

An Analytical Study of the Quality of Educational Administration and Management at Secondary School Level in Punjab, Pakistan

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Abstract:

The purpose of present research was to analyse the performance level of district administrators and school head teachers at secondary school level. The sample of the study was head teachers and teachers of secondary schools. In survey three scales were used, two scales were for the head teachers, one five point scale was for analysing the working efficiency of educational administrators and other seven points scale was for head teachers for analysing their own performance and one another seven point rating scale similar to head teachers was for the teachers for analysing the working performance of their head teachers. The results of the head teachers' responses revealed that the performance of their District Educational Administrators was average and for the performance efficiency of the head teachers, the researchers constructed the rating scales on seven parameters of management likely academic management, personnel management, financial management, infra-structure management, linkage and interface, student's services and managerial excellence. Results of percentages, means and graphical presentation on different parameters of management showed that there was an obvious difference in head teachers and teachers' responses and head teachers probably were overestimating their efficiency but teachers evaluated that they were performing averagely on majority statements. Results of t-test showed that there was no significance difference in the responses of rural and urban teachers but significant difference in male and female teachers' responses showed that female head teachers were

performing their responsibilities better than male head teachers in public sector schools. When efficiency of the head teachers on different parameters of management were analysed it was concluded that their efficiency on academic and personnel management was average and on financial management and on managerial excellence was highly above of average level but on others parameters like infra-structure management, linkage and interface and on students services was above of average level on most statements but highly above the average on some statements. Hence there is need to improve the working efficiency in academic management and personnel management.

Key words: educational administration, management, secondary education, Punjab, Pakistan

Introduction

Education can play its role effectively only if it is managed properly in schools. The quality of management, administration and supervision of education in schools can ensure its profitability and the quality of educational administration is also in providing the suitable education to all children in an efficient, effective and economic way. The effective schools have certain core characteristics which make them schools of excellence. Quality schools have strong, enthusiastic principals who are committed to the quality philosophy and principles of vision building, devotion of purpose, team work and continuous progress (Weller 1999). The administrator is a person who performs many duties for the excellence of education (Mohanty 1990). The competent administrator can comprehend the managing characteristics and knows how to adjust and apply them properly in providing the leadership demanded by the complications in school and he can manage the complications so the pupil performance should be at the highest possible level (Orlosky, Mccleary, Shapiro & Weeb 1984).

Effective leadership from school administrators is more critical than ever (McGowan & Miller 2001). Bureau of Labour Statistics (2010) stated that successful operation of an

educational institution requires capable administrators who provide instructional leadership and manage the day-to-day activities in schools. They fix educational standards and goals and establish the policies and procedures required to achieve them. They set the academic tone and work actively with teachers to develop and preserve high curriculum standards, frame mission statements, and launch performance goals and objectives. Deming (2000) put his philosophy of quality in human terms. He stated that when a firm's workforce is committed to doing a good job and has a solid managerial process in which to act, quality will flow naturally. In Pakistani perspective, educational administrators perform all responsibilities of administration and management. They plan objectives, develop vision and accumulate the resources and manage the people for execution of school policies and draw the desired results in the form of school development and students' achievements (Kimani 2010). A characteristic school organization in Punjab, Pakistan is that they are hierarchical organizations. The executive district officers of education are usually placed at the top of the hierarchy, followed by the district education officers, the head teachers and the teachers.

Nowadays a current issue in Pakistan is the quality of education, its excellence and its perfection. How is it possible to achieve quality and excellence in education? The educational system demands some prerequisites for a quality product. According to the Academy of Education Planning and Management, Ministry of Education (2009) the poor quality of the existing learning environment is evident from the fact that a large number of schools are missing very basic infrastructure and facilities. Administrators have a very pivotal place in the sector of education and they can provide the fundamental requirements for the quality of education and can make education up to the mark. Iqbal (2005) quoted that in Pakistan it is consistently expected of secondary education to prepare the adolescents for effective participation in society as good

citizens, committed to Islamic values of truth, benevolence, justice and they are useful members who contribute to economic and technological development of Pakistan. This expectation could only be fulfilled by providing human (teaching, administrative, supporting staff) and physical facilities (school building, classroom, science laboratories, libraries, A.V. Aids, playground, equipment, teaching kits and so on).

Currently, there exist many obstacles on the road to a smoothly functioning of secondary school education in Pakistan. These include political interference, corruption, and poor performance of the students, a lack of school autonomy, underdeveloped managerial capacity and poor information systems. A main criterion of head teacher accountability is only results. There are no standards for schools evaluation only head teachers are evaluated on result base. No one care about the facilities in educational institution and quality of the product. There are numbers of problems in the educational sectors like unhygienic and unattractive school environment, unskilled teachers, high dropout rate, inadequate physical infrastructure and other facilities, widespread teachers' absenteeism, weak management and supervision structure, poor teaching strategies, deficiency of proper teaching material, lack of head teacher dedication, motivation and interest in their profession, low result percentage and low quality product are all challenges in the field of education. There is a need of promoting quality headship at school level and enhancing the institutional capacity of district administration. Government schools suffer from poor facilities and a low quality of management, as well as lack of accountability (Komatsu 2008). In the lots of problems the researchers decided to discover the real picture of schools and district administration and to analyze the working efficiency of the educational administration at schools and district level and explored their services, beside the quality criteria of management.

Statement of the Problem

The study aim was to “analyze the Quality of Educational Administration and Management at Secondary School Level in Punjab, Pakistan.”

Objectives of the Study

The objectives of the study were as under:

1. To assess working efficiency of educational administrators at district level and head teachers at school level.
2. To find the efficiency level of head teachers on different parameters of management.
3. To determine the factors that cause deterioration in the quality of educational administration and management.
4. To suggest the possible measures to improve the administration and management at schools.

Research Questions

The research questions of the study were as under:

1. Does the District Administrators perform their duties effectively?
2. Are the head teachers performing their duties efficiently according to their pronounced responsibilities on different parameter of management?
3. What are the differences in the responses of head teachers about their efficiency and teachers responses about the efficiency of their head teachers?
4. What is the difference between management level of institutions by gender and area wise?
5. What are the hindrances in the performance of duties and responsibilities of educational administrators?

Review of Related Literature

An administrator has the charge of establishing routines for school difficulties, setting a norm for the overall atmosphere of the school. A topmost duty of any education administrator is to observe teachers and make sure instructors are using appropriate instructional approaches and employing effective discipline (BLS 2010). It is therefore important that the performance of a school is appraised against the performance of the person who leads it (Lydia and Nasongo 2009). Gupta and Vohra (2010) quoted some researches for the support of his viewpoint that head teachers greatly influence the way a school evolves and performs. Simkins, Sisum and Memon (2003) cited that many researches have proved that the quality of education depends primarily on the way schools are managed more than on the plenty of available sources. A study conducted by Noureen (2003) proved that management competencies of the school heads are directly related to school effectiveness. She wrote the remarks of Ronald Edmonds that “there may be some bad schools here and there with good principals, but I have never seen a good school that had a bad principal.”

