



ANALYSIS OF MANAGEMENT STRUCTURES OF PRIVATE SECTOR SCHOOLS IN PUNJAB

Muhammad Mushtaq

Department of Education , Foundation University Rawalpindi Campus Pakistan

ABSTRACT

The private sector in education is playing very important role in delivering quality education. A quite reasonable proportion of students, 34% of the total enrolled students are in private sector schools. Public sector has homogeneous and traditional type of management structures whereas private sector has various, innovative and different type of management structures. The research study was designed to find out the different type of management structures at secondary school level particularly in private sector.

The population of the study consisted of the private secondary schools affiliated with Federal Board of Intermediate and Secondary Education, Islamabad. The data was collected by analyzing the prospectus, handouts, and pamphlets available to the researcher. It was found that there are seven broad types of management structures in different schools. The structures were ranked by giving them management structure score on the basis of the variety, horizontal layout, vertical lay out and gender wise positions held by different key figures running the schools from day to day.

It was recommended that a training mechanism may be developed to provide training to private school administrators, the schools should display their rules and regulations in black and white, a minimum qualification for managers and schools administrators may also be made compulsory by the boards.

The study was conducted by myself and there is no other organisation that contributed in the study, neither any one has conflicting interests.

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1. INTRODUCTION

Education is a lifelong process and it is obtained by different sources. The formal education process is going on and on throughout the world where two types of educational institutions are

established, they are public schools and private schools. The public schools have a set and homogeneous management structure which is followed by all the public schools while in private sectors there are many varieties of school management structures. These structures play very effective role and provide result oriented education in the present era. Except a few, the world class education or quality education is mostly imparted by these private sector schools all over the world. Being a developing country, it is an imperative and urgent need of the time to have a vigilant and efficient management structures which could meet the change and challenges of this century as well as compete the world education market. The great influences and lasting impact set out by formal education for development of the future in general of the country, depends on the systems which exist in that country. In Pakistan there are different kinds of parallel streams in school education that have created imbalance and unequal opportunities for students belonging to different strata of society. The school education is generally divided into public sector schools, private schools and Madrassah. These streams are further classified into elite and non-elite schools. The elite schools cater to the economically well to do people. A very few of the schools like Cadet Colleges allow talented children of the lower middle classes. The high social strata schools cover up a very small minority in proportion of all the school going children. The majority of lower middle class and poor children have no other choice than to study in these low quality private and public schools.

There are many factors that lead to the differences that exist in our educational system. That is why the performance of the urban schools in board exams and in Cambridge or London University examination system is far better than the rural schools with only a few exceptions. These schools have an efficient management system; abundant resources and excellent teaching quality, so are their main strengths. There are many private schools in all the cities of Pakistan that are usually run by individual entrepreneurs or sometimes administrative body who intend to earn a living by offering unique and personalized educational services to an ever-expanding clientele which is motivated and driven out towards private sectors in Pakistan. There are many factors behind this social phenomenon which needs to be discussed in the following lines.

First of all the teaching and learning process is mostly dependent on the administrators, principals, headmasters and headmistresses to carry out a smooth and cordial teaching learning process on one hand while on the other hand they ought to provide conducive environment and physical facilities to remove each and every hurdle in the way of imparting education. The administration is easily accessible and parents having lack of time want to meet them as per their convenient. Therefore, they give preference to private sectors schools.

Second, it has been found that the quality of education imparted by these schools depends on their administrative skills and utilization of the manpower in such a way that produce result by using minimum resources. The quality of a school rests entirely upon the competence, capacity and motivation level of its administration and teachers. The administration does not only have academic excellence but they should also have good communication skills, vision and implementation strategies. Third, the difference in public and private sector is quite eminent. There are many studies conducted to find out management relationship of public sectors school but there is not enough work based on private sectors as per its contribution and role. The public sector

management system and structure are same everywhere in Pakistan but in private sector has variety of management type and structures which make each school an independent pattern. In this study it is observed that there are ample varieties of structures in private sectors. There is hardly any similar structure in these private schools that make them distinguished and separated from others.

