Enhancing Secondary Education: Diagnosing, Developing, and Assessing a Novel Educational Management Model

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Abstract

Quality education is the major concern in all over the world. This study underscores the significance of education management in tandem with student achievement improvement. The study investigates problems in existing high school management models, figures out why these issues occur, and creates a new model. The research was qualitative in nature and conducted in two phases. In the initial phase, a Likert scale questionnaire and open-ended questions were distributed to 400 head teachers, yielding responses from 320. The second stage involved semi-structured interviews with the top 45 respondents to identify solutions to issues in educational management models. Qualitative data from these interviews were analyzed through a thematic approach, including open coding, axial coding, and conditional matrices. The initial phase also involved an in-depth document analysis and a critical review of global management models. Using the gathered data, a new educational management model was created. In the second phase,

the model's effectiveness was evaluated using a checklist and qualitative observations, which showed positive results for school heads and educational managers.

Keywords: School Management Model, Grounded theory, Thematic Analysis, Global Educational Models

INTRODUCTION

Management involves the systematic process of planning, organizing, leading, controlling and assurance the organizational resources to achieve organizational objectives efficiently and effectively. Efficiency is the ratio of useful output to the total input in a system. Assurance is evaluated through the implementation of a total quality management system, serving as a mechanism to enhance the quality of education (Mahmood 2020).

According to Robbins & Judge (2003), managers play ten crucial functions to enhance organizational effectiveness, which can be categorized into three main groups: interpersonal, informational, and decisional roles. Managers, due to their leadership position and responsibilities, engage in various interpersonal roles such as figurehead, leader, and liaison. These roles emphasize the importance of personal interaction and building relationships. In their informational roles, managers act as monitors and disseminators, focusing on gathering and sharing information. The decisional roles, which include being an entrepreneur, disturbance handler, resource allocator, and negotiator, involve strategic planning and decision-making. Among these, the decisional roles are particularly critical as they highlight the manager's authority and access to extensive information.

In the context of academic management, the role of managers encompasses several key responsibilities. These include developing and delivering curriculum, administering assessments, monitoring classroom activities, providing feedback to teachers, training future school leaders, and ensuring students have the necessary resources for success. Breen (2000) identifies six effective management styles in educational settings: coercive, authoritative, affiliative, democratic, pace-setting, and coaching. Vojta (2010) outlines essential traits of good managers, such as honesty, competence, future focus, inspiration, intelligence, fairness, broad-mindedness, straightforwardness, and imagination.

Today, management is a widely discussed topic, recognized as a comprehensive approach to improving educational quality in schools. This involves coordinating efforts in areas like curriculum planning and implementation, assessment, "classroom observation, teacher evaluation, student leadership training, and infrastructure development. Effective management is vital for the growth and sustainability of any organization". A capable leader is essential for the progress of both employees and the organization. Successful management inspires and motivates all team members to enthusiastically and willingly contribute to achieving organizational goals

within their capabilities. Ultimately, management is the unique ability to mobilize all stakeholders towards common objectives.

PROBLEM STATEMENT

The requirements of the quality management system have notably increased in this era of technology. The educational system in Pakistan has received criticism for its failure to implement suggested reforms. Governance and management challenges encompass a lack of coordination among public, private, formal non-formal schools, and Deeni Madaris; insufficient community involvement and participation; ineffective school leadership; existence of ghost and dysfunctional schools; and human resource development issues. Financial challenges consist of inadequate allocations in comparison to the needs for universalizing primary education, minimal allocation/expenditure for improving education quality, and the system's low absorptive capacity. (Mahmood 2020).

LITERATURE

Management is a structured process that involves several key elements: planning, organizing, leading, controlling, and ensuring the efficient and effective use of resources within an organization to achieve its goals. Efficiency, which measures how much useful output is produced relative to the total input, and assurance, as evaluated through total quality management practices, are essential for improving the quality of education (Mahmood, 2020). School management, a specialized field, revolves around implementing approved procedures to fulfill managerial purposes (Bolam, 1999). It's recognized as one of the five core functions of management (Vagu & Stegăroiu, 2006). In the realm of education, there's a growing recognition of the importance of managerial skills, particularly in distributed systems. Management entails a series of activities aimed at effectively utilizing administrative resources to achieve administrative objectives (Sapre, 2002). "Education plays a crucial role in empowering individuals to build more equitable, diplomatic, and inclusive communities. As highlighted by Secretary-General Ban Ki-moon, it's imperative to define and address the concept of quality education, a topic that was central in the indicator roundtables of 2016".

Models of Educational Management

Academic managers and head teachers play a pivotal role in shaping the environment that sets an example for the upcoming generation. They not only oversee various school activities but also undergo in-service training to enhance their professional skills. This training equips them with strategies to closely monitor and support their staff, as noted by Mpaata and Mpaata (2018). These aspects, along with others, are illustrated in various educational management models. In his book published in 2003, Bush outlined six such models, showcasing the diverse approaches to educational management.

a) **The Formal Model** (Frederick Taylor, Henri Fayol, Max Weber, (1841-1920).

Formal model in educational management refers to a structure or framework characterized by clear rules, roles, and hierarchical structures. It emphasizes a more rigid and standardized approach to organizational functioning. The formal model, also known as the classical model, is characterized by a job-oriented approach, fixed command structure, and a top-down working style. In educational management, this model has been widely practiced due to its top-down hierarchy and well-defined structure, often considered effective. However, it has been criticized for its lack of flexibility, as managers exercise sole power without considering experimentation or input from senior staff. Managers in this model rely on their own experiences, disregarding the current context, and set organizational policies, compelling their subordinates to implement these policies according to their preferences.

b) **The Collegial Model** (Michael Fullan, 1980-1990s).

The collegial model, sharing similarities with Morris and Willison's Humanistic model, emphasizes common values and collaborative decision-making. Committees and formal groups decide policies, considering the thoughts of all stakeholders, leading to a decentralized and flexible setup. While some critics argue that the participatory approach may create chaos, proponents, including Bush, view it as an effective means of addressing educational issues. Educational managers may be hesitant to adopt this model due to its flexible nature. Consensus on organizational matters is achieved through mutual discussion, allowing teachers to contribute their expertise to the decision-making process. This model fosters an environment where expertise and official authority collaboratively shape educational values.

c) **The Political Model** (Thomas Greenfield, 1970).

The Political Model in educational management is associated with the work of Thomas Greenfield. Greenfield introduced the Political Model in the early 1970s, presenting it as one of the four primary models of decision-making in educational organizations. The model views educational institutions as political arenas where various individuals and groups compete for resources, influence, and power. In the political model of decision-making, power dynamics heavily influence the decision-making process. Various participants, such as departments, committees, and informal groups, exert pressure on management to advance their own interests and agendas. This can sometimes lead to conflicts between management and colleagues. Bush (2003) proposed that educational institutions are often influenced by these powerful groups or individuals who prioritize their own interests when making decisions.

d) **The Cultural Model** (Terrence Deal and Allan Kennedy, 1982).

The Cultural Model emphasizes the importance of organizational culture, values, and rituals in shaping the behavior and decision-making processes within an institution. It suggests that the organizational culture significantly influences how individuals within the organization perceive and respond to various situations. Bush (2015) asserts that managers play a vital role in developing educational culture that communicates values to both the school and the

community. The Cultural Model of education emphasizes moral leadership ethics prevalent in society.

e) **The Ambiguity Model** (Larry Cuban, 2001**).**

Cuban's research, particularly his book "Hugging the Middle: How Teachers Teach in an Era of Testing and Accountability," published in 2001, delves into the challenges and ambiguities that teachers face in navigating educational reforms and policy changes. The Ambiguity Model reflects the idea that educational reforms often involve uncertainties, conflicting expectations, and varied interpretations among educators and stakeholders.

f) **Subjective Model** (Bush, 2003**,** Mahmood, 2020)**.**

The subjective models focus on individual behaviors and personal goals within the school setting, viewing them as organizational issues. This approach tends to prioritize resolving individual issues rather than addressing the school's collective needs, potentially leading to favoritism towards certain individuals within the organization. Decision-making in this model may result in different outcomes for various issues within the same institution, often placing undue importance on certain individuals or groups. However, organizations are not merely comprised of select individuals; they have a social responsibility to all participants. Managers should strive to benefit all employees within the school community. In contrast to the formal model, which is grounded in concrete realities, the subjective model emphasizes the beliefs and values of individuals.

A Historical Perspective of Grounded Theory

Grounded theory, a qualitative research methodology pioneered by sociologists Barney Glaser and Anselm Strauss in the 1960s, prioritizes generating theories that stem directly from the collected data rather than relying on preexisting theories or hypotheses. This approach is termed the "**inductive approach**," wherein researchers first gather and analyze data and subsequently develop theories or concepts based on the patterns and themes observed in the data. **Constant Comparison:** Data analysis involves constant comparison, where researchers compare incidents, events, or concepts within the data to identify patterns and relationships. This iterative process continues throughout the study. **Theoretical Sampling:** Researchers use theoretical sampling, which means selecting participants or data sources based on the emerging theories or concepts to ensure that the data collected is relevant to the developing theory. **Coding:** The data is systematically coded, categorizing information into themes and concepts. These codes are then organized into broader categories and eventually into a comprehensive theory. **Saturation:** Saturation is the point at which no new data or insights are emerging, indicating that theoretical development has reached a point of completion for the given study.

