

A STUDY OF ISSUES IN EDUCATIONAL MANAGEMENT AT HIGH SCHOOL LEVEL AT PUNJAB

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ABSTRACT

The school management is regarded as one of the most important managements in perspective of Pakistani schools. Educational management is a discipline with respect to the management of educational organizations was established to develop disciplines at schools. The present study comprises on to find out the issues in existing school management in education system at high school level in Punjab through survey method. The main objectives of this study were to study some existing school management models, to find out the issues in school department at secondary level and to find out the need for school management improvement. This study has a qualitative approach. The data was collected through a structured interview from four schools of district Bahawalnagar and analyzed data was expressed in detail. The conditions of the public sector school were far different from those of private sector. The schools lacked basic physical infrastructure to carry out daily routine tasks

Keywords: Management, School heads, Quality education

INTRODUCTION

A set of tasks related to the highly organized and efficient application of resources within the organization to achieve organizational goals is called management (Sapre, 2002, p.102), and educational management is considered a discipline of managing educational organizations (Bush, 2011). However, Bolam (1999) stated that educational administration is a function of implementing decided policies and distinguished educational administration. Bush (2011) says that education and actions must be linked to goals and objectives. Because of this, defining the goals of an organization is a key part of educational management. Educational management models have been classified by various scholars. Cuthbert (1984) divided educational management theories into five groups, including analytic-rational, pragmatic-rational, political, and interactive models. Furthermore, Bush (2011) classified education management models into six clusters, which are formal, collegial, political, subjective, uncertain, and cultural models as follows.

Formal Model of Educational Management

Structural, hierarchical, bureaucratic, and rational models constitute the formal models of education management (Bush, 2011). Managers' authority is a product of their official position, and these managers are also responsible for the implementation and enforcement of policies set in organizations. These models show that the structure of organizations is hierarchical and that the goals are implemented based on a rational method. This leadership style has some assumptions, such as focusing on the active execution of activities, tasks, and activities as a means of facilitating the activities of other organizational members; a high degree of rationality in the behaviour of organizational members; and influencing formal positions depending on the status of the organization's positions in the organizational chart (Leithwood et al., 1999).

Collegial Model of Educational Management

Collegial models are based on the assumptions of policy-making and formulation; decision-making based on a process of discussion, agreement, and consensus, and the sharing of powers among some or all of the organizational members with a common goal of organizational goals (Bush, 2011). Furthermore, Leithwood (1994) identified eight dimensions in the education sector: (1) establishing a school vision, (2) setting school goals, (3) providing intellectual stimulation, (4) providing

individualized support, (5) modeling best practices and core organizational values, (6) demonstrating high performance expectations, (7) creating a productive culture in schools, and (8) promoting participation in school decision-making by developing the necessary structure. Collegial models are based on the commitment of organizational members and the fact that a higher level of personal commitment to achieving an organizational goal will lead to a higher level of organizational productivity (Leithwood et al., 1999).

Political Model of Educational Management

The political model (Bush, 2011) states that educational policies and decisions in institutions depend on a process of bargaining and negotiation over the goals of subdivisions, and the goals set are pursued by interest groups through the formation of affinity groups. This practice in educational institutions is called Micropolitics by Ball (1987) and Hoyle (1999). Baldrige (1971) developed a classic political model that proposed five stages in the policy process:

(1) social structure, (2) expression of interests, (3) legislative transformation, (4) policy formulation and finally (5) policy implementation.

Subjective Model of Educational Management

The subjective model Bush, (2011) emphasizes the goals and perceptions of individual members of the organization rather than subgroups, departments, or the entire organization, thus rejecting the concept of organizational goals. Organizations are complex entities that reflect the interpretations and understandings of their members drawn from their backgrounds, beliefs, values, and experiences, and are not immutable, fixed, or predetermined, but shaped by the interaction of their members' perceptions. Thus, organizations have different meanings and, finally, based on the subjective model, they have relations with the external environment, and from the subjective side, little attention is paid to these interactions.

