

## THE EFFECTIVENESS OF SCHOOL MANAGEMENT IN IMPROVEMENT OF SCHOOLS

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### ABSTRACT

*The main purpose of the research was to evaluate the impact of management on government and private schools' progress and improvement. Both public and private sector schools were compared as the researcher had the assumption that management of private sector schools has got better management in terms of authority and affectivity. The strategy of research was survey and questionnaire and interview protocol were used as tools. Random sampling was used for synchronize analysis and synthesis of the data. Findings revealed that private sector schools have got better management as compared to the public sector schools. There is a systematic procedure of management in private sector that results into students' achievements and school improvement. In the light of the findings researcher has suggested that government sector should give some authority to the principals to take better decisions about teaching & learning and administration. Furthermore there should be a strong monitoring and evaluation system to bring effective change.*

**Keywords:** Effectiveness; School Improvement; Improvement

### INTRODUCTION

Brock-Utne (2006) says that Education sector is an asset handling with human resources. If appropriate investments are made everyone gets benefits, individual as well as public.

Although in this statement *Brock-Utne* was trying to criticize economists who view education as an investment and not a right, joy and a tool for liberation and emancipation process, the reality remains that education is an investment as well.

Unfortunately we are observing so many institutes in our society where the business is being done by the name of education. The focus of such institutes is on quantity of students rather than quality of human capital. The difference is that education is labor intensive, its fruits take longer and it cannot be observed like other investments such as roads, buildings and other infrastructure. Castells (2000) sees that the most important infrastructure in the economy in contemporary age is the human brains of a given society to link its brains with the brains of the world.

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We are living in global world and we need to make humans to communicate with people all over the world. For this we have to prepare them on desire grounds which are not possible without proper external evaluation through monitoring. We need to bring balance between quality and quantity.

School management is viewed to be the major mean through which effectiveness of school can be built as well as monitored. When we talk about effective schools quality management is compulsory through which quality productivity can be achieved and quality services can be accomplished.

While talking about effective management we need to highlight the levels to maintain quality. For example:

- i. Inspection
- ii. Control
- iii. Quality Assurance
- iv. Quality Management
- v. Total Quality Management

School management considers all the above levels and put in place a systematic procedure through which quality and efficiency in different activities of schools are assured. Similarly the top management or administration monitor the whole process and triangulate the data to assure the success.

Thus, establishment of evaluation policies in schools are very important in order to make sure that vision and goals are implemented (Webb et al., 1998; Wilcox, 2000; Macbeth, 2006). Many governments have passed legislation and policies demanding improved academic achievement by all pupils including effective teaching where teachers will be evaluated (Sergiovanni & Starratt, 2007).

## **LITERATURE REVIEW**

Schools and education systems have realized the importance, significance and necessity to be effective. The administration, management and teachers understand that effectiveness leads to professionalism.

### **Definition of Management**

It is not easy to define management in a consolidated form. Authors of management have observed and analyzed management differently. Furthermore different theorist highlighted various features while developing the procedures of management. For instance Taylor (1960) stressed engineering features, Elton Mayo emphasized on human relations features, E.F.L. Brech, George R. Terry gave importance to the decision making aspect, Ralph Davis stresses leadership aspect and others like Barry Richman etc. emphasized amalgamation or harmonization aspects.

Fayol, H (1968) defines management as visualizing, planning, organizing, commanding and coordinating to monitor and supervise while Donald, J (1960) says that techniques and styles of decision making and leadership is management.

Both the definitions refer to the task accomplishment with effective coordination and appropriate usage of available resources.

Nile, M (1970) describes that management accomplishes the aims by using the human and material powers and time appropriately in order to satisfy the participants and public.

According to the Oxford Dictionary management is the process of dealing with or controlling things or people.

The process of management consisted of four important features i.e. planning, organizing directing and controlling. It involves people to complete the assignments and achieve the set goals. However, the management changes decisions according to the situation of the time and modifies the policies and plans. The management sometime is invisible but it can be seen through its results and outcomes. Management goes behind conventional philosophy, like distribution of tasks regulation, harmony of authority, etc. These ethics facilitate to check and resolve the troubles in the association.

The above mentioned characteristics are to be a part of educational management where school principal or administrator is considered manager.