Task Areas of Administration and School Management

The popular view about school administration throughout most of the history has been one of “getting the job done.” Over the years we have adopted the notion of trying to explain school administration in term of task areas of administration, which normally include Financial management, Staff personnel management, Physical plant and facilities oversight, Pupil personnel management, Maintenance of school-community relations and Supervision of curriculum and instruction. (Daresh 2002, 11)

Mukhopadhyay (2005) added that every system comprises several sub-systems. The basic approach to system is to identify the sub-system and understand their

interrelationship and interdependence to achieve excellence. Mukhopadhyay and Narula (1992) identified ten areas and sub-systems of an educational administration in an institution.

1. Vision, mission and goals
2. Academics management
3. Personnel management
4. Finance management
5. Management of infrastructure
6. Linkage and interface
7. Student services
8. Rules, regulation, methods and procedure
9. Institution building
10. Managing people at work

I as a researcher worked on seven important parameters from above ten basic components of administration and management for analyzing the quality of school educational administration in Punjab province of Pakistan.

1: Academic Management

Every approach to management is directed toward improving the student's achievement and abilities. In the early 1980s in USA there was the first wave of educational development and excellence in education. At the end of the decade it was recognized that the first wave of education revolutions and excellence in education could only be attained if changes occur in the classroom (Beare, Caldwell and Millikan 1989). The concept of principal has been shifted from gatekeeper to instructional leader, shared decision maker, leader of leader and result-oriented instructional leader (Robbins and Alvy 2003). Lydiah and Nasongo (2009) proved in their research that 70% head teachers in the high performance schools checked the teachers and students' work, ensured that school had enough numbers of teachers, were involved in internal classroom

supervision, helped in eliminating cheating among students and supervised students discipline.

Lydia and Nasongo (2009) quoted that school can make a difference to student's achievements and head teachers leadership is one of the factors which contributes to success or failure. The nature of supervision in school should emphasize on helping, not directing because teachers frequently make strong claims for professional sovereignty, and close supervision appears as destruction on their autonomy. Therefore, it should not be surprising that research constantly demonstrates that authoritarian principals in schools are not successful at generating trust and teacher loyalty, whereas supportive ones are highly successful (Hoy and Miskel 2005).

2: Personnel Management

The word management is actually the process of moving the people working in the organization along the path towards the identified vision and doing things right for the goal attainment (Anderson and Newton 2003). Adam (1987) stated that each school is a multifarious system of human relationship and performance of the school depends largely on the personalities of those working within it and the interaction of those personalities in schools. He said people matter more than surroundings, building, equipment, materials and finance. Thus if one wishes to improve the quality of education, one must improve the person-to-person relationships among the personnel who staff the school (Hicks 1956).

Displaying effective and ethical human relations is a key to leadership on every level. Human relations and skills include working with people; building trust, creating a climate for teachers to comfortably discuss their own classroom practice, and helping individuals reach their potential. When positive human relations and skills are manifested, people feel comfortable in taking risk, experimenting, collaborating, and communicating ideas and feelings; these behaviours enable

students and staff to perform at high levels (Robbins and Alvy 2003). The purpose of administration is to enable an ordinary human being to do extraordinary things. The focus must be on strengths – on what people can do rather than on what they cannot do (Riches and Morgan 1989).

3: Infrastructure Management

The words of Minister of Education, South Africa were that ‘We will not live up to our claim that every child is a national asset if we do not concentrate our efforts on tackling our immense infrastructural challenges.’ School infrastructure is everything from electricity, toilets, safe buildings, libraries, computer rooms, safe classrooms, sports halls and fields, laboratories for science experiments, running water and fencing. Without these things, a school cannot work properly (Equal Education Report 2011). The paper of Duyar (2010) supported the notion that educational facilities do matter and they affect the delivery of the instruction. Yung and Fung (2005) cited that facilities like lighting, temperature, ventilation, noise, decoration and space management in an educational organization provide a comfortable learning environment.

Lydia and Nasongo (2009) reported in their research that surveys on examination performance have shown that a majority of schools which display good results each year have adequate facilities and good human resources. Salfi and Saeed (2007) researched out that the schools with better facilities and learning environment performed better than schools in which facilities were average and below average. If a school provides a quality environment for students, this will facilitate the acquisition of skills that are important for society (Kuuskorpi, Kaarina and Gonzalez 2011).

4: Financial Management

A school, besides its teachers and other human resources, will rely upon its material resources to carry out its functions. The

government first provides land, building its furnishing and other standard equipment. But if the school wishes more of a particular item like table or chairs then it should be on the head teacher to make out the convincing case to gain the additional for smooth running of school (Waters 1979).

School head teachers are free to decide exactly how the school money and school fund is to be spent (Preedy 1993). Each school has a number of funds and the principal has direct access to the funds for such items as books, materials and supplies, repairs and replacement of equipment and miscellaneous expenses. The proper handling and accounting for these funds by the principal is essential. (Orlosky, Mcclery, Shapiro and Weeb 1984).

Lydia and Nasongo (2009) refer to Ayot and Briggs who pointed out that poor results in schools are related to the financial resources allocated to it. Monahan and Hengst (1982) quoted that regardless of the complexities of the relationship of expenditure to education quality, John and Morphet suggest that some generalizations are justified on the basis of numerous studies, among them (1) that today's educational quality is superior to that of the previous generation; (2) that the quality is better where expenditures are higher; and (3) that, even in "higher spending schools, there seems to be a strong relationship between expenditures and quality of education."

5: Linkage and Interface

The school leaders are expected to provide the kind of education the consumers the parents/guardian want (Bush and Bell 2002). The parents, who trust their children in the teachers' care and attention, have to be respected. The head teacher should listen to their doubts and complaints and do all he can to compensate their valid grievances to their contentment, as long as they are genuine, sound and respectfully submitted. Administrators who are available at all times to staff, parents and students set the tone for positive, caring attitude

throughout the school. An open door sends a powerful message that you are there to help – or just to listen (Warner 1994).

Ojo and Olaniyan (2008) said in the support of linkage that the schools administrators endeavour to promote the school-community relationship through the participation of the school in community activities and projects. There are unlimited numbers of ways to interest your community in its school. The only limitation is your imagination and resourcefulness (Warener 1994). Principal K. F. Orin, says

Don't hide your good qualities – inform the public about your school's programs and activities and build the confidence in what you, your faculty and staff are doing for the students, restore the partnership between parents, teachers, and community in meeting students need and improving educational opportunities for all. A study, by John Schweitzer found that when students felt a sense of community with one another and a sense of belonging to their schools, they achieved higher scores in their tests (Tableman 2004).