Grounded Theory (Glaser & Strauss)

The classic grounded theory method integrates both Glaser's objectivist and Strauss's pragmatist worldviews. Glaser, with a background in quantitative research, influenced the method's systematic and objective approach. Strauss contributed a symbolic interactionist perspective, emphasizing individuals' creation of reality through symbols and social relations.

Grounded theory, rooted in a pragmatist ontology and an objectivist epistemology, adopts a positive worldview, treating reality as an external, unchanging fact studied through objective means. This approach, known as positive grounded theory, aligns with consistent methodological processes, akin to quantitative research traditions. The goal is to develop timeless and universal theories of processes, activities, or communication.

Pragmatic Grounded Theory (Strauss and Corbin)

Strauss and Corbin's pragmatic grounded theory, developed in the 1990s, differs from traditional grounded theory due to its practical and interpersonal approach in data gathering. They incorporated elements of researcher's prior knowledge, participant interactions, and data interpretation while still emphasizing concept development. The method employs strategies like open, selective, and axial coding, prioritizing analytical verification over comparative analyses. Strauss and Corbin advocated for a more flexible research approach and acknowledged that grounded theory outcomes may not always be theoretical but rather descriptive, organizing ideas and clarifying complex phenomena. Despite inconsistencies and objections, pragmatic grounded theory remains relevant and accessible, especially for novice researchers.

"Constructive Grounded Theory (Charmaz")

Charmaz's constructivist grounded theory, shaped by her constructivist and relativist perspectives, incorporates aspects of Strauss's symbolic interactionism and iterative research methods. This approach maintains the fundamental principles of Glaser and Strauss's original grounded theory while recognizing the significance of free will in the creation of meaning.. Grounded in a relativist ontology and subjective epistemology, constructivist grounded theory sees reality as a social construction with varied forms. Individuals shape their understanding through interactions and interpretations, influenced by the dynamic and socially situated nature of reality. The methodology emphasizes co-constructing understanding through researcher-participant conversations, resulting in nuanced descriptions and explanations of processes, actions, or interactions within specific historical and cultural contexts.

OBJECTIVES OF THE STUDY

This study aimed to achieve the following objectives:

1. To identify problems and shortcomings in current "educational management models at the secondary level".
2. To investigate the causes behind the problems and shortcomings in existing educational management models at the secondary level.
3. To design a "new model for educational management" to deliver quality education at the secondary level.
4. To evaluate the effectiveness of the proposed educational management model.

RESEARCH QUESTIONS

This study sought to answer the following research questions:

1. "What are the problems and shortcomings in current educational management models"?

2. "What are the causes behind the problems and shortcomings in existing educational management models at the secondary level"?
3. "What is the proposed new model for educational management at the secondary level"?
4. How effective is the proposed educational management model?
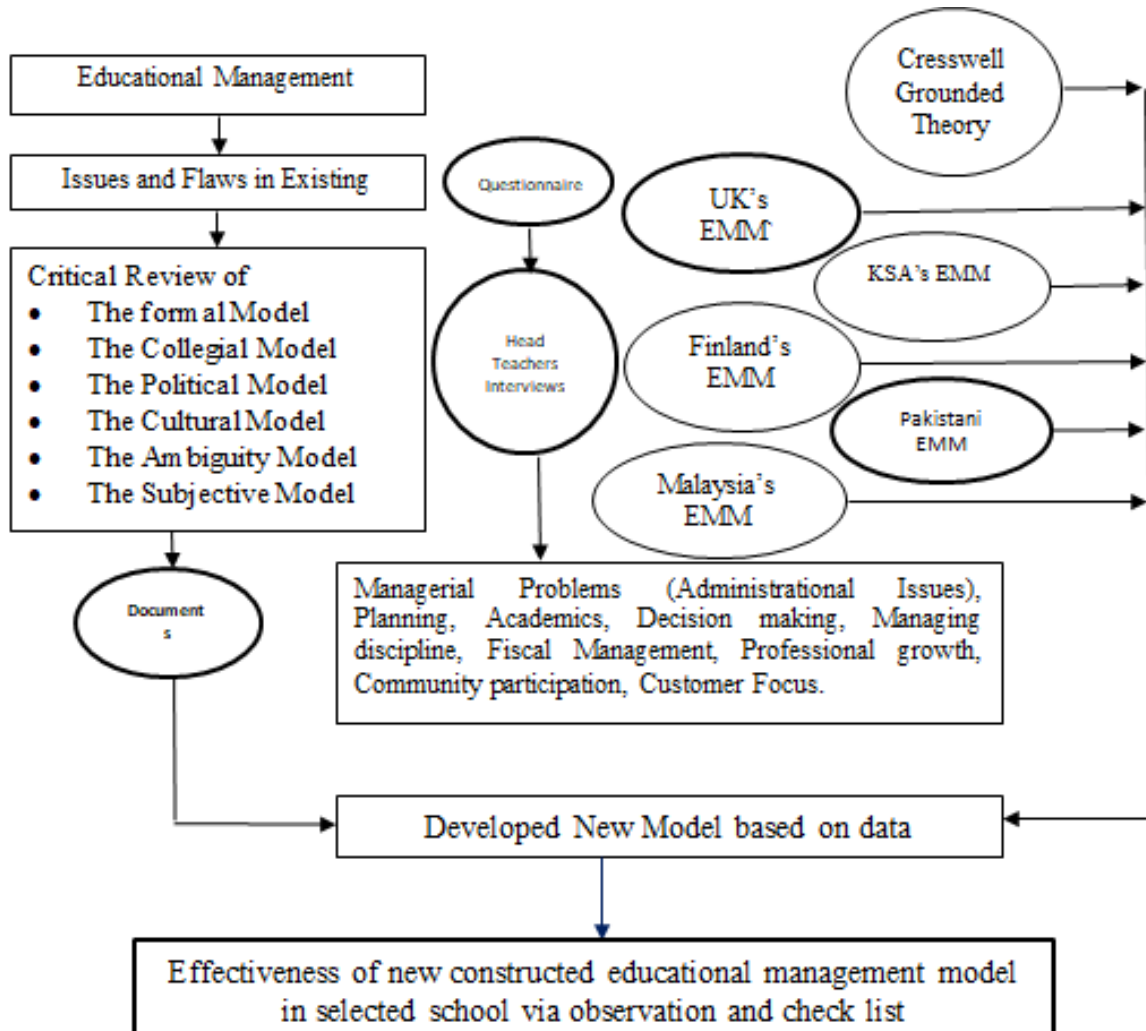
CONCEPTUAL FRAMEWORK

Figure 1. "Conceptual framework of research"

METHODOLOGY

In the initial phase of the research, Creswell's grounded theory design was employed. This qualitative research method, rooted in the constructivist paradigm, seeks to delve into the depth, truth, and complexity of educational management models and systems, with content

serving as the primary data source (McMillan & Schumacher, 2015). This approach enables the researcher to conduct a descriptive and explanatory investigation, aiming for a detailed understanding of the individuals studied. "This qualitative method allowed respondents to express their views, perceptions, and challenges in managing their schools. The study focused on all public and private secondary schools in the Bahawalnagar district.

First Stage of Phase-1
"The primary goal of the first stage is to identify issues in the current management of secondary schools.

Population of the Study Stage One
"The first stage's population included principals and heads of all public and private secondary schools in the Bahawalnagar district".

Table.1 "Stage one *Population of the Study"*

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

The research population consists of public and private high schools in the Bahawalnagar district, including 146 high schools from Tehsil Bahawalnagar, 50 from Tehsil Minchin Abad, 141 from Tehsil Chishtian, 120 from Tehsil Haroon Abad, and 91 from Tehsil Fort Abbas.

Stage One Sample of the Study
The sample for the first stage of the study consisted of 400 school heads/principals randomly selected from the District of Bahawalnagar, as detailed in Table 2 below.

Table. 2 *Sample of the Study of Stage One*

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

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

Phase-1 of the Second Stage

"The second stage aimed to identify and address flaws in educational management by analyzing data collected from school heads. Open, axial, and selective coding methods were used to explore issues and prescribe strategies for improvement".

Population and Sample during Second Stage

In the second stage of phase one, 45 head teachers from secondary schools in Bahawalnagar district were interviewed to identify reasons behind management issues. Validated management theories were used to develop diagnostic tools. Data was collected through interviews and school visits, analyzed using Cresswell content analysis. The credibility of findings was confirmed through crosschecking of themes. Various coding methods were employed, as outlined in a provided table.