### **Theories of Management**

Theories of management have laid an important impact on the styles of management and roles of school managers. The Scientific Management theory was presented in 1880s by Fredrick Winston Taylor, Henri Fayol presented Administrative Management in 1940s and Max Weber brought Bureaucratic Management in 1920s (Sergiovanni & Starratt, 2007). Every theory related to the issues of management and talked about managing the work effectively in order to run the organizations successfully (Research report by Rose Ephraim Matete; April 2009).

The importance of Scientific Management theory in school success will be written in more details.

Scientific Management theory was formed by Fredrick Taylor an American Engineer, in his book 'The Principles of Scientific Management (1911)'. Some people call it Taylorism/Taylor scheme of management. It spotlights on making competence better by studying the procedures of workers' work.

Taylor thought that an individual should be observed and his/her work process must be studied very careful rather taking decisions on customized rules of thumb. The main point here indicates that every individual is different and poses a different style, some employees are highly efficient and likes to work in pressure however, some dislike work and particularly do not like to work in groups. Employees as human beings will intentionally prepare to do as little as they securely can. In addition, sometimes they do not wish to take responsibility they like to have directions. (Wertheim, 2007) Taylor believes that the secret to Scientific Management was the acquiescence of workers and that they did not require sovereignty or self-determination of thought but as a replacement for their role was just to go after the directions of their superior (Hoyle & Wallace, 2005). From that filament, in view of Hoyle and Wallace (2005) Taylor recommended the use of Scientific Management with following strategic and systematic techniques to make the best use of individual output:

- i. Application of time-and-motion science is required for inclusive job pattern broken down into consistent units.
- ii. Employees/staff members should be chosen carefully and educated in order to transmit each unit to substitute a rule of thumb.

- iii. Staff members should be motivated by different incentives based upon their appraisals. The manager should monitor their progress and provide the opportunities for their professional development and capacity building.
- iv. Managers should monitor and head the work procedures. Employees must follow the instructions or get ready for any demotion.

Scientific Management theory, nevertheless, was disparaged for focusing on competence whereas overlooks its impact on efficiency (Hoyle & Wallace, 2005). Taylor's mechanism of management was exclusively related with revenue to complete the assignments and destruct the creativity of employees as they have to go after the guidelines of their managers. We cannot achieve the success and cannot be effective if there is no innovation and creativity.

It has been disparaged as well for distracting teachers' concentration from teaching, as their central part function, to documentation and record keeping (Hoyle & Wallace, 2005). in spite of these limitations, nevertheless, in view of Sergiovanni & Starratt (2007) the fundamental grounds and precepts of Scientific Management theory are yet considered to draw attention of many policy makers, administrators and supervisors.

### **Human Relations Theory**

Theory of Human Relation was originated in the Democratic Administration Movement (DAM) most particularly by the work of Elton Mayo in 1930s in his traditional research study at the Western Electric Hawthorne plant. He was a social philosopher and professor of business administration at Harvard University (Sergiovanni & Starratt, 2007). Mayo had a belief that the output of employees could increase by addressing the social needs and encouraging communication between them. Mayo says that employees require to be handled politely and they should be included in decision-making processes (Sergiovanni & Starratt, 1993).

In education system and procedures of schools, teachers are considered as personnel relatively than as correspondence of energy, skills and capacity to be developed by administrators and school inspectors (Sergiovanni & Starratt, 1993). Undeniably, every teacher has unique style of transmitting knowledge and values' development. School managers should generate a positive climate and feeling of job satisfaction among teachers by treating them as people (Sergiovanni & Starratt, 2007). It is believed that a pleased teacher would be more efficient and liable. (Sergiovanni & Starratt, 2007). Teachers are well aware of their positives and negatives and overcome their problems if the manager facilitates them and provides a safe and positive atmosphere. And therefore, teachers should participate in the evaluation process and so school management and should make teachers believe that they are valuable and important to a school. The theorists of Human Relations theory received a great deal of criticism as they talked about gaining attention by manipulating individuals for output. In addition the theory did not deliver what it promised and left many misunderstandings regarding its approach since it assumed that everyone does not require democracy but when it comes to school management system democracy is much required for better outcomes and accomplishment of goals and vision (Sergiovanni & Starratt, 1993; 2007).

Consequently, this theory was also disparaged for focusing only on social environment to manipulate high efficiency (Druker, 1991). There are many other aspects that were ignored by the theorists of Human Relations like incentives, working climate, needs and interests of the employees and the overall structure of the organization that actually have a great deal of impact on working capacity and creativity of the employees (Gaynor, 1998). Furthermore, the supporters of this theory were criticized for the problem of laissez-faire management

(Wertheim, 2007) where the management allows people to work according to their own ways that sometimes might hinder in accomplishing the goals.