Fourth, the curriculum that these schools have selected is by choice not by compulsion that brings quality and variety to teachers for effective teaching. The syllabus opted by school management represents vision and expertise of the administration to make their student world class learner and keep them in touch with changing requirement of the world. Fifth, the co curricular activities develop an interest and ambition to become regular in the class. The competition among students of their attendance, cleanliness, behaviors, discipline and cooperation and homework bring a positive change in students which can apparently be observed by parents and teachers. This duty is discharged by the management of the schools. Sixth, the cordial attitude of the teachers in private sector and avoidance of punishment prevent parents to drag their children toward school. The children themselves like to go there and there is least dropout rate in private sector because of teachers' behaviours which is a direct result of management of the school.

2. REVIEW OF LITERATRE

The management of the private schools has to consider many dimensions of the situation as they neither want to exploit their clients nor they want to lose their profit share so they have to find the a way out between both extremes. A school principal has to meet requirements of the owner of the school, parents of the students and teaching staff of the school which he develops or designs strategies and techniques to bridge the gaps and bring them all at common interest point. They have to face many problems too in their service career but they are skilful to tackle the situation. These are some of the problems they face in running a school.

The school managements, with some exceptions, are shrewdly conceived enterprises which aim to generate enough revenue to satiate the expectation of investors/managers. Thus the common approach that is adopted is to hire such teachers mostly ladies with average academic records and reasonable qualification. They provide them training and impart them particular skills to handle the class as well as effective teaching. Their performance can be compared with qualified public sectors teachers. The traditional role of educational management has, therefore, come to be reconsidered and re-examined in the framework of present social demands and aspiration. It must be recognized on a systematic basis. As it has been seen that there is a rapid expansion and changes that have been taking place in education in both public and private sectors. Management needs to seek constantly to improve its ways and means of functioning and it should also provide its employees what they need to excel. Managers' training is one of the areas which are mostly neglected particularly in education. It is imperative to provide them opportunities for orientation and training of their managerial skills. Educational administrators that take part in the courses designed to improve professionalism, got a great rhythm and spirit when they returned back from these courses. They exercise what they have learnt there and apply those innovative ideas they grasped in their training sessions. Iqbal (2005) concluded his research on comparative study on organization structure of public and private schools by saying that the leadership style which is

based on task and work with addition of authority in both public and private schools had a great effect on school performance. He further added that the private schools management was found more effective than public schools management. [Arshad \(2003\)](#) concluded his study on organizational structure and school effectiveness stated that adaptive culture and constructive culture were the most common culture styles of secondary schools which indicated that organizational culture of our secondary schools is quite conducive. The school either public or private having adaptive culture had been the most effective.

[Khan \(2002\)](#) concludes that the task oriented and people oriented style reflect the behaviour of the leader as high on relationship with the academic achievement. He further concluded that the tasks oriented and leadership style was prevailing in different setting of the schools.

[W. \(2007\)](#) says that a major problem in managers' development is the lack of opportunity for them to identify, with those who have more experience, power and skills than they have. Most of the senior educational managers do not give enough time and thought to working with their juniors. The climate in educational institutes is not tolerant of mistakes but an individual's needs to learn from his seniors so he has to bear the brunt of the rivalry between bosses and subordinates. The private schools that researcher has selected in this study are not from long chain of schools that have more complex and complicated structure but the schools that have top to bottom management available at the school to solve and improve the efficiency of the schools, so they have a narrow structure type because they are independent entities and run by an individuals. They are not part of large management groups, so there is no procedural delay in official decisions. These types of management structures have many advantages because there is no unionism, no grouping and no delays. They have a will to deal matters at the spot, clear communication and no matters under the carpet. [Raza \(2010\)](#) argues that the education is a provincial subject and to make organization effective and purposeful the administration of education should be decentralized. This decentralised management will have a positive effect on students learning and their performance in academic achievements. [Shami and Hussain \(2005\)](#) describe the role of the federal education ministry and its complicated administrative bodies that cause a delay in policy implementation. That is why a long and lengthy procedure for implementing a minor change causes official complications. The need of the time is to shed the authorities to the local level and community involvement which would result in improve of educational standards and quality. [World Bank \(2007\)](#) reports considered unsteady management creates hurdles in improvement of public schools performances. There are certain governments in the world which have invited private organization to solve this problem. They are given a school or a whole district to manage them and they did it successfully. They were given contractual responsibilities like financial management, planning and leadership. They brought some benefit which included professional skills and newer ideas that reduced bureaucratic delays and union intervention. There was no political influence on them so they work as they like it.