Table 0 "*Open coding, Axial coding, Selective Coding and Conditional Matrix*"

Coding	Present Study Description
Open Coding	"Identification of issues and flaws of the educational management".
Axial Coding	"The root causes of issues and deficiencies in educational management can be categorized into eight areas: managerial problems, planning, academics, decision-making, discipline management, fiscal management, professional growth, community participation, and customer focus. Managerial problems often stem from insufficient training and poor leadership, while planning issues arise from inadequate strategic planning. Academic challenges include low teaching standards and curriculum gaps, and decision-making suffers from a lack of inclusivity and transparency. Managing discipline is hampered by inconsistent policies, fiscal management struggles with poor budgeting and insufficient funding, and professional growth is limited by a lack of development opportunities. Low community participation is due to minimal engagement and communication barriers, and customer focus issues stem from neglecting student needs and poor feedback mechanisms. Understanding these reasons can help improve overall management effectiveness in educational institutions.
Selective Coding	"This discussion aimed to determine how document analysis could address the identified issues and flaws in educational management".
Conditional Matrix	Development of new educational management model.

Table 3 provides a clear summary of the processes involved open coding to identify issues in educational management, followed by axial coding to categorize these issues into eight groups: administrative, planning, academics, decision-making, discipline, fiscal management, professional growth, community participation, and customer focus. Selective coding identified

effective document analysis methods to address these issues. The conditional matrix outlined the steps for developing a new educational management model.

Third Stage of Phase-1

During this stage, a comprehensive document analysis was conducted, examining reliable theories and studying educational management models from successful countries such as the UK, KSA, Finland, and Malaysia. The goal was to identify key characteristics that could inform the construction of a new model for secondary schools. Through careful analysis of findings and data, a novel educational management model was developed, integrating insights and best practices from the researched countries to enhance effectiveness and efficiency in secondary school management.

Second Phase of Research

In the second phase, the effectiveness of the new educational management model was evaluated through qualitative observations and a checklist in a selected school. Data collection included self-developed questionnaires and semi-structured interviews with stakeholders. A 74-item questionnaire was distributed to 400 head teachers, with 320 responses, to assess their understanding of SOPs and expertise in diagnosing school management issues. Semi-structured interviews with school heads, based on seven open-ended questions, aligned with recommendations from Garnett and Treagust (1992a, 1992b), Sanger & Greenbowe (1997), and Wescott (2005), provided insights into management challenges and potential solutions.

Table 3 *Semi Structured Interview*

S/N	Items
1.	"What are the issues and deficiencies in the current educational management system?
2.	What educational standards would you recommend to enhance educational management?
3.	What strategies should a headmaster/principal implement to boost student enrollment?
4.	How might an effective educational management model be designed?
5.	What actions should a principal take when a staff member refuses to follow instructions?
6.	What are the challenges related to fiscal management in schools"?
7.	Could you propose a comprehensive daily routine for a principal/headmaster to ensure better school management?

Research Instrument for Phase-II

A checklist was devised to assess the effectiveness of the proposed educational management model, supplemented by qualitative observations for further analysis.

Validity and Reliability

The questionnaire and semi-structured interview underwent validation by five expert educationists. Initially comprising 12 items, the interview was condensed to seven items following expert consultation. Similarly, the questionnaire, initially consisting of 90 items, was trimmed down to 74 items after pilot testing. Content items for both the questionnaire and

interview were derived from existing educational management models and identified management flaws from previous research. The reliability of questionnaire items was evaluated using Cronbach's Alpha, yielding a score of 0.903 for 76 items, indicating strong internal consistency.

Table 4
Reliability Statistics

Cronbach's Alpha	No of Items
.903	76

"In short data was collected in two phases. Different stages of these phases are further described in the following table.

Table 5 *Data collection phases" (Summary)*

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

"Summary of the research methodology and data collection procedure"

Data collection occurred in two phases. The first phase used grounded theory and involved three stages: an exploratory method, questionnaires from 400 school heads on SOPs and management issues, and semi-structured interviews. Findings and document analysis of global management models informed a new educational management model. In the second phase, the model's effectiveness was assessed through qualitative observations and a checklist in a selected school.

RESULTS AND DISCUSSION

Phase I of the research focused on gathering data from headmasters and educational managers to explore their views and challenges in managing schools. It included a comparison of various educational theories and management ideas. The primary aim was to identify and categorize issues in educational management into eight groups: Administration, Academics, Fiscal Management, Professional Development, Co-curricular Activities, Review, PTMS, and Organizational Level. Grounded theory was used to diagnose these issues, understand their causes, propose solutions, and develop a new educational management model.

Table 0.1 *Managerial Problems*

Item No.	Items	Mean	SD
1.	Teachers' engagement poses challenges in management.	3.64	1.062
2.	Fostering cooperative behavior fosters trust among staff members.	3.60	1.110
3.	Distribute assignments equally among staff members.	2.62	1.179
4.	Offer equal opportunities for staff development.	2.85	1.198
5.	Provide motivation through incentives.	2.92	1.192
6.	Cultivate self-confidence among teachers.	2.99	1.470
7.	Address teachers' concerns promptly.	2.66	1.399
8.	Ensure reliable and valid assessment of teachers.	2.77	1.419
9.	Create a conducive learning environment within the school.	2.69	1.399
10.	Recognize teachers' contributions among their peers.	2.91	1.440
	Average	2.98	1.286

In Table 4.1, which focuses on managerial problems, consisting of 10 items, the mean of the group items is 2.98, with a standard deviation of 1.286. This suggests a variance in understanding regarding relationship management among the headteachers, indicating the presence of managerial issues. The individual items include the lack of clear communication channels, inconsistent enforcement of policies, limited resource allocation, inadequate staff training programs, poor decision-making processes, challenges in resolving conflicts, difficulty in managing time effectively, insufficient support from higher management, inadequate recognition of staff efforts, and lack of transparency in administrative processes.

Most participants (Agreed: 193, Strongly Agreed: 49) felt that teachers' involvement doesn't pose problems in management (Mean: 3.64, Std. Deviation: 1.062). The majority (Agreed: 180, Strongly Agreed: 53) believed that cooperative behavior fosters trust among staff (Mean: 3.60, Std. Deviation: 1.110). Participants generally agreed (Agreed: 106) on assigning equal tasks to staff (Mean: 2.62, Std. Deviation: 1.179). Most participants (Agreed: 127) supported equal opportunities for staff development (Mean: 2.85, Std. Deviation: 1.198). A significant majority (Agreed: 175, Strongly Agreed: 58) favored motivation through incentives (Mean: 3.85, Std. Deviation: 0.902). Participants were divided on developing self-confidence among teachers (Mean: 2.99, Std. Deviation: 1.470). There was disagreement about providing quick responses to solve teachers' problems (Mean: 2.66, Std. Deviation: 1.399). Participants generally disagreed (Agreed: 126, Strongly Agreed: 27) about reliable and valid assessment of teachers (Mean: 2.77, Std. Deviation: 1.119). The majority (Agreed: 179, Strongly Agreed: 104) supported establishing a constructive learning environment (Mean: 4.25, Std. Deviation: 0.697). There was disagreement regarding teachers' appreciation among their fellows (Mean: 2.91, Std. Deviation: 1.440).

Researchers have highlighted numerous issues and flaws within the Pakistani educational management system, including inadequate budget allocation, ineffective policy implementation, a flawed examination system, insufficient physical facilities, low teacher quality, and political