Ambiguity Model of Educational Management

According to Bush (2011), the uncertainty model emphasizes the turbulence, confusion, instability and complexity of organizational life, loose cohesion within groups, uncertainty and unpredictability, sensitivity to signals from the external environment, lack of clarity of organizational goals, and low levels of emphasis evaluation of processes in institutions.

Cohen and March (1986) suggested that uncertainty is a key feature that negates the rational decision-making process, and leaders' participation in the policy-making process or direct refusal to participate in this process are considered two management strategies for dealing with uncertain situations. Bush, (2011), the most appropriate leadership style that fits the uncertainty model of educational administration is the contingency model of leadership. This style mainly emphasizes the advantages of adapting management styles to specific situations by assessing situations and reacting accordingly, rather than applying one style to different situations.

Cultural Model of Educational Management

The sixth educational governance is a cultural model based on some concepts such as ideas, beliefs, norms, values, attitudes, symbols, rituals, traditions and ideologies (Bush, 2011). It emphasizes the integrated understanding and vision of members towards common organizational goals. The most closed style with cultural models of educational leadership is moral leadership, which emphasizes the values, beliefs, and ethics of the leaders in the organization (Bush, 2011).

Critical Review

In educational institutions, it is quite clear that there is always a need for adaptation to the environment and orientation in the formation of policies in this sector. In fact, educational institutions need graphic changes and transformation programs for their success and survival. Based on this, Bush (2011) made many contributions to the field of educational management (p.36). However, a change-oriented management style that adapts to changing environments (Ekvall & Arvonen, 1991; Yukl, 1999) has not been associated with any educational model.

It should be noted that change management is based on the belief that human society continues to change, so learning by individuals in an organization or units in a bureaucratic system is a common dilemma, as change leads to improved habits, values and ways works. Individuals primarily want to know what they can gain from change, and change requires resources, retraining, management, and commitment.

Statement of the Problem

The education system has failed in a number of ways to achieve its primary objectives, hence the need

to study educational management. The main objective of education provided by the Department of Education cannot be realized in the current state of the education management system. The government is doing its best to provide the Education management with all the necessary facilities and make sure that each student is competently trained by selecting for their motivations or values and directing them to practice in schools. It should be noted that effective educational management requires the comprehensive role of each individual involved in management (Evertson, 1989). Taking into account the mentioned deficiencies in education management, this study was conducted in order to identify problems in education management in secondary schools.

Research Objectives

The main objectives of this study are;

- i) To study some existing school management models
- ii) To find out the issues in school department at secondary level
- iii) To find out the need for school management improvement

Significance of the Study

Educational management is of great importance for school leaders and principals. The management of education in a country is very comprehensive. It is the duty of every government to provide high-quality education to its citizens to the satisfaction of all citizens. Thus, this study is very useful for school leaders and managers to provide relevant and quality education. It is the role of teachers, principals and school leaders to implement the policies implemented by the government in the field of education. This study provides a case study of how school leaders in developing economies face school-level governance challenges. Given the importance of effective educational management, it is imperative to ensure that school leaders improve their schools to improve student performance. A country's high-quality and well-managed education attracts students from all over the world. Parents and the whole community have a role in school improvement and therefore this research can be very useful by clarifying relevant management issues that can be useful to them in improving student achievement and school management.

The needs for effective educational management and improvement of school governance issues and their impact on the performance of principals are well represented in this study, thus helping schools to take responsibility for improving governance issues. Governments all over the world can use the information in this research to shape education policy. This study provides theoretical and practical information on improving school governance issues and how this can be facilitated by good educational governance.

METHODOLOGY

The study was case study and qualitative in nature. The study is the part of a research thesis conducted to find issues of management at school level. All high schools in district Bahawalnager were the population of this study. Among these only four schools were selected as sample of this case study. Convenient sampling technique was used to collect data. The required data was collected through a structured interview and observation. Head teachers of these four schools were interviewed with a help of a structured interview sheet containing seven open ended questions. The collected data was sorted out into series wise according to interview protocol sheet. This sorted data was analyzed and described point to point amongst all four different respondents. At data collection stage, after administering the questionnaire to sample of the study, Cronbach alpha value was computed using SPSS version 17 to find out their validity of the tools of the study that was 0.741 for questionnaire.

