well equipped with managerial faculties. She seemed to run this school on the shoulder of her staff members. Though her staff had arranged the things quite in good manners. She said that she distributes the duties and enjoy the administration. She discussed all managerial matters but not quite satisfactory one. She mentioned the issues and replied as under; Enrollment: Class room management, admission online registration, Revenue management, Students and teachers monitoring, teachers' evaluation, paper-based process.

Item 37

Another Government High school that was promoted from Elementary to High school was in my sample group. It was a school that was promoted without physical and human resources. They existing staff along with existing head had to manage all the managerial matter with the present resources. The head master had the same issues of deficiency of resources Labs and other financial problems. The and 10th classes as they were not given any extra wages. Head master complained that staff is not co-operative in this regard. He explained the issues as under.

The other name of management is controlling. We have to manage ourself according to time. He major issues and faults in existing Educational Management system, the teachers have less knowledge about national curriculum frame work. The do not know the basic concepts, theories, history, structure and process of acquiring knowledge of the subject they are going to teach. In depth the knowledge of the Subject matter and relationship of that discipline to the other content areas. They have less knowledge of relationship of the subject in practical life, reading, writing and arithmetic principles to the domain

Item 38

Researcher reached at next school at about 12 noon. School was running smoothly and teachers were taking their classes. However, some teachers were gossiping with student sitting in the chairs. They become alert at once at head master's arrival along with researcher. They did not feel ashamed of leaving their classes. Headmaster felt ashamed of leaving their classes. Headmaster said that he has been helpless in front of them as they consider themselves a "Mafia" and create hurdles in his working However he discussed the things in this way. Teachers are performing different tasks like polio duties, senses duties, dengue etc. They have no extra time to focus on classes; even you say that their attentions are divert. He was annoyed due the daily daak to the DDEO office

Item 39

Researcher targeted next sample school at early morning and reached at a privately managed school namely, Sir Syed Public High School, 31 Chock Dahranwala road Chishtian. It was also a foundation assisted school. Owing the ownership of the school, Principal of the school discussed management matters. He was fully trained by PEF trainers. He knew who to run a school and to enhance the targeted students to increase school strength. He discussed things as under;

Shortage of staff at higher secondary level.

Lack of resources

Lack of motivation among teachers

Lack of planning

Lack of coordination

Lack of community participation

Item 40

The next school was a private school that was not in the purpose built building. This school was in a narrow street of a slum area. It looked that the people knew the education of a child has importance rather the building of school. Though school building matters. He was an active person. He discussed the things about educational management as under;

- 1) The education system of Pakistan has multiple number of curricula being taught in the country simultaneously, the most common being Matriculation and Cambridge. This leads to disparity amongst the students ad they reach university and higher studies and causes rifts amongst students belonging from different social circles.
- 2) Outdated examination system is also causing major problems for Pakistan's education system. The examination carried out only analyzes the ability of student to cram information in their head and does not test the proper concepts and knowledge the student must learn.
- 3) Poor exam supervision system is also a focal flaw in Pakistan's education system. Invigilators are often inattentive of students during examinations and many are prone to being bribed to overlook the students cheating.
- 4) Low budgets for the development of the education system which is already a victim of continuous corruption is leading to poor infrastructure of schools especially in rural area.
- 5) Lack of professional teachers using proper teaching methods and techniques to impart knowledge to the kids is also leading to innumerable problems in Pakistan's education system.

Item 41

Next school to visit was another private school that was single handedly managed. The owner, being sole single in power head full autonomy of decision making, was managing the school in proper professional way, Though having MA degree and having no professional degree except experience, on the basis of his professional experience, he was successfully running the school and showing good results the school and showing good results in BISE exams. He discussed the school management matters as Involvement of political personalities, lack of interest of parents, Authoritarian style of management, lack professional training of managerial staff.

Item 42

The researcher reached next school early dawn when assembly was going on. It was a Govt school at 95/F, Chishtian. It was a spacious school with a grandeur building along with grassy lawn and play ground. It was a very old school established in 1930. Headmaster was a newly appointed person with no previous experience yet he had a good professional knowledge. The issues and flaws are describes below:-

- Dis-respecting of teachers
- Dropout of students in school
- Lack of Trained and devoted Teachers
- Outdated curriculum
- Defective examination system
- Inadequate Budget allocation for infrastructure improvement.

Item 43

On the way to Govt. Girls High School of the same village researcher reached there at 11 am when school working was in full bloom. A staff meeting was to be arranged during break time. I waited there till the meeting was over. During this time collected information about the school from clerk office and take a round of the school and observe the school atmosphere. Headmaster discussed the things as under. Vacant principal post, No separate labs for each subject, low capacity of examination hall, lack of community participation, lack of planning, emergency in daak and discipline issues.