interference. At the secondary level, specific issues identified include discipline management, integrating students from diverse backgrounds, ensuring student punctuality and cleanliness, challenges with fee collection and fundraising, integrating modern technologies, inadequate teaching and non-teaching staff, shortage of funds, failure to adopt effective teaching strategies and planning, dealing with a defective examination system, and managing political interference. Additionally, headteachers encounter difficulties in both lower and upper management systems, lack of professionalism is a pervasive issue, and challenges exist in areas such as admission and enrollment procedures, communication, academic achievement forecasting, availability of teaching equipment, and leadership and supervisory standards.
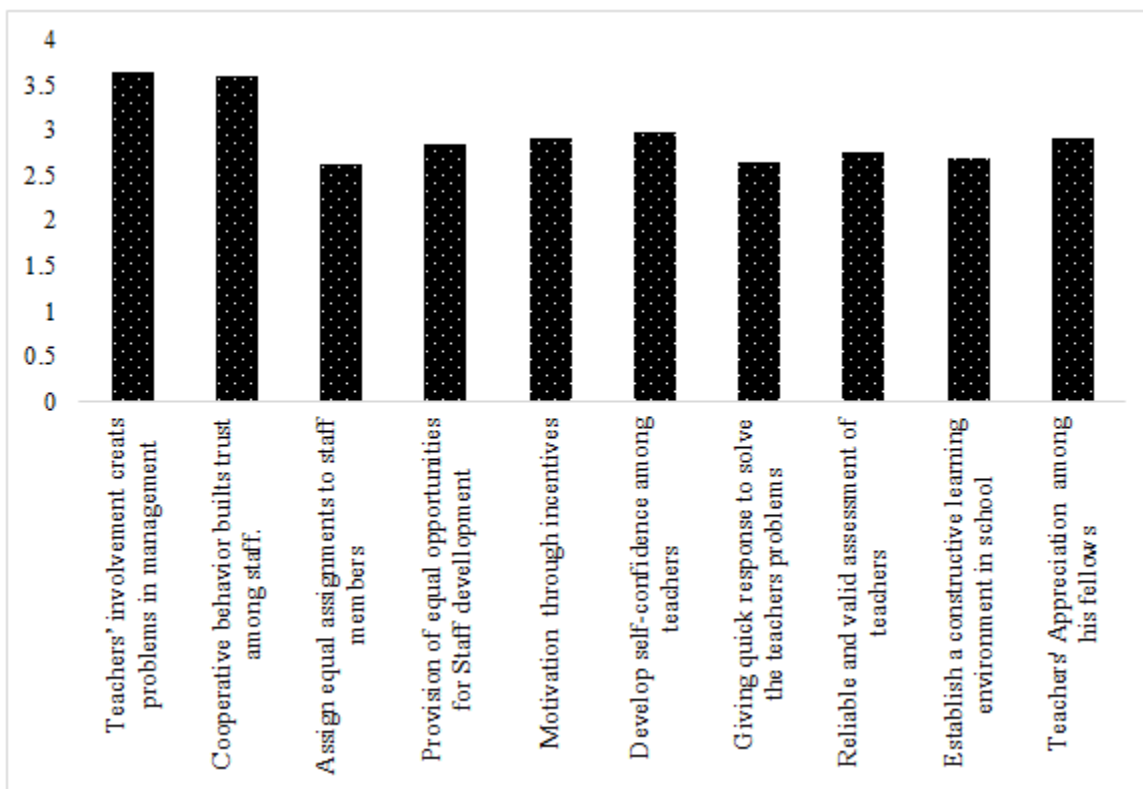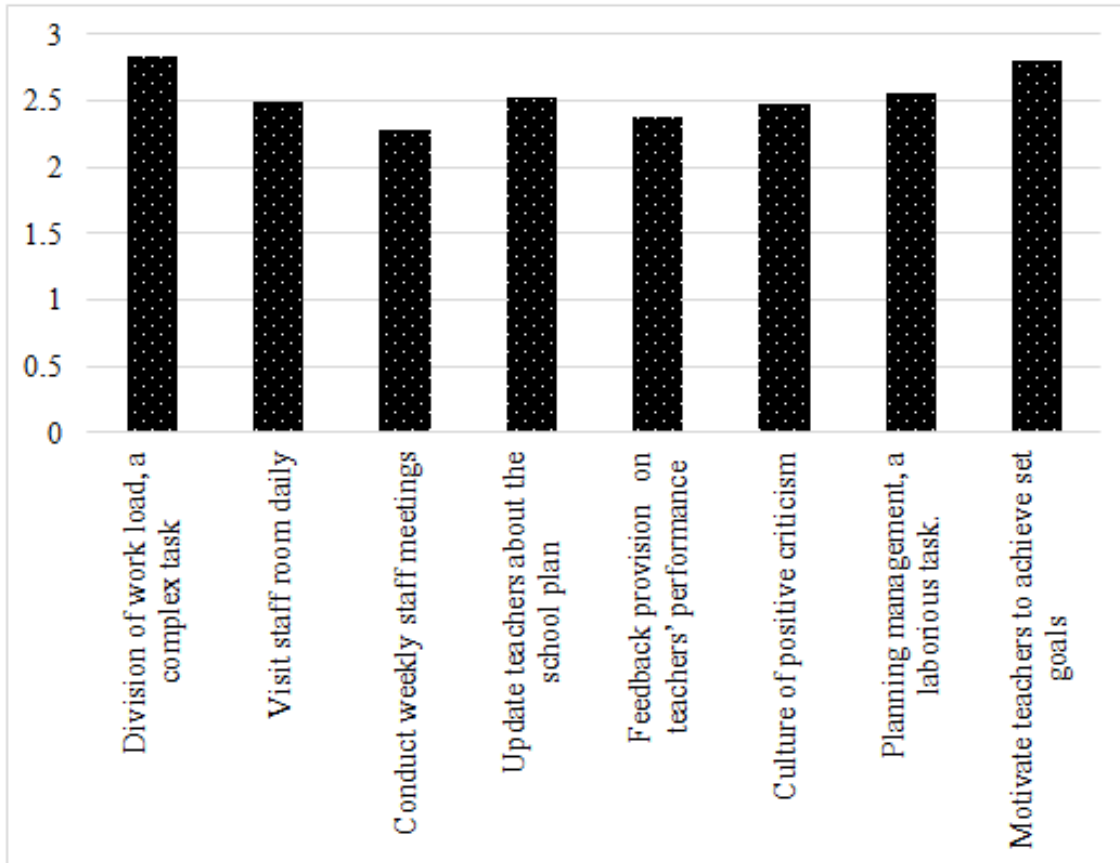

Table 4.2 *Planning*

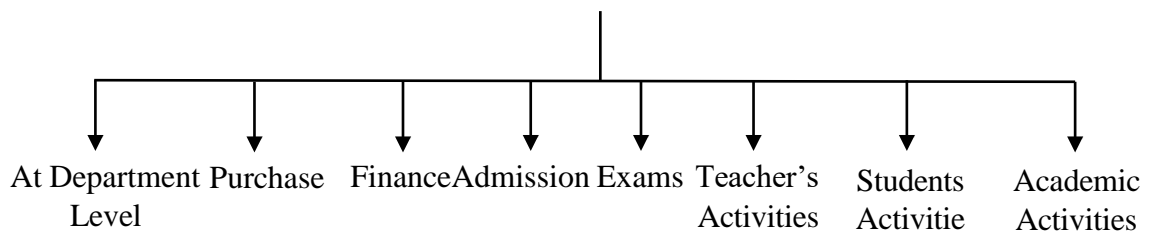| Item No.	Items	Mean	SD
1.	Allocating work tasks can be challenging.	2.83	1.410
2.	Regularly visit the staff room.	2.50	1.362
3.	Hold weekly staff meetings.	2.29	1.167
4.	Keep teachers informed about the school's plans.	2.53	1.249
5.	Provide feedback on teachers' performance.	2.38	1.259

6.	Encourage a culture of constructive criticism.	2.48	1.574
7.	Planning management can be demanding.	2.56	1.433
8.	Inspire teachers to reach their goals.	2.81	1.483
	Average	2.54	1.369

Table 4.2 examines planning, comprising 8 items, with a mean of 2.54 and a standard deviation of 1.369, indicating variance in headteachers' understanding and suggesting issues in this domain. The individual items include inadequate long-term strategic planning, lack of alignment between curriculum and educational goals, insufficient consideration of student needs, inadequate resource allocation, lack of staff collaboration, challenges in adapting plans, limited evaluation mechanisms, and stakeholder involvement deficiencies.

Participants expressed various levels of disagreement regarding several management practices: dividing workload (Mean: 2.83, Std. Deviation: 1.410), visiting the staff room daily (Mean: 2.50, Std. Deviation: 1.362), conducting weekly staff meetings (Mean: 2.29, Std. Deviation: 1.167), updating teachers about the school plan (Mean: 2.63, Std. Deviation: 1.249), providing feedback on teachers' performance (Mean: 2.38, Std. Deviation: 1.259), fostering a culture of positive criticism (Mean: 2.48, Std. Deviation: 1.574), planning management tasks (Mean: 2.56, Std. Deviation: 1.483), and motivating teachers to achieve set goals (Mean: 2.81, Std. Deviation: 1.483). Mr. Shahid Nasir highlighted several shortcomings in the existing educational management system, emphasizing the need for curriculum reform, enhancement of teacher skills, and awareness of ground realities. Major issues identified include lack of knowledge about the national curriculum framework among teachers, poor implementation of policies, low enrollment rates, and a flawed examination system. Nasir suggests measures such as revising the curriculum, improving instructional planning, and setting strict educational standards to address these challenges and enhance educational quality.

Planning

At Department Level | Purchase | Finance | Admission | Exams | Teacher's Activities | Students Activitie | Academic Activities

Major stake holders who play their role in planning

Table 4.3 *Effect of Staff Involvement in Decision Making*

Item No.	Items	Mean	SD
1.	Involving teachers in rule and procedure development.	2.72	1.409
2.	Ensuring equitable treatment for all staff members.	2.59	1.449
3.	Granting equal rights to staff members to express their opinions.	2.74	1.407
4.	Documenting teachers' opinions.	2.60	1.186
5.	Giving importance to teachers' opinions.	2.91	1.347
6.	Engaging parents in rule and procedure establishment.	2.47	1.236
7.	Distributing the school's annual calendar to parents.	3.29	1.311
8.	Encouraging parental participation in school activities.	3.28	1.302
9.	Considering parents' input in policy-making.	2.97	1.236
10.	Utilizing social networks to communicate with parents.	3.35	1.266
11.	Engaging parents in goal achievement.	3.40	1.167
12.	Addressing parental concerns promptly.	3.45	1.375
	Average	2.98	1.307