6: Students Services

The very best ambassadors for education are students. If students are not excited about learning and proud of their school, then school has failed in providing the kind of environment that cherishes their successes. The educators must create, within whatever limited resources are available, a warm and caring climate that fosters self-esteem and desire to learn. Every student in the school should be able to recognise you as the principal, no matter how big your school, join in their activities: e.g. share in the teaching class and attend athletics events and let them know that you are more than just the person who applies the rules. As a school administrator you should create a team of student legislatures who meet you each month to discuss issues and concerns (Warner 1994).

Students' services are a very important aspect of the educational administration in the schools. It involves the selection, orientation, placement, guidance and counselling of

students. The ideal educational administrators should ensure that every student is given sufficient opportunity and motivation to learn. The school encourages extra-curricular activities (club games, student councils) as well as ensuring that adequate school health services, transportation, boarding facilities (where applicable) moral and civic orientations, discipline and adequate inter-personal relations are maintained (Ojo and Olaniyan 2008). Co-curricular activities will develop in them traits like co-operation, mutual help, understanding, fellow feeling, tolerance and sharing responsibility (Mohanty 1990). Head teachers should make Pupil Council under the control of teachers that should give advice relating to their living condition, their learning, their discipline and about their behaviour (Van 2013).

7: Managerial Excellence

What highly effective head teachers do to raise standards of pupil attainment? It was discovered that highly effective head teachers were strongly driven by a set of personal values (religious, spiritual, humanistic) which generated a loving faith to do the maximum possible for the good of their pupils (and also for the community and society in general) (Watkin 2000). A head teacher, praiseworthy of his position, should transparently show respect for others because between him and the members of staff exist quite a number of personal relationships. He should therefore approach his dealings with them in a constructive manner, and be ready to learn even from the most junior members of his staff. He must appear to be fair in all his meetings with them and lacking in any aspect of favouritism. Keeping up to date with educational development in other countries is an attribute of the good head teacher. This can be done by attending lectures, seminars and conferences and by subscribing to educational journals (Ribbons and Alvy 2003).

Saliba (2006) said that the qualified head teacher

should be smartly dressed at all times, thereby setting a silent, but effective, example for his teachers to follow. He should be punctual at his place of work as this too inspires his teaching staff to do likewise. The practice of the administrator reveals that his character is above of criticism (Compbell, Corbally and Nystrand 1983).The Wallace Foundation (2011) cited that there is empirical link between managerial excellence and improved student achievement.

Research Methodology

Population

All Male and Female Head teachers and Teachers of public sector Secondary Schools from all Districts of Punjab comprised the population of study.

Sample

Due to financial and time constraint only 180 schools were selected as sample of study. The province Punjab consisted of nine divisions and these divisions comprised 36 districts. The researchers selected nine districts randomly, one district from each division for data collection. High schools from visited districts were divided into four strata e.g. urban male and female, rural male and female high schools. Twenty schools from each district, ten male, five from urban and five from rural and ten female, five from urban and five from rural were selected by convenience sampling. All Head teachers of selected schools and those Secondary School Teachers who were B.A., M.A., and M.Sc. and B.Ed., M.Ed. in academic and professional qualification were included in sample as respondents.

Research Instruments

Three scales for the present research were developed by studying the literature and relevant researches and by the consultation of worthy supervisor and experts in the field of

educational administration and management. Three scales were, as follows:

Rating Scale for the Head Teachers to Analyse the Performance of DEOs

A five point rating scale consisting of 35 statements was developed for the head teachers to analyse the efficiencies of their district administrators DEOs with the options of Never, sometime, usually, often and always.

Rating Scale for Head Teachers for analysing their own Performance

A seven points rating scale consisted of 52 statements was developed for the head teachers for analysing their performance by their own responses. The statements of rating scale were mostly about their job descriptions and were divided into seven parameters of management like academic management, personnel management, financial management, infrastructure management, linkage and interface, students' services and managerial excellence. The options of scale were never, rarely, occasionally, sometimes, frequently, usually and always.

Rating scale for teachers for analysing the performance of their Head Teachers

A seven points rating scale consisting of 52 statements with the option of never, rarely, occasionally, sometimes, frequently, usually and always was constructed for teachers for analysing the efficiencies of their head teachers. Rating scale was quite similar to head teachers scale and its statements were similarly divided into seven parameters of management. Confidentiality was kept and only school locality, gender, academic and professional qualification and experiences in services were asked from respondents teachers.

Pilot Study of the Research Instruments

For confirming the reliability of research scale pilot testing was conducted and the results of Cronbach's Alpha value of the scale constructed to analyse working efficiency of District Education Officers was .938 and for the scale of Head Teachers performance analysis by their own responses was .936 and Cronbach's Alpha value for the scale of teachers using to analyse the performance of their head teachers was .970. These values were highly acceptable for the reliability of scales of research.

Administration of Instruments

For maximum response the rating scales were personally distributed to head teachers and the teachers of secondary schools in nine districts of Punjab with the help of army monitoring team and at some places with the help of District education officers.

Analysis of Collected Data

After collection of data three data sheets were prepared. One sheet was about the responses of head teachers about the performance of district education officers, second sheet was about the self-responses of head teachers for their own performance and third sheet was about the responses of teachers about the performance efficiency of their head teachers. Statistic Package for Social Science (SPSS) was used to analyse the data. To reach the research conclusion first descriptive statistic was applied for univariate analysis and frequencies, percentages, central tendency and spread from central tendency was calculated. For bivariate analysis inferential statistic was applied and Chi-Square, t-test was also calculated.

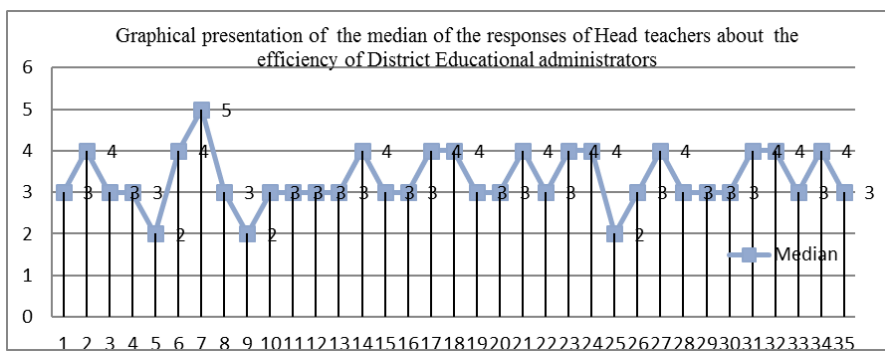
Results and Conclusions

Analysis of the Efficiency of District Administrators by the Responses of Head Teachers

Statement	Median	statement	Median	statement	Median	statement	Median	statement	Median
1	3.00	8	3.00	15	3.00	22	3.00	29	3.00
2	4.00	9	2.00	16	3.00	23	4.00	30	3.00
3	3.00	10	3.00	17	4.00	24	4.00	31	4.00
4	3.00	11	3.00	18	4.00	25	2.00	32	4.00
5	2.00	12	3.00	19	3.00	26	3.00	33	3.00
6	4.00	13	3.00	20	3.00	27	4.00	34	4.00
7	5.00	14	4.00	21	4.00	28	3.00	35	3.00

Table no 1: Overall Result of Head teachers Response for District Administration

Table no 1 showed that on 13 statements out of 35 the value of median was above of three so the performance of the District Educational Administrators on 37% responsibilities was above the average level and on 19 statements out of 35 the value of median was 3, equal to average value so their efficiency on 54% responsibilities was average on scale of performance. But on three statements the median values was below of 3 so on 9% responsibilities the efficiency of District Educational Administrators was below of average level on performance scale.