### **Critical Theory**

This theory encourages liberty and unrestraint process. It provides teachers a chance to be heard as the play a key role in implementing the curriculum and instructions.

Critical theory endeavors problems and questions and has got a philosophical approach (Syque, 2007). Critical theory discards the positivists' vision of rationality, impartiality and truth (Carr & Kemmis, 1986). It describes the educational theory to understand the necessity to utilize interpretative kinds in different trends. It further recognizes and represents hypothetical accounts to create awareness in society so that the society can understand and solve their problems (Carr & Kemmis, 1986). Whereas Positivists believe people to be worth free, Interpretivists as a substitute to positivists argue that there has to be a respect and differentiation between people and the substance of the natural science (Bryman, 2004). This theory is characterized by the argument that education system must be resolute by the traditions it transmits to implementation (Carr & Kemmis, 1986).

In the school management system teachers are provided with freedom and the wills of teachers are acknowledged (Maclsaac, 1996; Tripp, 1992). They are believed to be aware about their potentials and limitations (Druker, 1991). The managers understand that teachers and other staff have their own way of thinking and working, the role of school managers becomes of a facilitator to guide them and help them by providing resources. School staff needs to be encouraged to critically review their tasks and work collaboratively in order to accomplish the tasks for smooth operations and better results (Tripp, 1992).

Nonetheless, Critical theory features the inadequacy that individual liberty has boundaries. There has to be some restriction and control over people ad some people try to misuse the liberty that create more problems.

### **Educational Management**

The procedure of decision making in order to set the objectives and benchmarks of an institution or organization is the key of educational management. In some systems, goals are set by the school principal, frequently functioning in collaboration with senior assistants, teachers and parents. However, goal setting is a shared activity carried out by prescribed concerns of the organization.

School plans are prejudiced by demands from the outside as countries have their national curriculum that might leave little option for the school to take decisions for their planning. As a result schools are left to endure the activity to interpret the essential aspects of the given curriculum rather taking decisions on their own. The main concern here is the scope to which school managers are capable to adapt government guidelines and expand option move towards school-level worth and idea.

School leaders have to face pressure between challenging aspects of leadership, management and administration. No matter how these terms have been defined schools leaders fall in stress while making decisions in balancing among different tasks for the professional development of staff, student and development of schools, normal carry-over of existing methods of management and administration. Leadership and management are required to be provided equivalent status if schools are to function effectively and accomplish their goals. However, a balance blend of management and administration can create a rationalized working atmosphere where the understanding of the role will facilitate the work situations.

## **School Management**

Main purpose of school is to provide quality education to students. In this regard school has teachers, non-teaching staff, physical and financial resources. School head or principal is considered the manager, who looks into the accomplishment of the set targets. He/she has to plan rationally and guide people in right direction to utilize the available resources in the best possible ways (Dash, 2008).

The manager has to be a good decision maker, problem solver and evaluator. According to Kurtz and Boone (1984) school management means proper use of human, financial and physical resources to achieve the aims set by school.

According to Shahid, (2010) school management is the procedure of authenticating the aims and distributing the resources in right way to achieve the purpose. He further gives four elements of school management:

1. Managing the material
2. Managing the physical infrastructure
3. Managing human resources
4. Managing the curriculum and instructions

All the above mentioned aspects have significance in their own meanings. The head teacher or the principal caters for all the management factors as all of them are directly related to effectiveness of school. Brian Fidler (1977) talks about organizational effectiveness He says that an organization should follow set rules and do the right things to be effective. This stresses suitable means of making decisions about ‘the right things’ and from time to time evaluate these things and distribute responsibilities to the right people in order to make it sure that the decisions are bringing quality and outcomes are matched with the set goals.

After reviewing literature on management of school with reference to effectiveness and improvement, it is essential to distinguish as to how school management affects and is affected by school effectiveness and school improvement. Fullan (1991) states that school heads/principal can bring effective change in the school by their keen interest, hard work, determination and innovative ideas that lead to school effectiveness.

## **METHODOLOGY**

The strategy of research was survey and personal visits. Since the researcher has got same experience being in the management of school so it was not difficult for him to collect relevant information and data from the samples. In addition to that the triangulation of the received data was easy in the light of his experience.