Table 4.3 presents data on the impact of staff involvement in decision-making, comprising 12 items with a mean score of 2.98 and a standard deviation of 1.307, indicating variance in understanding among headteachers. Individual items reveal disagreement regarding various aspects: involving teachers in establishing rules and procedures (Mean: 2.72, Std. Deviation: 2.59), giving equal attention to all staff (Mean: 2.59, Std. Deviation: 1.449), and acknowledging staff's equal rights of opinion (Mean: 2.74, Std. Deviation: 1.407). Additional disagreements include taking teachers' opinions in writing, giving weightage to teachers' opinions, and involving parents in school activities, among others. Comments from education professionals emphasize the importance of adhering to standards set by experts and avoiding political involvement, while advocating for quality education, continuous policy implementation, and improved management practices. They highlight challenges such as frequent transfers, lack of follow-up visits, and the need for better guidance and counseling to enhance educational outcomes.
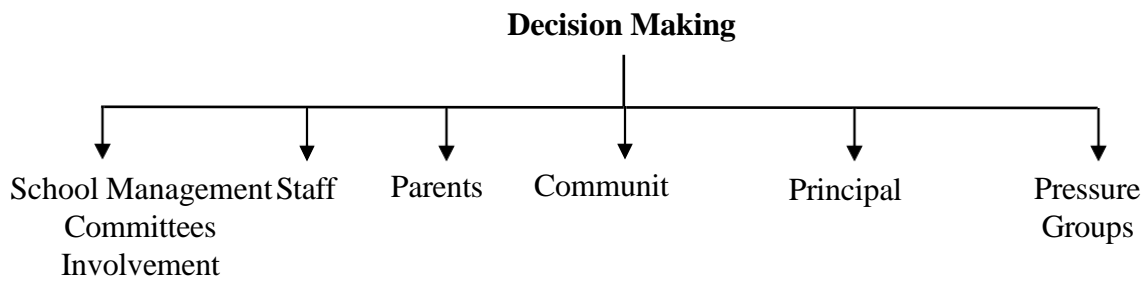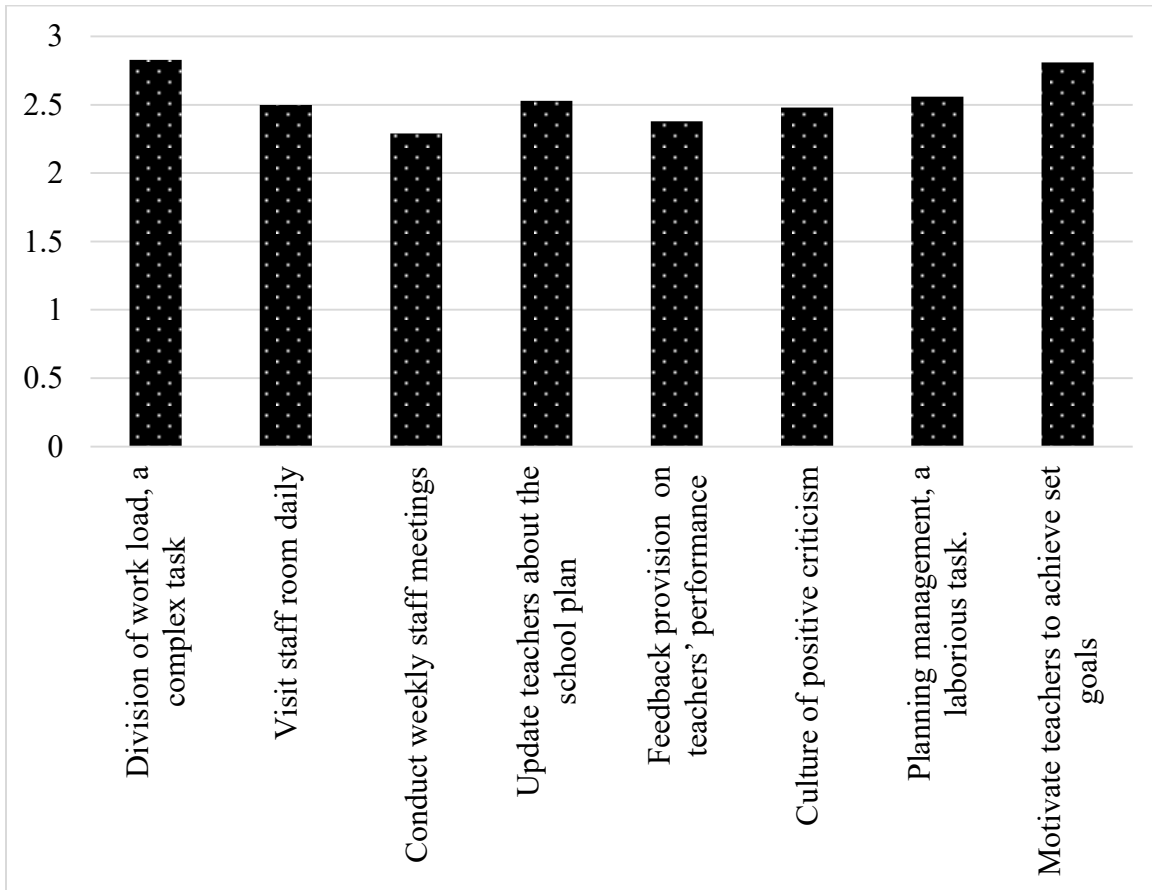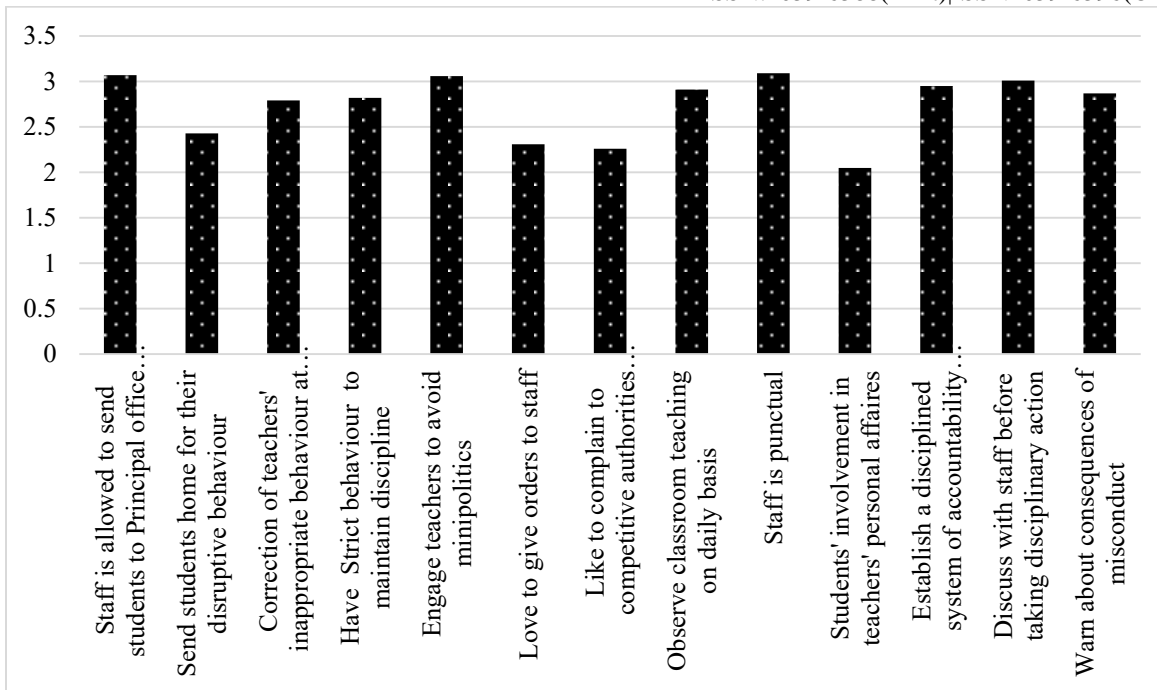
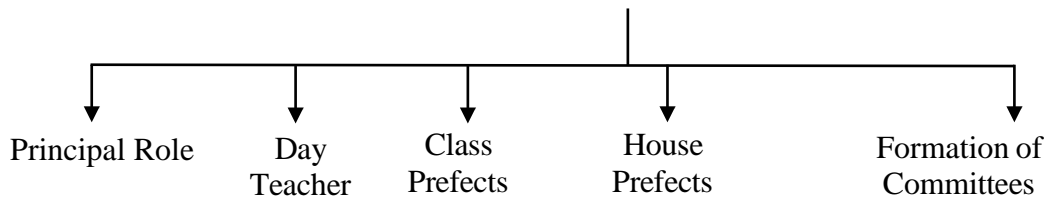Major stake holders who play their role in decision making.