FINDING OF THE STUDY

Physical Infra-Structure

Respondent 1: Our first school to observe was GH/S 6/G Chishtian situated at Rural Area comprises of 10 Kanal having 320 Student Strength and 18 Staff Strength. Further it has one Play Grounds and one Grassy Lawn. It has no Dangerous Rooms. It has seven Wash rooms for students.

Respondent 2: Our second school to observe was District Public School Chishtian situated at Urban Area comprises of 4 Kanal having 456 Student Strength and 40 Staff Members. Further it has no Play Grounds and 1 Grassy Lawn Grassy Lawn. It has no Dangerous Rooms. It has seven Wash rooms 6 for students.

Respondent 3: Our third school to observe was Sir Syed Public School Adda Pul murad

Chishtian situated at Urban Area comprises of 3 Kanal having 540 Student Strength and 55 Staff Members. Further it has 1 Play Grounds and no Grassy Lawn. It has no Dangerous Rooms. It has seven Wash rooms 11 for students.

Respondent 4: Our fourth school to observe was City Public Girls High School Chishtian situated at Urban Area comprises of 2.5 Kanal having 310 Student Strength and 26 Staff Strength. Further it has 1 Play Grounds and Grassy Lawn 1. Grassy Lawn. It has no Dangerous Rooms. It has seven Wash rooms 6 for students.

Analysis of Data

These four visited schools were taken amongst the four different types of management e.g. our first school is a management by government, while the second school is managed by district management authority under a registered trust. And the third school is privately managed. And our fourth school is working with public private partnership, foundation assisted school funded by Punjab education foundation and locally privately managed by school council comprises of parents, teachers and one member of social society.

During discussion with respondent one who is a government school head, disclosed that he was promoted as an acting head on seniorities basis when school was upgraded from elementary to High School. He has no experience of headship and acting head throughout his career so he did not know about school management he seemed to be worried as he had to do the given assignment reluctantly. There was a short of teaching staff so he himself was taking six period a days along with management task. Further, there was no clerical staff or IT teacher available in school so he has to manage all type of works regarding clerical management and correspondence task. For this he was facing a lot of issues regarding non cooperative behaviour, agitation and timetable issues on daily basis. All these things create hurdles in his management. Moreover, he discussed the following issues regarding school management:

The 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.

While discussing with the second school which is managed by the local administration deputy commissioner it came into view that the head was a well experienced person having fifteen years head teacher experience at different renowned schools. His management style was quite appreciable and school was working smoothly. There was no lacking of funds to manage the school matters. Principal was seemed only to manage academic and other management related work as he has his complete clerical crew and IT teachers. The school was quite up to date decorated with flexes and properly white wash. Grassy Lawns and playground were properly maintained. Gardeners and baildars were working in the lawns. Being an experienced head he was managing schools in a skill full manner. Moreover, he discussed the following issues regarding school management:

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 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.

When we entered in our third school which was privately managed by a single owner having no involvement from outsides was managing the school with less own resources doing a well management. Though he had limited resources yet he was fully doing his job. Having a responsibility of ownership he had to do and check all kind of internal and external school management. For this purpose he management. For this purpose he had made different committees to share his work load. His academic performance was well and showing grad results in matric results. He had worked in different school as teacher and as second head, so having an experience of headship he was skillfully managing

the matters. His working style was second to be authoritative one and commanding style. His school had only one grassy lawn that was well managed. He did not hired any services of clerical staff rather he did all the work himself inspite of all these limited resources he was successful in managing this school in a well-organized manner. He discussed the following issues in school management.

- Lack of 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.