Stratified random sampling plan was implemented. Sample of 100 participants was selected consisted of 30 teachers (Primary and Secondary) from different schools. Questionnaire and interview protocol were used as tools for data collection.

## **FINDINGS**

It was revealed from the findings that the management of private schools is more effective as compared to the government schools. The researcher found out that following factors are directly related with the school effectiveness.

### **Findings from Principals of Private Schools**

- i. Interviews and questionnaire of principals from private schools revealed that they organize professional development programs for their teachers.

- ii. Principals schedule their time to observe the teachers in their classes and provide feedback for further improvement.
- iii. There is a system of monitoring teachers' performance on regular basis.
- iv. There are problems of turn over as the salary packages are not very attractive and when teachers get better offers they prefer to leave the school and this creates problems in completing the syllabi and correction of copies.
- v. Head teachers of private schools have regular meetings with teachers and teachers are given opportunities to participate in decision making process in certain things for example book selection, co-curricular programs, curriculum review and so on.

### **Findings from Teachers of Private Schools**

- i. According to the teachers of private schools their heads/principals visit their classes and observe the teaching and learning process on regular basis.
- ii. Some Principals are very strict that teachers do not want to go to their room for even some important task.
- iii. Most of the teachers said that their school has got all the required resources for teaching and learning process. Some schools have learning resource rooms where they can find teaching aids, multimedia, and transparency etc.

### **Findings from Principals/Head Teachers of Government Sector**

Finding from the questionnaire and interview with the head teachers of government sector schools revealed that the management of government schools is varied from head teachers to head teachers. Furthermore, the head teachers of government schools do not have authority as compared to the private school system.

- i. According to head teachers of government schools they conduct meetings with teachers and involve them in the process of decision making about different activities of the schools.
- ii. It was found that the head teachers do not have an authority to make regularity and punctuality sure as some teachers have their sources in district offices. However, a few teachers mentioned that head teachers sometimes favor their favorite ones and allow them late arrivals and vacations.
- iii. The head teachers said that there is a mechanism of resource management in their schools which is called School Management Committees (SMSs) that include students, teachers and community member/parents which shows that they involve community in different matters of school.
- iv. They expressed that the teachers and head teachers are sent for professional development programs on regular basis however, they are not asked to identify teachers' needs for capacity building.
- v. School heads perform administrative tasks and usually busy in meetings however, they also monitor their teachers' performance but it is not on regular basis.

### **Findings from Teachers of Government Schools**

The findings from the teachers revealed that they do not get sufficient support from their management in teaching and learning process.

- i. Management is biased while sending teachers for training programs.

- ii. Teaching aids are rarely provided.
- iii. The findings show great effect of academic monitoring in enhancement of teaching and learning process. As 80% agreed that monitoring and evaluation is useful for enhancing children's learning.
- iv. Principals of both the sector whether public and private understand their roles and responsibilities and want to bring improvement particularly they want to strengthen their role as an instructional leader. However, government sector heads are wondering if they have some authority from administration part so that they can effectively modify some work mechanism.

## **CONCLUSION**

The researcher was concerned with the effectiveness of management of private and government schools leading to school improvement and students' achievement in government and private secondary schools of district Khairpur.

This study found that the private schools have effective management systems and focus on over all school improvement with specific attention of students' achievements and teachers' capacity building. However, government schools vary in terms of the role of school principals. Some principals pay more attention towards the school improvement, teachers' performance and students' achievements. Moreover, the use of resources was transparent in private schools whereas government schools lack an effective instructional and administrative leadership. Moreover a comprehensive monitoring and evaluation system is required in government sector schools.

In the light of the findings some recommendations were made and it is hoped that if they are seriously implemented they will go a long way to serve as panacea to the problems raised in this study.

## **RECOMMENDATIONS AND SUGGESTIONS**

On the basis of the findings, the researcher made the following recommendations:

1. Principals should from time to time attend lectures on school management in forms of workshop to be organized by the provincial ministry of education to educate them on management skills and human relations.
2. Principals should ensure adequate involvement of teachers in the school's administration and decision-making process and given responsibilities in addition to their teaching assignment.
3. The federal, provincial and local government should ensure that enough seats, laboratory and library equipment are provided most especially in this present technological age with emphasis on science.
4. Efforts should be made to regularize the payment of teacher's salaries and allowances.
5. Necessary teaching aid for all subjects and not just for only the curricular subject should be adequately provided.
6. Principal should vary their administrative style to enable them to know the style that suits such schools for the teachers' good performance.



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