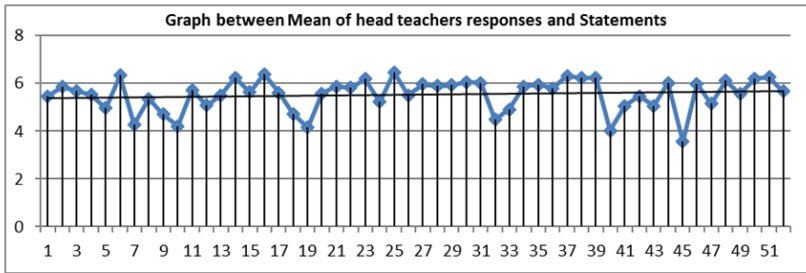
Graphical Presentation of Overall Median Scores of Head teachers Responses For the Efficiency of District Educational Administration

Analysis of Head Teachers own Responses about their own Performance Efficiency

Statements no	Mean	Statements no	Mean	Statements no	Mean	Statements no	Mean
1	5.46	14	6.25	27	5.96	40	4.03
2	5.86	15	5.63	28	5.90	41	5.06
3	5.68	16	6.39	29	5.92	42	5.46
4	5.52	17	5.61	30	6.06	43	5.06
5	4.96	18	4.72	31	6.02	44	6.02
6	6.34	19	4.16	32	4.48	45	3.56
7	4.28	20	5.57	33	4.92	46	5.99
8	5.36	21	5.88	34	5.88	47	5.15
9	4.70	22	5.81	35	5.94	48	6.12
10	4.21	23	6.18	36	5.80	49	5.56
11	5.73	24	5.22	37	6.32	50	6.20
12	5.08	25	6.46	38	6.23	51	6.26
13	5.50	26	5.50	39	6.25	52	5.67

Table no 2: Frequencies Means of all Responses of Head Teachers Own performance

Table no 2 showed that in overall results of head teachers' responses, on 46 statements the mean value was above of 4, on four statements the mean value was equal of 4 and on one statement the value of mean was below of four hence on 90% variable the performance of the head teachers was above of average level, on 8% variables was on average level and on 2% variable of different responsibilities and duties the head teachers' efficiency according to their own responses was below of average level on performance scale. However there are some statements where the mean value was below of 5 and above of four so the performance of the head teachers according to their own responses was bending towards the average level on performance scale. But overall performance on most of variable was appreciable and highly good and on 10 variables the results of performance was average and below of Excellency.



Analysis of Teachers’ Responses about the Performance of their Head Teachers

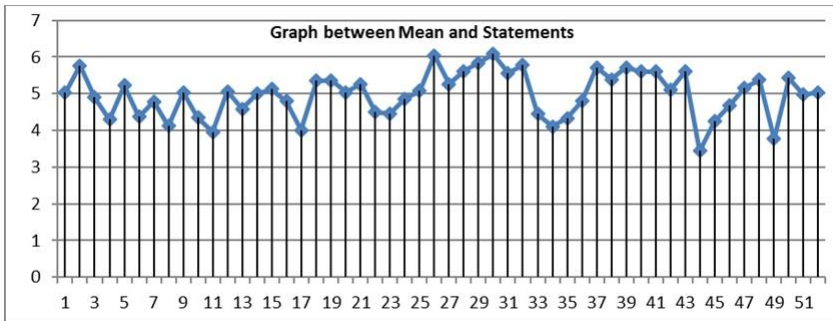
For analysing the working efficiency of head teachers, 180 Secondary Schools were visited for data collection in nine district of Punjab and 1180 teachers rating scale were distributed and overall returned back was 925. Hence the percentage of turnout was 78%.

Statement no	Mean	Statement no	Mean	Statement no	Mean	Statement no	Mean
1	5.02	14	5.00	27	5.26	40	5.60
2	5.77	15	5.13	28	5.61	41	5.60
3	4.90	16	4.80	29	5.84	42	5.10
4	4.30	17	4.01	30	6.08	43	5.60
5	5.23	18	5.35	31	5.56	44	3.44
6	4.37	19	5.36	32	5.78	45	4.25
7	4.78	20	5.04	33	4.44	46	4.67
8	4.12	21	5.26	34	4.11	47	5.16
9	5.03	22	4.49	35	4.33	48	5.38
10	4.34	23	4.46	36	4.80	49	3.77
11	3.96	24	4.86	37	5.71	50	5.43
12	5.06	25	5.07	38	5.39	51	4.97
13	4.58	26	6.04	39	5.72	52	5.04

Table no 3: Overall Results of the Responses of Teachers for the performance Their Head Teachers

Table no 3 showed that in overall results of teachers rating scale about the performance of their head teachers the Mean value of 35 statements was above of 4, on three statements the Mean value was below of 4 and on 13 statements the Mean value was 4 and near of 4 the average value hence on 69%

variable of different responsibilities the performance of their head teachers was above of average, on 6% variable the working efficiency of the head teachers was below of average level and on 25% variable the performance efficiency of heads teachers was on average level on performance scale.