Our fourth destiny was a school which was funded school. Punjab Education foundation (PEF) provided funds to the school owner. This school was under the category of FAS school having only elementary and secondary portion. Although these types of schools are privately management schools having founded from the agency have good resources. PEF have a proper monthly check at different school matters so the owners of these schools have to look after all the maters of school building, management and academic. Though the school owners have no restrictions from the funding agency or no involvement in managing school and he has to manage all these matters through school management council which had been formulated under supervision of PEF. This school council helped the school management to manage different internal and external matters. The building of this school was not purpose built having small sized rooms but was neat and clean.

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Table No. 1 School Profiles

School	Area in kanal	Staff	Students	Grassy Lawn	Play Grounds	Wash Rooms	Head Teacher's Experience
1	10 K	20	334	2	2	7	No. Experience
2	4 K	40	456	1	NIL	6	15 Years
3	3 K	55	540	No	1	11	12 Years
4	2.5 K	26	310	1	1	6	18 Years

Comparing the above table public school heads have less management experience and have more management issues. They have limited resources from the government have their own limitation while private schools in single hands, were managed in a better way than the public institution having experiences prior to headship. The best management schools are DPS type of school having sufficient sources to manage all the things. The first public school that was observed had no library no laboratory and no computer lab as this school was promoted from elementary to high level, while DPS had proper laboratories and computer Labs equipped with all necessary and up to date recent teaching requirements. When we compare staff and student ratio we come to know that in public school the situation is very verse. It was 334/20 students teachers, showing the student teacher ratio 16:1. While at DPS school 456/40 showing student teacher ratio 11:1 and at privately managed school 540/55 showing student teacher ratio 9:1 and at FAS school 310/26 showing student teacher ratio 11:1. It shows that public schools are running short of staff that's why their academic suffer because government has a proper mechanism of appointment for teachers and the privately managed school can hire the teachers when and were required.

DISCUSSIONS

The conditions of the public sector school were far different from those of private sector. The schools lacked basic physical infrastructure to carry out daily routine tasks. Teachers complained about the lack of facilities and lack of opportunities for professional development by the school administration. The absence of any professional head teachers' qualifications were seen as a reason for isolated leadership practices in each school which are based on their own personal experiences, personality traits, (sometimes habits) and social and cultural values which are embedded in religious beliefs of the individuals. Students in the public sector schools complained about the lack of facilities. Students despite constraints had high hopes for the future as they talked about their dreams but they were disappointed from the current educational system for failing them in reaching their goals.

Effective educational management is necessary to improve student performance. The government has all the responsibilities for managing education in the public sector throughout the country (Levacic, 1995, p. 49). This means that the success of educational administration rests in the hands of various stakeholders namely; government, board of governors, parents and students (Lomax, 1996). The government had the ultimate authority to manage the recruitment, hiring, training of teachers and the determination of the number of students to be admitted to a particular school and their grades (Mabeba & Prinsloo, 2000). Schools that are loosely managed tend to underperform compared to schools with good management skills and practices as well as technological resources in use. The challenge for Pakistan is to improve educational management skills and practices to improve the quality of education and student performance at the school level.

A well-run school promotes social, emotional, and intellectual outcomes (Baldwin, 2008, p. 38) by improving and facilitating the learning environment for students with the goal of improving their performance levels. Thus, it forces the students to go further than expected from the initial stages. Reputable schools ensure that teachers are well developed through training and motivation to improve their performance and skills (Bolam, 1999). In this case, an effective school can be expected to have some of the following aspects to achieve its goals. Strong leadership from the top is critical because without effective leadership it is very difficult to implement policies that benefit the school (Bransford, 2009).

Recommendations

In the light of this study, following recommendations are presented here for further researches

1. Government should provide missing facilities to public schools.
2. Government may revise the school monitoring system.
3. Public school heads may frequently visit private schools to see their working models.
4. New researcher may do their research with a protocol sheet.
5. Well managed public school heads may arrange orientations for newly recruited heads.
6. Acting heads may replaced as permanent head as soon as possible.

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