[World Bank \(2007\)](#) states that the private sector is growing very fast as their number grew up during last decade. It became 32000 to 47000 in just five years time which tells how rapid they made progress. During the same period it is witnessed that every third child was enrolled in private schools. The government schools are now competing even though they are better equipped with

human and material resources in rural areas too. Only the disadvantage these schools have is they are mostly located in urban areas but there is significant movement toward rural population too.

Derek (2009) emphasises the importance of training to managers and administrators to make education process result oriented because the role played by them is very vital to make the maximum out put from both ends; teacher and students. He proposed continual training of them in form of short course and workshops to refresh their management skills.

Noreen (2003) highlights the management competencies of school administrators and principals, if they have competencies and they know how to use them, help them to promote school performance and progress particularly the school results and students academic performance.

Sarwar (2006) suggested that educational change can only occur if their managers and heads want it because they are the last to implement finally. They need to have will and motivation for change if they do not have any of them the change goes waste and all the efforts to bring change will perish. Aslam (2007) make comparison of female with male performance in schools. He explains that the female managers comparatively perform better than males in school activities and academic achievements. Although there are some exception but management is a basic trait that human is bestowed the skills and techniques can be learned and mastered but the blend is inside.

3. METHODOLOGY

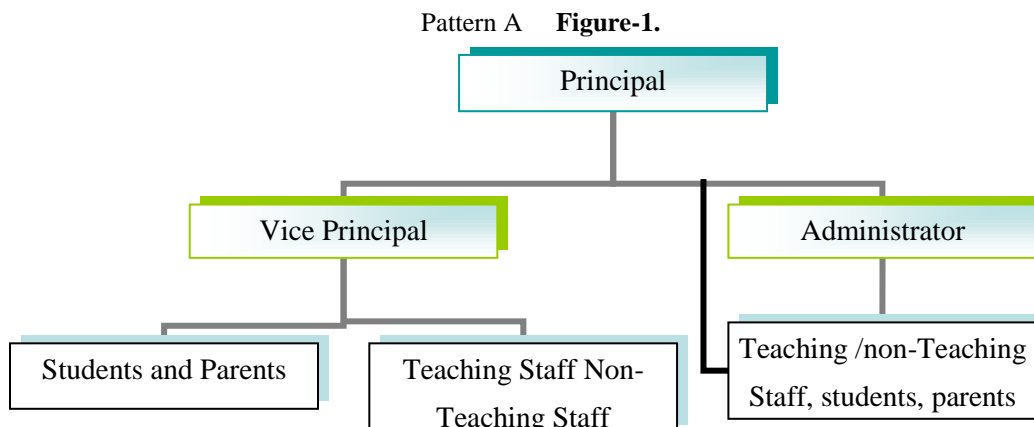
The private secondary schools of the twin cities of Rawalpindi and Islamabad were included in population of the study which were registered as private affiliated schools for five years in Federal Board of Intermediate and Secondary Education Islamabad. There were total eighty five affiliated schools but the criteria (five Years) set out in delimiting the study, only thirty schools fulfil the required standards which were selected. All these schools were selected so the sample represents 100 % of the population. The relationship between management structure scores and their results during 2008, 2009, 2010 was analyzed. The population included male and female schools as most of the private schools run coeducation classes, sometimes in separate campuses but their results are combined. The sample represents both genders. Sample for the study consisted of 30 schools selected out of 85 by using universal sampling technique. The whole population was selected so no particular pattern for sample selection was followed. The private secondary schools of Rawalpindi and Islamabad city, affiliated with Federal Board of Intermediate and Secondary Education Islamabad by the title of “private schools” formed the population of the study. The definition of the private schools is the schools ‘that had got affiliation five years ago, they charge less than two thousand fee per month and they are still functioning in Rawalpindi and Islamabad urban area. These schools were 30 in number. The sample represents 100% of the population.

As it is a documentary analysis of the schools, the following sources have been used to collect data pertaining to the research topic.