Table 4.4 *Maintaining Discipline*

Item No.	Items	Mean	SD
1.	Staff are permitted to refer students to the Principal's office for misbehavior.	3.07	1.355
2.	Students are sent home for disruptive behavior.	2.43	1.120
3.	Address teachers' inappropriate behavior immediately.	2.79	1.249
4.	Maintain strict discipline standards.	2.82	1.334
5.	Encourage staff to avoid engaging in office politics.	3.06	1.369
6.	Prefer to issue directives to staff.	2.31	1.048
7.	Tend to report cooperative staff to higher authorities.	2.26	1.050
8.	Regularly observe classroom teaching.	2.91	1.463
9.	Ensure staff punctuality.	3.09	1.489
10.	Prevent students from interfering in teachers' personal matters.	2.05	.983
11.	Implement a structured accountability system in the school.	2.95	1.466
12.	Consult with staff before implementing disciplinary measures.	3.01	1.504
13.	Inform about the consequences of misconduct.	2.87	1.483
	Average	2.74	1.301

Table 4.4 evaluates the challenges in maintaining discipline within schools, featuring 13 items with a mean score of 2.74 and a standard deviation of 1.301, indicating variability in headteachers' perspectives on discipline management. Notable points of contention include the authority to send students to the principal's office for misbehavior, sending students home for disruptive behavior, and observing classroom teaching on a daily basis. While participants generally agree on establishing a disciplined system of accountability and warning about consequences of misconduct, they express reservations about involving staff in disciplinary actions and addressing teachers' personal affairs. Recommendations from professionals emphasize the importance of parental involvement, incentives for good results, dynamic leadership, and community engagement to uphold discipline standards and increase enrollment rates, with an emphasis on showcasing school successes and fostering a student-friendly environment.
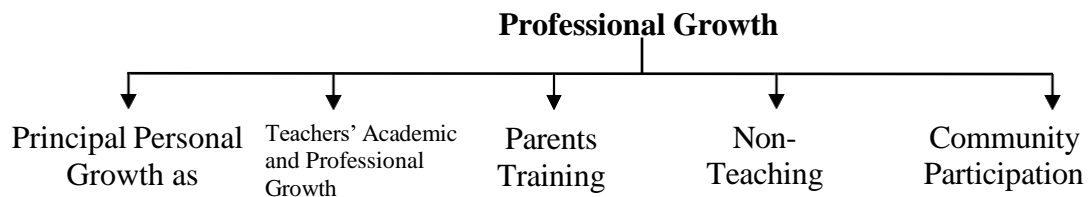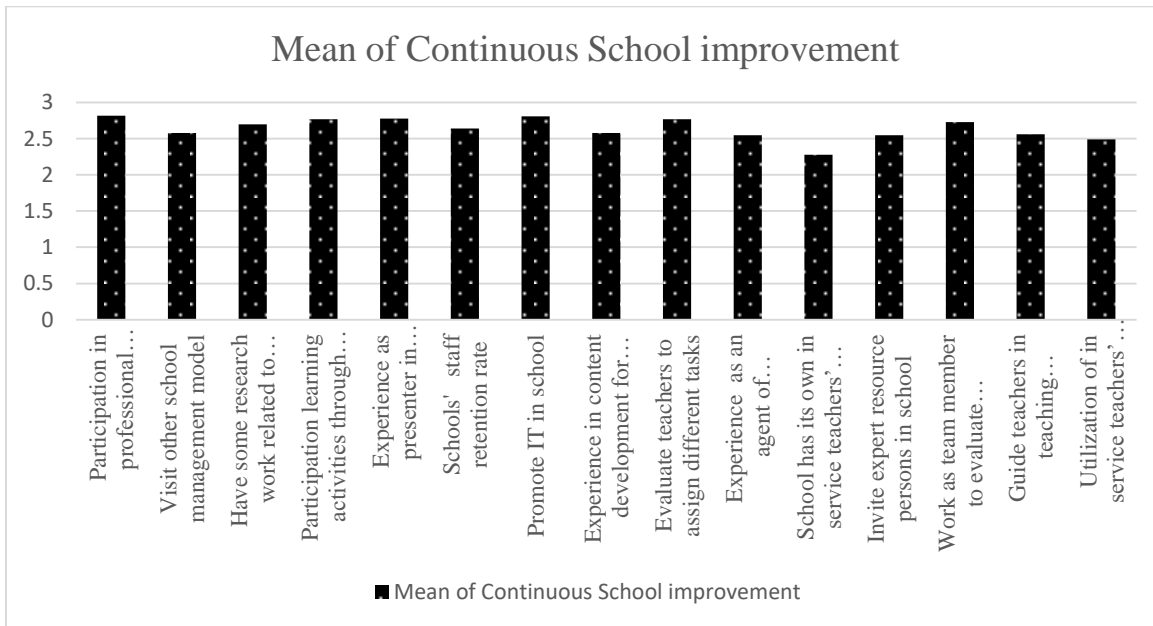
Maintaining Discipline

| Principal Role | Day Teacher | Class Prefects | House Prefects | Formation of Committees |

Major stake holders who play their role in maintain discipline

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

Item No.	Items	Mean	SD
1.	Engagement in professional development opportunities.	2.82	1.525
2.	Explore various school management models by visiting other schools.	2.58	1.468

3.	Conduct research related to the role of a principal/headmaster.	2.70	1.391
4.	Participate in online learning activities.	2.77	1.431
5.	Present at conferences and other professional events.	2.78	1.430
6.	Monitor the staff retention rate at the school.	2.64	1.531
7.	Promote the integration of IT in the school.	2.81	1.596
8.	Develop content for professional development purposes.	2.58	1.469
9.	Assess teachers' skills to assign appropriate tasks.	2.77	1.593
10.	Drive professional change within the school environment.	2.55	1.474
11.	Implement an in-house teachers' training program.	2.28	1.180
12.	Invite expert speakers to the school.	2.55	1.380
13.	Collaborate as a team to assess teachers' professional abilities.	2.73	1.497
14.	Provide guidance to teachers on teaching methodologies.	2.56	1.561
15.	Utilize in-house teachers' training effectively.	2.49	1.535
	Average	2.80	1.477

Table 4.5 examines the continual improvement of processes and personal professional growth among headteachers through 15 items, yielding a mean score of 2.80 and a standard deviation of 1.477. The results reveal disparities in perceptions, indicating a need for enhancement in various areas. While participants generally agree on aspects like establishing in-service teacher training programs and utilizing such trainings effectively, they express reservations regarding participation in professional development activities, inviting expert resource persons to schools, and working as team members to evaluate teachers' professional skills. Recommendations from professionals emphasize the necessity for frequent head teacher training, continuous professional development, and periodic training of educational managers to enhance skills, motivation, and the quality of education. Additionally, they highlight the importance of cooperative school management and community involvement in school affairs for holistic improvement.

Mean of Continuous School improvement

Professional Growth

| Principal Personal Growth as | Teachers' Academic and Professional Growth | Parents Training | Non-Teaching | Community Participation |

Major stake holders might be given professional growth services

Table 4.6 *Community Participation in school development*

Item No.	Items	Mean	SD
1.	Engage community members in school improvement initiatives.	2.52	1.531
2.	Organize events to foster community participation in school development.	2.83	1.542
3.	Include the community in decision-making processes.	2.67	1.413
4.	Collaborate with the community to create activities for school improvement.	1.27	.442
5.	Seek involvement of social and political leaders in addressing school issues.	2.74	1.363
6.	Host workshops for parent training.	2.29	1.153
7.	Empower community members by delegating certain responsibilities related to school matters.	2.23	1.144
8.	Encourage parents to provide suggestions for enhancing teachers' effectiveness.	2.32	1.370
9.	Establish mechanisms for sharing information within the community.	1.97	1.185
	Average	2.31	1.238

Table 4.6 explores community participation in school development through 9 items, revealing a mean score of 2.31 and a standard deviation of 1.238. The findings suggest a lack of clarity among headteachers regarding community involvement in various aspects of school improvement. While there is agreement on certain measures such as inviting suggestions from parents for teachers' betterment and developing an auto information sharing mechanism among the community, disagreements arise concerning the involvement of community members in decision-making, organizing workshops for parents' orientation, and delegating power to community members to look into school matters. Recommendations from professionals underscore the importance of community participation in enhancing enrollment goals and improving school development, emphasizing strategies such as involving active members of society, fostering strong relationships with the local community, organizing school events, and ensuring conducive learning environments.
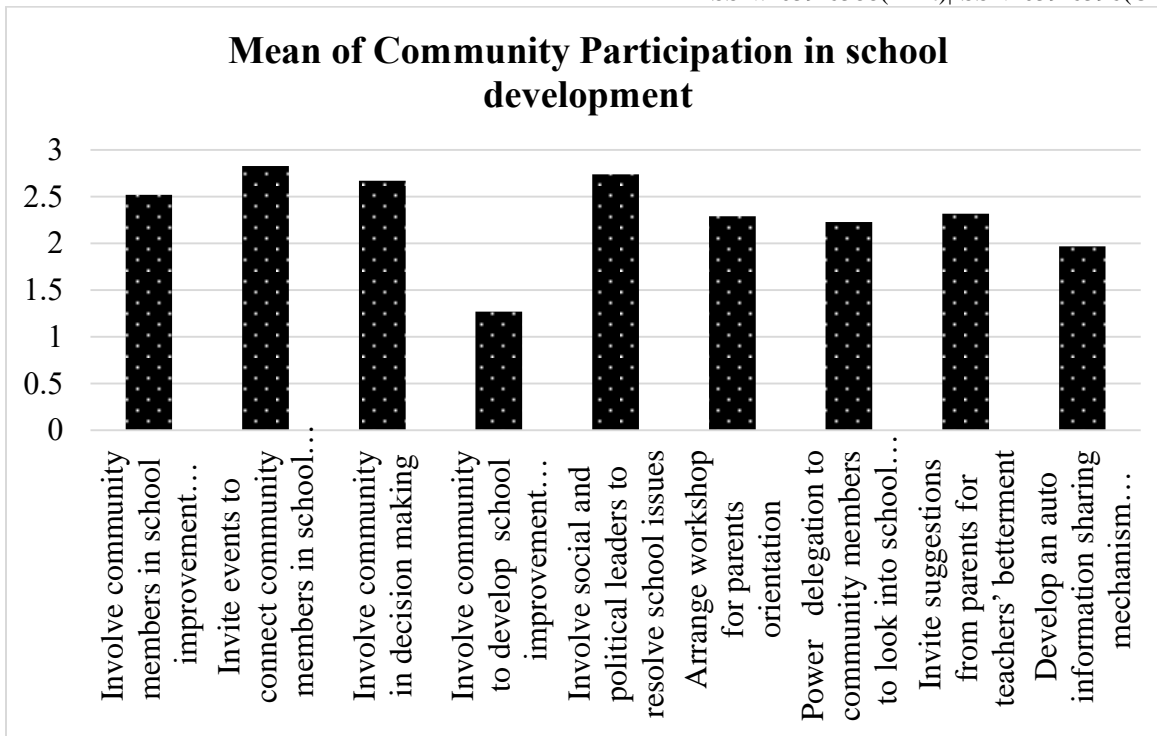
Mean of Community Participation in school development