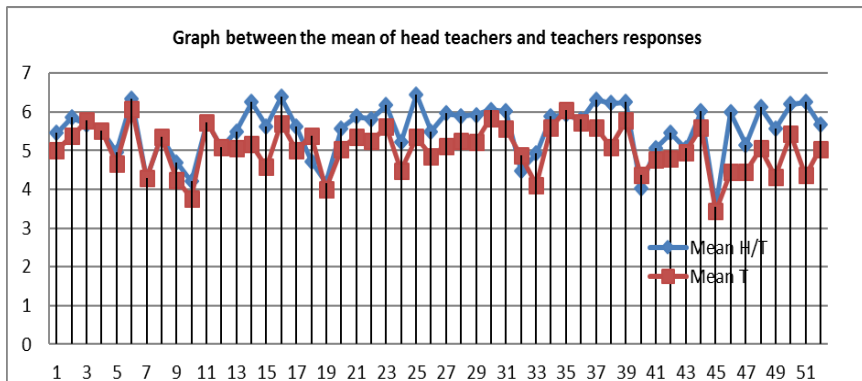
no	Mean H/T	no	Mean T	no	Mean H/T	no	Mean T	no	Mean H/T	no	Mean T	no	Mean H/T	no	Mean T
1	5.46	1	5.02	14	6.25	47	5.16	27	5.96	15	5.13	40	4.03	6	4.37
2	5.86	48	5.38	15	5.63	13	4.58	28	5.90	27	5.26	41	5.06	7	4.78
3	5.68	32	5.78	16	6.39	37	5.71	29	5.92	5	5.23	42	5.46	36	4.80
4	5.52	3	5.52	17	5.61	14	5.00	30	6.06	29	5.84	43	5.06	51	4.97
5	4.96	46	4.67	18	4.72	38	5.39	31	6.02	31	5.56	44	6.02	43	5.60
6	6.34	30	6.08	19	4.16	17	4.01	32	4.48	4	4.87	45	3.56	44	3.44
7	4.28	8	4.28	20	5.57	20	5.04	33	4.92	34	4.11	46	5.99	33	4.44
8	5.36	16	5.36	21	5.88	19	5.36	34	5.88	40	5.60	47	5.15	23	4.46
9	4.70	45	4.25	22	5.81	21	5.26	35	5.94	26	6.04	48	6.12	12	5.06
10	4.21	49	3.77	23	6.18	28	5.61	36	5.80	39	5.72	49	5.56	35	4.33
11	5.73	9	5.73	24	5.22	22	4.49	37	6.32	41	5.60	50	6.20	50	5.43
12	5.08	11	5.08	25	6.46	18	5.35	38	6.23	42	5.10	51	6.26	6	4.37
13	5.50	25	5.07	26	5.50	24	4.86	39	6.25	2	5.77	52	5.67	52	5.04

Table no 4: Comparison of Mean (Head Teachers Responses) and Mean (Teacher Responses) about the Efficiency of their Head teachers

Comparison of Head Teachers and Teachers' Responses about the Efficiency of Head teachers:

It was observed that on five similar statements on rating scale of head teachers and teachers the Mean value of the responses of the head teachers and teachers was the same and hence both

teachers and head teachers had same responses about the working efficiency of head teachers. But on three similar statements in rating scale of head teachers and teachers the Mean value of teachers was higher than the head teachers and it showed that teachers were overestimating the proficiency of their head teachers on these statements. But on 44 statements the Mean value of teachers' responses was lower than head teachers responses and it was inferred that head teachers were overestimating their efficiency and they were showing excellent performance according to their own opinion but teachers said they were not performing their duties as they responded.



Graphical presentation of Mean Comparison between the opinion of Head teachers and Teachers

Analysis of School administration and Management on Various Parameters

Comparison of Head Teachers and Teachers Responses on Various Parameters of Management and t-test for finding the Differences in Responses of Teachers by Gender and Area wise

1. **Academic Management:** There was great difference in comparing the teachers' and head teachers' responses on academic management. A very few head teachers said that they

performed below average and average but the majority of the teachers said they performed their academic responsibilities below average and average. A large majority of head teachers said that they performed their academic responsibilities above the average on scale of performance but in contrast the smallest majority of the teachers said that the head teachers performed their academic responsibilities above the average level on performance scale. There was a great difference in Mean of head teachers' and teachers' responses.

2. **T-test:** There was significant difference in the rural and urban (t-value = 2.44, df = 912 and P-value = .015) and male and female teachers responses (t- value = 3.605, df = 911 and P-value = .000) about the working efficiency of their head teachers on academic matters. Rural and female teachers were more satisfied about the working efficiency of their head teachers.

3. **Personnel Management:** There was great difference in the responses of teachers and head teachers on the parameter of personnel management. A very few head teachers said that their performance was below the average and on average level for personnel management but the largest majority of head teachers said that they were performing their personnel management responsibilities on or above the average level on scale of performance. But in contrast the largest majority of teachers said that their head teachers performed their responsibilities of personnel management below the average level and on average level and the smallest majority of teachers as compared to head teachers said that they performed their responsibilities of personnel management above of average level on scale.

4. **T-test:** There was no significant difference in the rural and urban teachers responses (t - value = 1.860, df = 913 and P-value = .063) but there was significant difference in male and female teachers responses about the head teachers performance on personnel management (t - value = 4.676, df = 915 and P-

value = .000). Female teachers said that their head teachers were performing better than male head teachers on personnel management.

5. **Financial Management:** There was little difference in below average and on average responses of head teachers and teachers responses but there was a sharp difference in above average performance responses of head teachers and teachers on the statements for the financial management. On two and three statements about financial management there was a sharp difference between two groups, head teachers in majority said that they were performing above the average level on financial matters but teachers in a very few number said they were performing above the average level on financial matters. There was difference in Mean of both group responses.

6. **T-test:** There was no significant difference in the rural and urban teachers responses on financial management (t-value = 1.954, df = 913 and P-value = .051) but there was significant difference in the responses of male and female teachers on working efficiency of head teachers on financial management (t-value = 8.953, df = 915 and P-value = .000) respectively. Female teachers said that their head teachers performed better than male head teachers on financial management.

7. **Infra-Structure Management:** There was sharp difference in the opinion of head teachers and teachers' responses on infra-structure management parameter. A very few head teachers said that they performed below average and average but the majority of the teachers said they performed their infra-structure responsibilities below average and on average level. A largest majority of head teachers said that they performed their infra-structure responsibilities above the average level on scale of performance but in comparison minor majority of teachers said they performed above the average level on their infra-structure responsibilities. There was difference in Mean of head teachers and teachers' responses.

8. **T-test:** There was no significant difference in the rural and urban teachers responses for the infra-structure management of their head teachers (t-value = 1.186, df = 913 and P-value = .236) but there was significant differences in the responses of male and female teachers about the working efficiency of their head teachers on infra-structure management (t- value = 8.953, df = 915 and P-value = .000). Female teachers said that their head teachers performed better than male head teachers on infra-structure responsibilities.

9. **Linkage and Interface management:** There was a difference in the responses of head teachers and teachers on linkage and interface parameter. On the majority of statements a very few head teachers said they performed below average and very few said they performed on average level but on some statements majority teachers said they performed their linkage and interface responsibilities below average and on average level. A largest majority of head teachers said that they performed their linkage and interface responsibilities above the average level on performance scale. But in comparison the majority of teachers said that few head teachers performed above the average level of their responsibilities of linkage and interface. There was difference in Mean of head teachers and teachers' responses.

10. **T-test:** There was significant difference in the rural and urban teachers responses about the working efficiency of their head teachers on linkage and interface management (t-value = 2.292, df = 913 and P-value = .022) and there was also a significant difference in male and female teachers' responses about the efficiency of their head teachers on linkage and interface management (t- value = 5.547, df = 915 and P-value = .000). Female teachers said their head teachers performed better on linkage and interface than male head teachers.