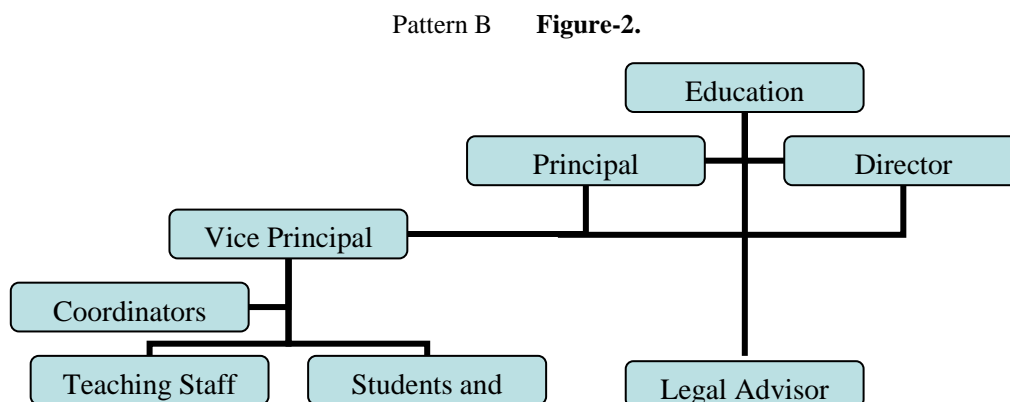
- Prospectus of the schools
- Brochures, Handouts
- The board gazettes for the years 2008,2009,2010

4. DATA COLLECTION AND ANALYSIS

The data was collected by getting school documents by purchasing prospectus or personally visiting the schools and meeting the heads. There were many colleagues who helped the researcher to find out the school documents. The researcher studied the records like prospectus, handouts, pamphlets and brochures many times thoroughly to extract the relevant and required information about the management structures of the sample schools. The board gazette was also obtained to rank the management structure and their effectiveness. The management patterns are arranged in hierarchical way selecting them in descending order.

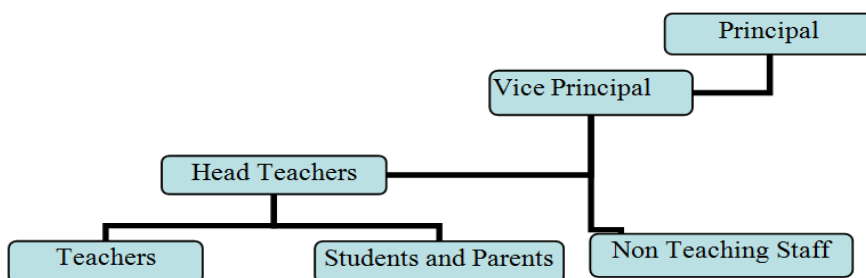


The pattern A , figure 1 shows very simple and straight forward type of management structure. It is a slight modification of traditional pattern of school management. This was the most effective and result oriented structure which has a principal as the head and final authority while he delegated some powers to vice principal and administrator. The key factor is that administration is kept separate to teaching learning process. That is one of the reasons that brought it at the top of structures ladder. The principal has a direct contact with all the staff members and students. He/ she has direct contact with parents as well which keeps him up-to-date of the daily matters which may have been hidden by him.



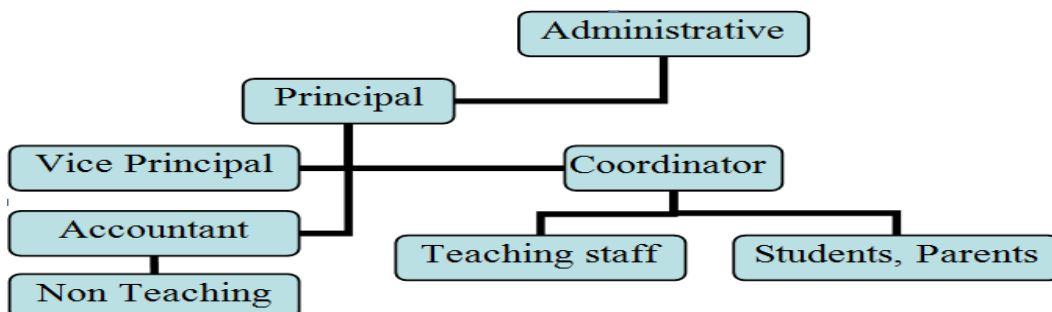
The second structure shown in the pattern B figure 2 is bit different from the first one because it is more horizontal and vertical. It is also an effective because it presents many in charge and it is run by a foundation which appoints principal and director. Although the administration and teaching learning process is kept separate but there is usually a conflict among the principal and director because their responsibilities overlap each other .It has potential the more effective by certain changes. In this analysis it got second place in the structures. There is no direct link of top officials with students and parents. Only vice principal have direct interaction with students and parents. The legal advisor helps the foundation and directors in legal matters while coordinators help principal to monitor the study progress and other matters related to studies.