Table 4.7 *Customer Focus*

Item No.	Items	Mean	SD
1.	Promote social and moral values among students.	2.20	1.441
2.	Establish performance standards for students.	1.72	1.210
3.	Participate in organizing co-curricular activities.	1.83	1.276
4.	Ensure parents' satisfaction with staff interactions.	1.81	1.295
5.	Provide staff training to effectively engage with parents.	2.18	1.406
6.	Contribute to fundraising efforts for disadvantaged students.	2.14	1.583
7.	View teachers as providers of customer service.	1.86	1.190
8.	Regularly collect feedback on visitor complaints.	3.04	1.529
9.	Assign staff members to boost school enrollment.	2.56	1.350
	Average	2.14	1.364

Table 4.7 delves into Customer Focus across 9 items, revealing a mean score of 2.14 and a standard deviation of 1.364, indicating a lack of consensus among headteachers regarding this aspect. While there is agreement on certain measures such as encouraging social and moral values, setting performance standards for students, and ensuring parents' satisfaction with staff dealings, disagreements arise concerning participation in establishing co-curricular activities, staff training to deal with parents, and assigning staff to increase school enrollment. Notably, headteachers are divided on the idea of teachers as customer service providers and the importance of daily feedback on visitors' complaints. This suggests a need for clearer understanding and alignment regarding customer focus in school management strategies.
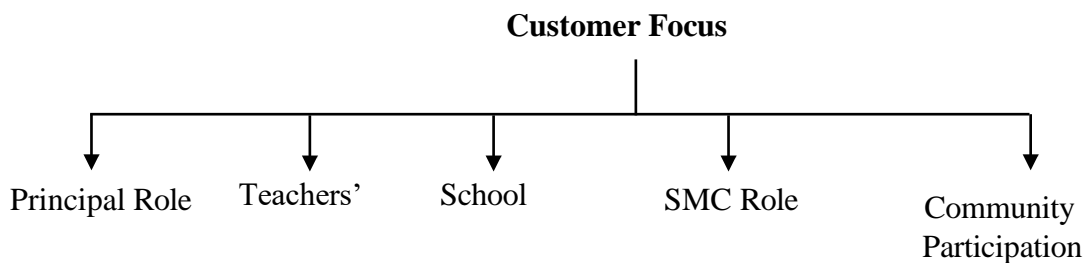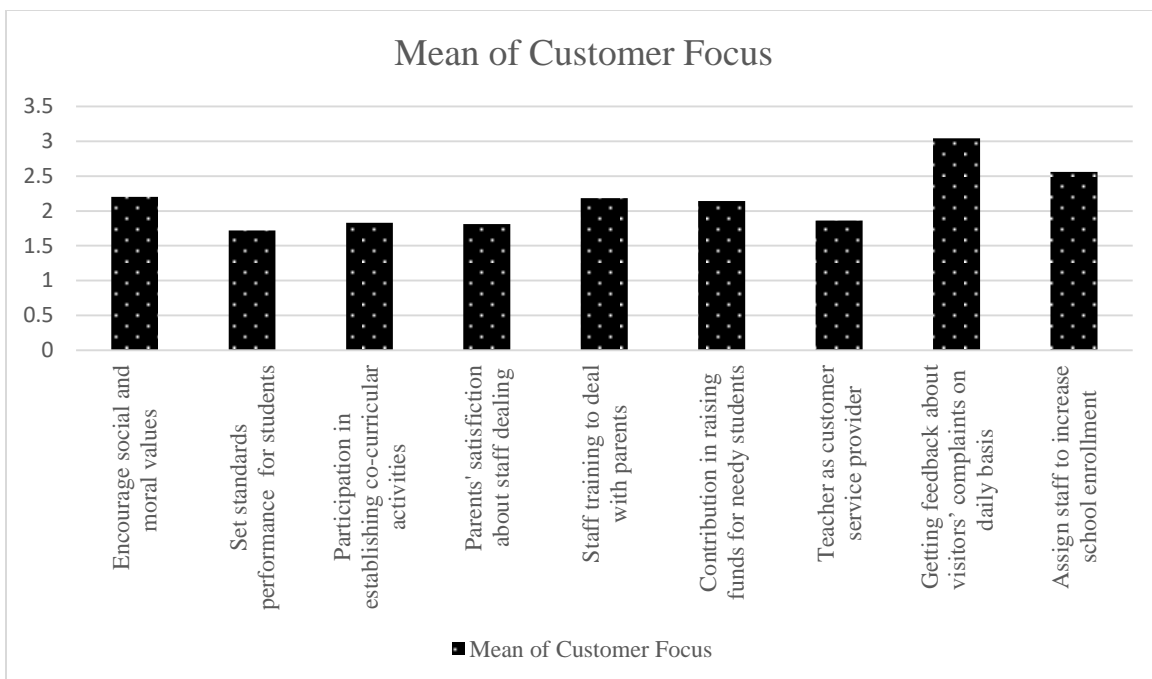
The newly constructed educational management model outlines key characteristics for school managers and principals to ensure successful school operations. These include establishing a clear vision and mission, engaging in strategic planning aligned with school goals,

fostering effective communication, making data-informed decisions, embracing continuous improvement, empowering leadership, engaging stakeholders, providing professional development opportunities, prioritizing student needs, and remaining adaptable and flexible in response to changing circumstances. By embodying these characteristics, school leaders can navigate the complexities of educational management and contribute to the long-term success of their schools.

1.1.1 Administration

Muhammad Aslam highlighted challenges in school management due to heavy workloads on head teachers and managers. He proposed a model inspired by practices in KSA, suggesting appointing two senior coordinators for academics and administration under a headmaster's supervision. Regular meetings between them aim to enhance communication, task follow-up, and strategic planning. This model emphasizes administration's role in decision-making and policy implementation for efficient school functioning, despite resource constraints in Pakistan.

1.1.1.1 Principal Admin

Ahmad Ali Khan emphasizes the pivotal role of the Principal Admin, who oversees administrative matters within the school, distinct from academic affairs. He underscores that all decisions ultimately require coordination with the Principal Academic. Responsible for directing subordinates, the Principal Admin's orders are integral to policymaking and implementation, with all administrative staff being accountable to them.

1.1.1.2 Principal Academic

According to "Mr. Faheem, the Principal Academic is entrusted with managing both academic and internal/external academic affairs of the school. Supervising all coordinators, staff, and students, the Principal Academic's duties include classroom visits, reviewing lesson plans, addressing parental concerns, and resolving internal academic disputes. They wield significant authority within the school premises".

1.1.1.3 Coordinators/conveners

As described by Ms. Shaheen, coordinators play a vital role as the Principal's right-hand individuals, aiding in the smooth functioning of the school's daily operations. Acting as assistants to the principal, they support teaching staff and address student and management-related issues. Their prominence lies in their ability to provide oversight when the Principal cannot be present at all times.

1.1.2 "Principal Academics' Responsibilities"

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

1.1.2.1 "Allocation of Time Table"

Principal Academic is tasked with assigning timetable duties to the timetable coordinator or incharge. This involves overseeing the development of the school timetable and allocating subjects to teachers in consultation with the Principal Academic.

1.1.2.2   Alternate Arrangements

Rao Siddique emphasizes the necessity of alternate arrangements to maintain the school's routine in the event of staff shortages or absences. These arrangements ensure that the syllabus and school operations remain undisturbed and aligned with the term's lesson plans.

1.1.2.3   Note Book Checking

Ahmad Hassan underscores the importance of notebook checking as a key academic task, ensuring teachers fulfill their responsibilities effectively. This involves daily checks of students' notebooks, fostering accountability among teachers.