Item 44

There was no dangerous room and have nine wash rooms. My next school to get data was Govt girls high school Chak 5/G Abdullah, Chishtian it was not so big school. Head mistress of the school had a lot of experience that is of 17 years. She was taking the administrative matters skillfully with the formation of committees. She was apt in working and was given a good respect.

- Administration is pushing the faculty as well as the entire staff within schools towards digitalization whereas the challenges faced due to in availability of the online systems, power and internet outage, and strict deadlines for submission of data are making it difficult to keep up with the pace

- To keep up with the No Dropout policy, poor and zero students are kept on enrolled which at the end has a very bad impact on the overall result
- Inadequate Budget allocation for infrastructure improvement
- Curriculum issues

Item 45

My next school to visit was a foundation Assisted school at Chishtian city, namely city school of science. Headmistress was just a show piece in the hand of school owner. She was just occupying the principal seat nothing more than this. She just passed the orders commanded by the owner. The school was in very poor condition. Labs has a layers of dust over every equipment. Pieces of computer were scattered on the table of computer lab.

Check List

Sr. No.	Statements	
1. Managerial Issues		
1.	Does teachers are being involved in management	
2.	Does staff members are assigned equal assignments	
3.	Does principal provide equal opportunities to improve teacher's competency	
4.	Principal develops self-confidence among teachers	
5.	Principal gives quick response to solve the teachers' problems	
6.	Principal ensures reliable and valid assessment of teachers	
7.	Principal appreciates teachers in the presence of other teachers	
2. Planning		
8.	Principal divides equal work load according to teachers' expertise	
9.	Principal visits staff room daily	
10.	Principal conducts weekly meetings with teachers	
11.	Principal updates teachers about the school plan	
12.	Principal gives feedback on teachers' performance	
13.	Principal maintains a learning atmosphere in which teachers give positive criticism	
14.	Principal motivates teachers to work according to the set goals	
3. Decision Making		
(a) Staff Involvement		
15.	Principal involve teachers establishing rules and procedures	
16.	Principal pay attention to all staff	
17.	Principal staff have equal rights of opinion	
18.	Principal take teachers' opinion in written form	
19.	Principal give weightage to Teachers' opinion	
(c). Community Participation in school development		
20.	Principal involve community members in school improvement programmes	
21.	Principal design events to connect community members in school development	
22.	Principal involve community in decision making	
23.	Principal involve community to develop activities for school improvement	
24.	Principal involve social and political leaders to resolve school issues	
25.	Principal arrange workshop for parents' training	

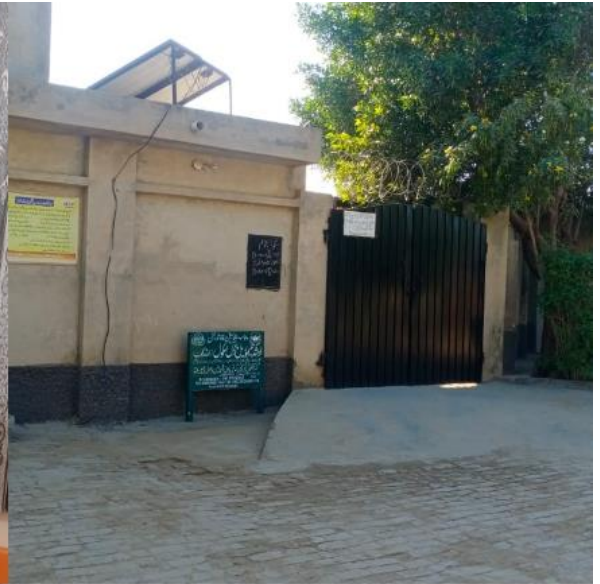
26.	Principal delegates some powers to community members to look into school matters	
27.	Principal invites suggestions from parents for teachers' betterment	
28.	Principal develops mechanism of information sharing among community.	
6. Customer Focus		
29.	Principal encourage social and moral values	
30.	Principal sets performance standards for students	
31.	Principal participates in establishing co-curricular activities at school level	
32.	Parents are satisfied with staff dealing	
33.	Staff is given some training to deal with parents	
34.	School contributes in raising funds for needy students	
35.	School assigned a teacher as customer service provider	
36.	Principal get feedback about visitors' on daily basis	
37.	Principal utilizes staff to increase school enrollment	











Recorded Interviews



WhatsApp Video 2022-12-18 at 11.56.56 AM (1).mp4



WhatsApp Video
2022-12-18 at 11.56.



WhatsApp Video 2022-12-18 at 11.56.56 AM.mp4



WhatsApp Video
2022-12-18 at 11.28.



WhatsApp Video
2022-12-18 at 11.28.



WhatsApp Video
2022-12-18 at 11.28.



WhatsApp Video
2022-12-18 at 11.56.



WhatsApp Video
2022-12-18 at 11.56.