Pattern C **Figure-3.**



The pattern C in figure 3 represents almost same as in first one but it did not separate management from teaching, the principal who is head of the school while vice principal and head teacher helped him in managing things. It does not have horizontal and vertical layers but the principal being head had to perform so many duties at the same time so he does not have time to closely monitor the teaching learning process. Secondly the principal does not have direct contact with students and parents which prevent him from uptodate information of the ongoing happenings. The matters becomes worse when it is presented to him so at that time it becomes difficult to solve it.

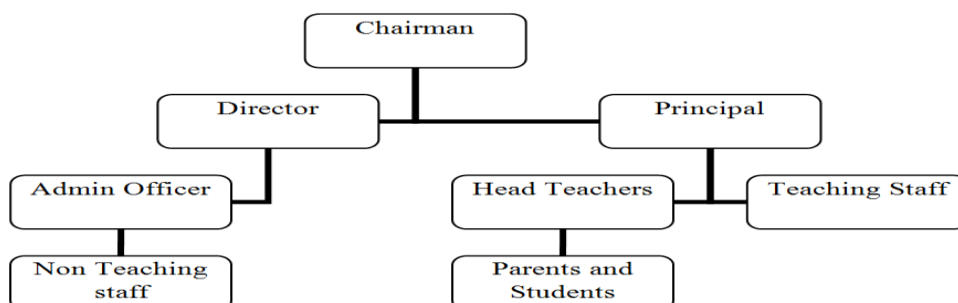
Pattern D **Figure-4.**



In pattern D, figure 4 the management structure is headed by administrative body who decides most of the matters. It takes much time in calling the meeting to reach a decision so it takes a lot of

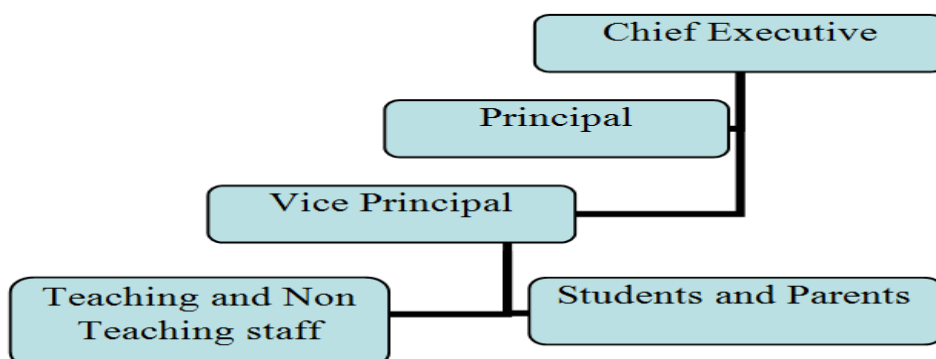
time to take decision. It does not directly involve with teaching learning process and day to day matters. They appoint principal as head of the school who is responsible for all daily activities of the school. He is answerable to administrative body while he is assisted by vice principal, coordinators and accountants. This management structure has some flaws as administrative body get feedback from accountant and coordinators who sometimes misguide the administrative body, In many matters leg pulling starts and actual performance of the school is put aside. Most of the time coordinators and accountants by pass the principal and report direct to the body which lessen principal authority and trust so his performance is affected by it.