11. **Students' Services Management:** There was difference in the opinion of head teachers and teachers on working efficiency of their head teachers on student services

management parameter. A very few head teachers said that they performed below average but majority of teachers said they performed their students' services below average but there was minor difference in the opinion of head teachers and teachers on average level. On above of average level performance the difference in head teachers and teachers' opinion at some statements was greater and at some statements was smaller. There was difference in Mean of head teachers and teachers' responses.

12. **T-test:** There was no significant difference in the rural and urban teachers' responses about the working efficiency of their head teachers on student services (t-value = 1.453, df = 913 and P-value = .147) but there was a significant difference in the responses of male and female respondent about the working efficiency of their head teachers on student services (t-value = 3.662, df = 915 and P-value = .000). Female respondents said that their head teachers performed better than male head teachers.

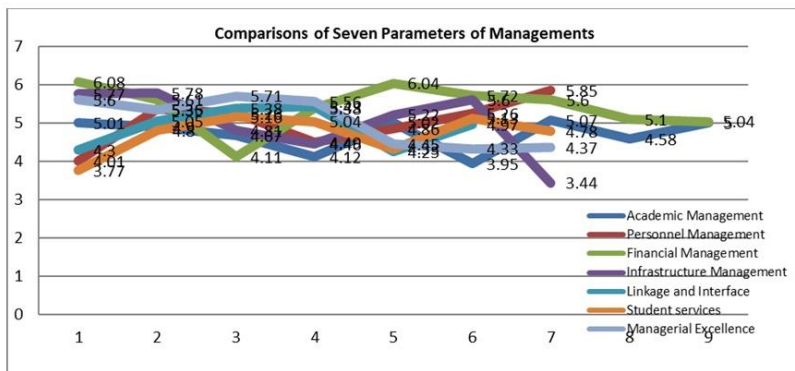
13. **Managerial Excellence:** There was difference in the opinion of head teachers and teachers on the efficiency of their head teachers on managerial excellence. A very few head teachers said that they performed below average and very responded on average level but majority of teachers said they showed their managerial performance below average level and on average level on performance scale. The largest majority of head teachers said that they exhibit managerial excellence above average level on performance scale but in contrast small majority of the teachers said that they performed above of average level but on some statement the differences gap in head teachers and teachers responses on above of average level was larger. There was difference in the Mean of head teachers and teachers' responses.

14. **T-test:** There was no significant difference in the rural and urban teachers' responses about the working efficiency of their head teachers on managerial excellence (t-value = 1.364,

df = 913 and P-value = .173) but there was significant difference in the responses of male and female respondents about the working efficiency of their head teachers on managerial excellence (t- value = 6.965, df = 915 and P-value = .000). Female head teachers said that their head teachers were better in leadership qualities than male head teachers.

Academic Management	Personnel management	Financial management	Infra-structure management	Linkage Interface	Student services	Managerial excellence
5.01	4.01	6.08	5.77	4.3	3.77	5.6
4.9	5.36	5.61	5.78	5.05	4.8	5.35
4.67	5.26	4.11	4.81	5.38	5.16	5.71
4.12	4.49	5.38	4.46	5.43	5.04	5.56
5.02	4.86	6.04	5.22	4.25	4.33	4.45
3.95	5.26	5.72	5.6	4.97	5.13	4.37
5.07	5.85	5.6	3.44		4.78	4.33
4.58		5.1				
5.00		5.04				

Table no 4: Means of Responses of Teachers on various parameters for the Performance of Head Teachers Management



Analysis of Teachers Responses on all Parameters of Management:

Analysis of teachers' responses on all parameters of administration and management showed that the teachers' responses were mostly laid on performance scale between 4 and

6 mean score and hence the performance of their head teachers on all parameters was on average level and little above the average on performance scale and it was concluded that the head teachers were performing their responsibilities better and good, not very good and excellent. The mean score of teachers responses on seven parameters like on academic management was 4 and little above 4 on most statements; on personnel management, financial management and on managerial excellence the mean score was 5 and above of five on most statements and on some statements was 4 and little above of four while on others parameters like infra-structure management, linkage and interface, students' services the mean score value was 4 and above 4 on some statements and on some statement it was 5 and above of five.

Overall Results of all t-test on all Parameters of Management:

Results of t- test on all parameter of school management showed that there was significant difference in the opinion of female and male teachers about the working efficiency of their head teachers and it was explained in t-test results that female head teachers were performing better than male head teachers according to the responses of teachers. There was no significant difference in the opinion of rural and urban teachers so the performance of rural and urban head teachers was the same.

Conclusions

District Administrators Efficiency

Performance Above average Scale: Majority head teachers said that district administrators showed above average performance on some responsibilities and they responded that they often and always conducted monthly meeting, awarded

incentives, conducted sports, wrote their remarks on visiting book, followed recruitment policy, wrote warning letter to inefficient head teachers, were professionally competent, they collected data of missing facilities, approved the leave cases without delay, attended phone calls of head teachers, sent meeting agenda before meetings, applied law fairly and listened schools problems personally and their efficiency in the mentioned responsibilities were above of average level.

Performance on average Scale: Majority head teachers said that district education administrators performed average efficiency on majority responsibilities and they performed these duties usually e.g. they supervised schools by surprise visits, sent report of monthly meeting, arranged in- service training, called explanation of non-participating schools in sports, monitored the construction, delayed in decision of inquiries, wrote evaluation reports on merit, conducted audit periodically, controlled malpractice of assistant staff, sent prerequisite of technical inspection, visited school for management guidance, ensured the timely promotion, distributed the contingency as per need of schools, had rude and aggressive attitude, ignored instructional supervision, got feedback from head teachers for the effective implementation of policies, took continuous measure for the improvement of school deficiencies, followed the instructions in Dstoor-ul-Aamal and had democratic attitude and resolved the problems by dialogue.

Performance below average Scale: Majority head teachers said that district educational administrators performed below average efficiency and they performed many duties never and sometimes e.g. they never took timely decisions to fulfil the various requirements of the schools and they never arranged seminars and conferences for the professional development of the schools heads. Head teachers also said they never took decision of appointment and transfer on merits due to political

pressures.

Chi-Square test showed that male and female head teachers had different opinion on some responsibilities of district administrators e.g. they delay the decision on inquiries, they provide guidance in management and administrators, they are professionally competent, they distribute contingency as per need of schools, they ignore their main responsibilities of instructional supervisions, they take continuous measure for the improvement of deficiencies and they send meeting agenda well in time before meeting.

Chi-Square test also showed that rural and urban head teachers also gave different response on some responsibilities of district educational administrators e.g. district educational administrators supervise school management and administration, they conduct audit periodically, they attend phone calls and explains things, they apply law fairly in all disciplinary matters and they have democratic attitude and resolve problems by dialogue instead of orders.