Pattern E **Figure-5.**



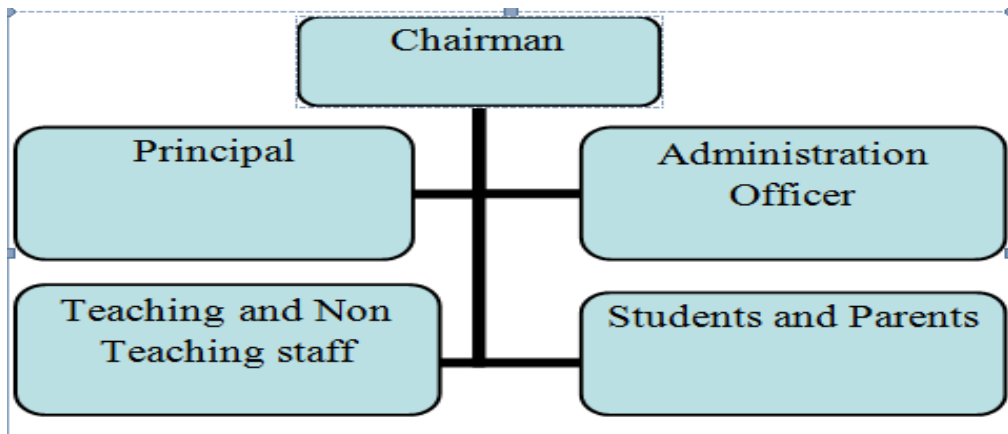
In pattern E figure 5, the management structure is not very much different from figure four but this management is headed by a chairman who is not active in the school he delegates powers to three different people, director, principal and admin officer. As all the three are of equal status so there starts conflict and tag of war among them. Flattering remains the sole purpose of each member and not purposeful task in effectively managed as each one of them wants to take credits so it remains difficult to handle them. Same case is with staff and even parents so there became three groups within the school and they tried to dominate each other in different fields. Principal, director and administration officer remains dagger drawn all the time they do not utilized their strength for school betterment but for their own promotion and credits. The management remains in chaos and no efficiency of the is improved but it varies form people to people as if these three cooperates with each other than their performance could be doubled but this type of people are rare.

Pattern F **Figure-6.**



Pattern F in figure 6 shows a very simple structure as chief executive has the sole authority while principal and vice principal are both assigned duties and report to their boss. Apparently the principal seems more powerful but in many cases vice principal had more authority and easy access to the boss than principal. The management is divided into two groups while there is no classification of the work. They have to manage accounts and day to day routine works. There is lack of specification of who is responsible for what and teaching learning remains at the bottom level priority. This structure is second last in management structure ladder because of its ambiguous structure and duties of the heads. There is no clerical staff to maintain records and other office documents but principal and vice principal manage it themselves.

Pattern G **Figure-7.**



The pattern G in figure 7 is also short; the chairman who is the head of the school but usually remains out of the school. He appoints principal and administrative officer to run the school. Most of the time the school have lack of resources to appoint persons for non teaching tasks so the management has to pick out the person among teaching staff and assigned duties to perform temporarily. The both, principal and vice principal are assigned periods in the classes. They have no time to monitor the teaching learning process effectively. It is also observed that they have internal clashes and report to the chairman only those things that please him which are not usually based on the facts.

5. RANKING OF THE MANAGEMENT STRUCTURES

Table-1.

| S.NO | Management Structure Scores |
|-------|-----------------------------|
| 1 (A) | 86.37 |
| 2 (B) | 81.82 |
| 3 (C) | 77.28 |
| 4 (D) | 72.73 |
| 5 (E) | 68.18 |
| 6 (F) | 63.64 |
| 7 (G) | 59.09 |

The management structures are classified and ranked according to the scores they got through an evaluative check lists which includes eight parameters, The highest score achieved by the management is 86.37 that performs well and their progress and growth is excellent. The second highest score is obtained by the management at number two, its score is 81.82. This category is also considered at the top rated school which is shown in the strength and other parameters in the checklist. The third management structure is good one because it runs smoothly and its score is 77.28. the fourth number management structure score is 72.73, it is not very bad management structure because it also have variety of qualities. Number fifth management structure score 68.18 which is not very bad its internal system was quite good and they were also at rising ladder. The structure number 6,7 both are at the decline and they have many issues to be solved their structure score is 63.64 and 59.09.

5.1. Findings of the Study

- 1 It is found that there is a several different type of management structure in private schools.
- 2 The management that have clear rules and regulation are more effective than those based on traditions.
- 3 The structures that are not vertically expanded perform better than those who are expanded into layers.
- 4 The structure that have gender wise variety are more effective than those depend on single gender.
- 5 The management structure that has separate heads of administration perform better than those who have mixed administration.
- 6 The management structure performance is based on close monitoring of the teaching learning process.
- 7 Training for managers is not arranged neither at school level not at any other level.

6. CONCLUSION

Conclusions were drawn on the basis of the findings of the data analysis as presented in the previous sections. It is concluded that there is a variety of management structure in private sector schools. The schools that have clearly defined rules and regulations perform better than those who do not have them, the schools that are not vertically expanded perform better than those who are vertically expanded, the mix gender management structure perform better than the single gender structures. The structure where the teaching and administration are separated performed better than those who have mixture of both Monitoring improves the performance.

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