In open ended question head teachers gave some suggestions to improve the district educational administration and largest majority suggested that efficient, competent, well qualified and hardworking educational administrators should be selected; eligibility of selection should be prohibited on the base of grade and on political favour. A majority head teachers also suggested the banning on political interference because it affect their performance. Majority head teachers suggested that district administration should visit schools frequently and should solve their basic problems like building, furniture and others missing facilities. A small majority suggested that they should arrange meetings regularly and should conduct seminar and conferences for professional development of head teachers and teachers.

Head Teachers Responses about Their own Performance

Performance Above average Scale: A majority of head teachers showed that their efficiency had been above of average level on performance scale on largest majority of responsibilities and duties because their mean value was above of 4 the middle value of performance in the subsequent statements e.g. visit classes, attend assembly daily, arrange white wash and repair of existing building when needed, share teaching strategies, randomly check some homework copies, supervise the student's funds, nominate advisory committee, celebrate annual day every year, supervise the conduct of co-curricular activities, teach at least one class daily, develop an annual plan for school activities, appreciate the students on good progress, check some marked papers, have the sense of commitment, keep the record of classes observations, seek financial help from the community, try to provide the financial support to the students, recognize the excellence of the teachers, permit staff members the right of disagreement, follow financial rules, write warning letter to the staff if they repeatedly neglect their duties, comply with all instructions timely given by higher authority, check the efficiency of the teachers on Self-Assessment Performa, help the teachers in solving the behavioural problems, take due care of the personal problems of the employees, comply with the request of teachers for the provision of missing facilities, hold staff meetings, play a role of model in all activities, hold parents and teachers meeting after exam , do not avoid the use of school fund, follow the exemplary leaders, spend students funds on established guideline, prepared a book of daily expenditure and withdrawal, set appropriate priorities and spend funds accordingly, conduct physical verification of all assets, create the clean and pleasing school environment, schedule the conduct of tutorial period, allocate funds to equip the laboratory, seek help of the local bodies and influential people

for the solution of major problems, write to the concerned authority for missing facilities, hate rigidity and behave ethically, assure the functioning of library, have lenient attitude with students and let them to express their problem freely, hold meeting with students when needed, hold meeting with school management committee monthly, follow the guidelines provided in “educational code and solve all problems of minor construction and repair by the use of students funds

Performance on Average Scale: A majority head teachers showed that their efficiency was average on performance scale on given responsibilities and duties because their Mean value was equal 4 the middle point of performance in the subsequent statements e.g. arrange remedial classes before and after school times, realize the importance of study and excursion tours and arrange such programme, arrange lectures and workshops for the professional development of the teachers and use computer personally for my office management and administration

On following statements Mean value was near 4 so performance on these statements was also average, check some homework copies, celebrate annual day every year, seek financial help from the community, hold the parents teachers meeting and avoid the use of school funds as it has a bulky and difficult process and are auditable

Performance below of Average Scale: A majority head teachers had shown that their efficiency was below average on performance scale on a given responsibility and duty because it Mean value was below of 4 the middle point of performance in the subsequent statement e.g. hire the extra teachers to supplement the shortage of regular teachers

Response on Open-Ended Question: On open ended question a largest majority head teachers said that they were facing the problems of vacant posts and a large majority head

teachers said that they were facing the problems of shortage of classrooms and toilet-blocks. A majority of head teachers reported that they were facing problems of missing facilities and lack of funds to achieve the same.

Teachers Responses about the Efficiency of their Head Teachers

Performance above of average scale: A largest majority of teachers showed that their head teachers performed above of average level on performance scale on their majority responsibilities and duties because the Mean value of the many statement was above of 4 the middle value on the scale of performance e.g. teachers said that their head teachers always and often performed subsequent responsibilities: visit classes, develop clean and pleasing school environment, share teaching strategies, approve the demands of teachers for missing facilities, ensure the conduct of tutorial activities, take interest and monitors the conduct of co-curricular activities, have lenient attitude with the students, keep the record of class observations, help the teachers in solving the behavioural problems, nominate an advisory council, have the ability to achieve the cooperation of teachers to secure objectives, recognize excellence of the teachers, provide financial supports to needy students, check the performance of teachers on self-assessment prescribed Performa, develop an annual plan for curricular and co-curricular activities, spend school funds honestly, take due care for the personal problems of the employees, oversee the purchase process, hold meetings with the staff, supervise the school funds, play a role of model in all school activities, arrange repair and white wash, allocate the funds to science teachers, have the sense of commitment, involve the community in the developmental projects of the school, prepare a register to record the daily withdrawal and expenditure, have the ability to lead the people, set appropriate

priorities and spend funds accordingly, conduct the physical verification, write to the concerned authorities for the provision of missing facilities and infrastructure, appreciate and award prizes to the students, attend assembly daily and address timely to the students, hold meetings with school management committee monthly, seek help from local bodies and influential people and solve all problems of repair and minor construction by the use of students funds

Performance Equal to Average Scale: A majority teachers showed that the efficiency of their head teachers was average on performance scale on a few given responsibilities and duties because their Mean value was equal to 4 the middle point of performance on performance scale. A few responsibilities on which teachers said they performed averagely were hold parents teachers meetings after term exams, employ information technology, arrange classes after and before school time for the students with poor results, spend time in their offices without doing any significant work, check some marked papers in exams, arrange lectures and workshops for the professional development, allow the teachers for free and open comments and suggestions, ask for written explanation if teachers show negligence in their duties, assure the functioning of library, are rigid and kill all initiative of the teachers, avoid the use of school funds as it has bulky and difficult process, hold meetings with students, arrange annual function and check randomly some homework copies of the students during their round of classes

Performance below of Average Scale: A majority of teachers showed that the performance of their head teachers on a very few responsibilities was below of average level on performance scale because the Mean value of those responsibilities was below of 4 the middle value on performance scale and they said that they performed these duties never,

rarely and occasionally e.g. teach at least one class daily in the subject of their interest, hire private teachers to supplement the shortage of regular teachers and schedule the programme of the study tour and ensure due visits on decided dates.

Analysis of open-ended Question: Analysis of open ended question explained that largest majority of teachers said that the main causes of failure of schools administration were the lack of cooperation of head teacher and teachers, the lack of interest, commitment and dedication of head teachers in their job, the behaviour of the head teachers, they had authoritative and non- professional behaviour, the political interference and political pressure, the lack of facilities, head teachers were not well experienced and well trained, they revealed deficiency of leadership qualities and lack of funds was the main cause of administrative failure.

But small majority of the teachers said that the main causes of failure of school administration were: the lack of teaching staff, the partial attitude of head teachers, head teachers did not take the round of classes and they had no interest in teaching, lack of coordination and communication between head teachers and teachers, the head teachers had loose administration and loose discipline and they were lenient in some matters where strictness was needed and head teachers did not care the teachers and students needs and were rigid and had rough conduct with the staff so it was also a big reason of the failure of school administration.

Recommendations

Recommendations for increasing the working efficiency of District Educational Administration: It was found in conclusions that head teachers on majority responsibilities were partially satisfied with the working of district educational administration. If they want to improve themselves they should

improve following responsibilities in proper way:

- Should pay surprise visit to supervise school administration and management, District Educational Administrators must maintain sufficient control and should supervise to ensure standards of managements and education.
- Should hold monthly meeting and send meeting agenda well before of meeting time for full preparation of correspondence of meeting agenda and their own letters on different issues
- Should send minutes of monthly meeting and reports of surprise visit
- Should arrange in-service training of teachers regularly
- Should take timely decisions on the head teachers request to fulfil their schools requirements
- Should arrange functions to award the incentive and appreciation letters to the best head teachers and teachers
- Should inquire reasons of non-participating schools in co-curricular activities at district level
- Should arrange seminars and conferences for the professional development of schools heads and teachers
- Should supervise and monitor the construction and developmental work of school to enhance the quality of work
- Should not delay in decisions of inquiries that cause frustration in schools matters
- Should write the evaluation reports of the head teachers on merits that really reflect their efficiencies
- Should conduct audit periodically to avoid the financial complications in schools
- Should write their true remarks and observation in visiting books during their surprise visit and technical inspections
- Should have strong control on the corruption and

malpractices of their assistant staff

- Should send prerequisite of technical inspection in schools before their visits, because it will bring improvement in managing record of school and schools management
- Should hold inquiries or issue warning letter to the careless and inefficient head teachers because accountability itself is an incentive to improve working ability of head teachers
- Should visit schools to provide guidance for quality management and administration
- Should keep the record of teachers and assistance staff services duly up dated so their promotion should be ensured timely
- Should develop leadership qualities because majority head teachers demanded that efficient, competent, qualified and hardworking educational administrators should be appointed, their selection eligibility not be on grade and on political favour but should be on their personal qualities and professional competencies
- Should distribute contingency funds as per rules and accordingly to the need of schools, mostly schools complaint about their unjustified and unequal contribution of contingency funds. Only it happened due to lack of planning and favouritism, if administrators have no records of annual expenditure and needs of schools then unfair contribution raise question.
- Should collect data of missing facilities before developing short and long term developmental plan. It mostly noted that many schools are continuously ignored in providing facilities and some schools those have closeness with central officers achieved more and frequent funding for their schools development.
- Should avoid rude and aggressive attitude and have open door policy to hear the schools problems personally

and they should try to resolve the problems by dialogue instead of order and should apply laws fairly in all disciplinary matters

- Should take decisions of appointment and transfer on merit in spite of political pressure. It has been seen that district educational administrators who are competent and professionally skilled they accommodate politician pressure and resolve their problems legally but if there is some disturbance in the compliance of politician pressure and if they are against of merit and law they dictate and convince them and strictly do as per rules. Not all problems and ill-legality are by the politician sometimes problems are created by district officers themselves who has weak capacity of administration.
- Should give priority to the instructional supervision during their visit. They should observe classes management, classes facilities and teaching strategies of teachers and should visit school and classes by following instructions given in school manual Dastoor-ul-Aamal and should provide necessary guidance to improve the teaching and instructions that is the main objective of education and their administration.
- Should get feedback from the head teachers for effective implementation of educational policies and plan e.g. all policies and plan are formulated on upper level and when they are implemented at lower level there are always some appraisal and objections. For getting more better result from the policies there is need to get feedback from the field to making it more successful and try to remove the hurdle of its implementation
- Should take continuous measure to improve the deficiencies of the schools and it would be done by getting through visit of schools and collecting complete data of missing facilities. They should give priorities to more deteriorated schools in basic facilities but it depend

on their attention and keen interest, although it is not possible that all basic facilities would be provided and completed in a current financial years for all schools but there should be a continuous planning and efforts to furnish all schools facilities as per their needs

Recommendations for increasing the working efficiency of Schools Head Teachers:

It was found in conclusion that head teachers themselves were highly satisfied on their performance on majority of their responsibilities. But there were only a few responsibilities on which they showed that their performance was average and below of average level on performance scale, if they want that their all performance should be in above of average level on scale of performance they should improve themselves in the following responsibilities:

- Should arrange remedial classes before and after school time for all students and especially for those who show poor results
- Should realize the importance of study and excursion tours and should arrange such programme in proper time
- Should arrange lectures and workshops for the professional development of their teachers
- Should use computer personally for their office management
- Should check randomly some homework copies of the students during their visit of classes
- Should celebrate the annual day every year and invite district administrators, parents and community
- Should seek financial help from the community to improve the school services
- Should hold parents and teachers meeting after term exam to discuss the progress of their children

- Should not avoid the use of schools' fund just by thinking that it has bulky and difficult process and are auditable
- Should compensate the shortage of staff by hiring private teachers as per rule

It was found in conclusion that teachers on majority responsibilities were partially satisfied with the working of their head teachers. On majority responsibilities the working efficiency of their head teachers was above of average and on majority was average and on few was below of average level on performance scale. If head teachers want to improve themselves they should improve in the views of teachers in the following responsibilities in proper way:

- Should hold parents and teachers meeting after term exams to discuss the progress of their children
- Should use computer personally for office management and they should employ information technology to improve teaching and learning objectives
- Should arrange classes after and before school time for the students and especially for those who show poor results
- Should not sit free in their offices and conversely they should always do significant work for their institution
- Should check marked papers in home examination to ensure the standard of marking
- Should arrange lectures and workshops for the professional development of the teachers
- Should allow the teachers for free and open comments and suggestions
- Should ask for written explanation if teachers show continuous negligence in their duties
- Should assure the functioning of library and keep it updated with the latest book and magazine
- Should avoid rigidness and appreciate the initiative of the teachers

- Should not avoid the use of school funds just considering that it has bulky and difficult process and are auditable
- Should hold meeting with students to discuss their academic progress and their problems
- Should arrange annual function and invite parents and community for the close association
- Should check randomly some homework copies of the students during their round of classes
- Should teach at least one class daily in the subject of their interest
- Should supplement the shortage of staff by adopting private teachers as per rule
- Should schedule the programme of the study and excursion tour and should ensure due visits in decided dates.

General Recommendation

- For generalization, opinion of parents and students should be included in other researches
- Qualitative research based on observation and interview should be conducted to observe the head teachers attitude and actual progress in institutions
- Pre-service and in-service training should be organized so as to make that head teachers acquire the desired competencies
- It was concluded from results that female head teachers were better educational leader than male so it needed more in male gender to improve their working efficiency.

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