1.1.2.4   Classroom Observation

Khalid Mehmood highlights the significance of regular classroom observations by the Principal or director to uphold discipline and seriousness among students and teachers. This practice fosters an atmosphere of accountability and diligence.

1.1.2.5   Lesson Plan

Farooq Ahmad stresses the importance of effective lesson planning, which forms the foundation of educational institutions. Proper lesson plans are essential for timely syllabus completion, thorough topic coverage, and achieving academic targets.

1.1.2.6   In Time Completion of Syllabus

Ahmad Ali underscores the importance of timely syllabus completion, emphasizing effective lesson planning to achieve this goal. His responsibilities encompass managing timetables, ensuring alternate arrangements, conducting notebook checks, observing classrooms, completing coursework, overseeing exams, organizing staff meetings, and conducting lab and library visits. These duties collectively contribute to the school's academic progress and smooth functioning.

1.1.3   Principal Admin's Responsibilities

The following are the responsibilities of principal admin

1.1.3.1 Purchases

Every school requires essential items such as furniture, stationary, office equipment, and classroom furniture like tables, chairs, and whiteboards to facilitate effective learning for students. Procurement of these items should be specific, timely, and within budget constraints. Ensuring the availability of necessary resources not only enhances the learning experience for students but also contributes to the satisfaction of both customers and staff. Investing in quality furniture and equipment plays a crucial role in creating a conducive environment for teaching and learning.

1.1.3.2 Record Keeping

Shahid Naeem highlights the significant role of record-keeping in school management, likening it to a persistent challenge for any institution. He emphasizes the importance of maintaining comprehensive records, including fees paid by parents over the past 2 to 3 years, student records for both current and former students, documentation for past and present teachers including certificates and salary slips, and records of school asset purchases for financial

transparency with government tax authorities. This meticulous record-keeping is essential for effective management and regulatory compliance within the educational institution.

1.1.3.3 Dispose of Dead Stock

Muhammad Jameel advocates for the disposal of unused or outdated items as a key strategy in school management to maintain financial stability. He emphasizes the importance of getting rid of dead assets such as broken furniture or outdated books that have not been used for several years. Jameel suggests either disposing of these items or donating them to less fortunate schools or communities to promote literacy and also enhance the school's reputation. Additionally, he outlines various administrative responsibilities of principals, including ensuring the school's timely opening, maintaining cleanliness, organizing assemblies, managing attendance, enforcing discipline, prioritizing customer focus, handling student affairs, overseeing transportation, managing correspondence, maintaining school reports, administering scholarships, and managing admissions and withdrawals.

1.1.4 Fiscal Matters

Shahid Nazir highlights the need for effective delegation in school management, suggesting that tasks such as correspondence and procurement should be handled by specialized personnel, freeing up the principal's time to focus on academic matters and overall school management. Drawing inspiration from practices in countries like KSA, USA, and Finland, where the state supports schools with necessary resources through management committees, Nazir proposes that active school management committees should oversee day-to-day operations. Meanwhile, Shazia Ahmed underscores the importance of monitoring all aspects of school operations, including finances and administration. She emphasizes that financial management is crucial for the smooth functioning of schools, with responsibilities such as fee management, procurement, record-keeping, and asset management falling under the purview of principal administration.

1.1.4.1 Budgeting & Finance Management

Ahmed Ali emphasizes the significance of budgeting in school management to ensure smooth operations without overspending. He suggests that effective budgeting and finance management enable principal administration to allocate resources appropriately, avoiding unnecessary expenses on items like teacher salaries or excessive school decorations. Ali stresses the importance of personal involvement in budgeting, advocating for managers to handle the task themselves rather than relying on external financial advisors who may lack insight into school operations. Additionally, he outlines key components of budgeting, including income statements detailing sources such as monthly fees, admission fees, fines, donations, and auctions, as well as expense statements covering items like stationary, fuel charges, utility bills, salaries, entertainment, and miscellaneous expenses.

1.1.5 Training

Syed Nisar Ali Shah emphasizes the need for comprehensive training for public school head teachers, highlighting that while a teacher may excel in the classroom, managing a school is

a complex task requiring specialized skills. He observes a lack of formal management training among public school heads, contrasting with the professional development sessions commonly undertaken by private school counterparts. Shah underscores the importance of training to equip educators with the necessary skills to address challenges effectively. In agreement, Saima Nasir underscores the importance of ongoing training for school leaders, teachers, and administrative staff, noting its role in enhancing energy levels, self-awareness, and empathy towards students' experiences. She emphasizes that training facilitates the adoption of new teaching methods and strategies, ultimately contributing to improved learning outcomes.

1.1.5.1 Headteachers/ Principals'Training

Khalid Mehmood acknowledges the prevalent practice in public sectors where teachers are often promoted without undergoing any induction training. He emphasizes the significance of training as an integral component of any job, particularly in a school setting where educators play a vital role in nurturing the new generation. Khalid advocates for a comprehensive system of regular training for senior staff members, including head teachers and experts, to adequately prepare them for their roles in mentoring newcomers and coordinators. This approach ensures that staff members are equipped with the necessary skills and knowledge to assume greater responsibilities in new schools or positions. Thus, the proposed educational management model advocates for regular training sessions for head teachers, similar to those provided for teachers, to enhance their effectiveness and professional development.

1.1.5.2 Teachers' Training

Ms. Raheela Raheem emphasizes the importance of continuous professional development, especially in classroom management, for new teachers. She highlights how inadequate training can lead to reactive responses to student behavior, reducing instructional time for at-risk students and exacerbating academic difficulties. In Pakistan, there's a lack of follow-up on teacher training, with untrained teachers facing dismissal for not completing their B.Ed. degrees within three years. Although government-funded continuous professional development programs were introduced, they were discontinued due to funding constraints. However, chain schools have their own in-service training programs, where senior teachers receive training from reputable institutes and deliver weekly lectures to new teachers on pedagogy and subject matter.

1.1.5.3 Model Lesson Training

Fakhra Saeed highlights the importance of training in model lesson plans for teachers. She emphasizes that a teacher's performance hinges on the quality of their lesson plans, as effective plans enable teachers to deliver lessons to students efficiently. Model lesson training enables teachers to be more specific, time-oriented, and effective in their teaching methodologies.

1.1.5.4 Training of Admin Crew

Shakeel Ahmad underscores the significance of training for administrative officers and officials. He stresses that as administrators often interact with external stakeholders, such as

customers, it is crucial to train them in patience and effective communication skills. Such training is essential for maintaining the school's reputation and fostering growth, as it equips administrators to address customer issues in a courteous and professional manner.

1.1.6 Holistic Development

Muhammad Ali Khan expressed concern about the deteriorating behavior of students, noting an increase in disruptive behavior and lack of respect towards teachers and the principal. With physical punishment prohibited, managing student behavior has become challenging. He emphasized the role of teachers in not only imparting knowledge but also teaching manners, ethics, and respect for society. In contrast, Ms. Shaheen proposed incorporating daily sermons on moral values during school assembly, with all teachers participating. She advocated for a holistic approach to development to instill positive characteristics in students, aligning with the suggested school management model's focus on various activities for holistic student development.

1.1.7 Moral Values

Lal Din emphasizes that both administration and teachers serve as role models for students and society. Being closely observed and followed by students, those working in schools should prioritize moral values in their actions and interactions. A teacher's morality sets an example for others to follow.

1.1.7.1 Social Skills

Ahsan Abbas underscores the importance of social skills in management, recognizing that in a interconnected world, cooperation and support among individuals are essential for societal betterment and enhancing the school's reputation in the public eye.

1.1.7.2 Spiritual Development

Recognizing spiritual development as paramount, individuals should find satisfaction in their work to perform at their best. Education's primary aim is to foster a spiritual connection between mind and body, contributing to holistic personal growth and fulfillment.

1.1.7.3 Self Confidence & Motivation

Self-confidence and motivation are crucial for school management's success. It enables them to take action and formulate policies for the school's improvement. Related tasks include conducting assembly sermons, organizing speech and debates, sharing success stories, celebrating national or international days, writing history on boards, and performing daily observations.

1.1.8 Co-curricular Activities

Rana Rafiq emphasized the importance of co-curricular activities for physical and mental development, urging school management to organize talent-based events to boost student morale and reveal hidden talents. Naseer Ahmed highlighted the necessity of continuous physical growth programs, noting the discrepancy between public and private schools in allocating time for physical activities. The new educational model proposes a regular schedule of physical and co-curricular activities throughout the year, including sports, educational trips, and field trips.

1.1.9 PTM (Parents Teacher Meeting)

Noman Sajid highlighted the importance of Parent-Teacher Meetings (PTMs) in private schools, which attract parents and students due to their beneficial characteristics. Fatima Nasir emphasized that PTMs are crucial for understanding students' family backgrounds and addressing their issues effectively, stressing the importance of a strong bond between parents and teachers in a child's upbringing. The proposed educational management model recommends conducting monthly PTMs in both public and private schools to discuss individual student progress and address any concerns.

1.1.10 Planning at Organizational Level

Riaz Hussain emphasizes the indispensable nature of prior planning for the effective operation of a school, asserting that without it, a school cannot establish a robust academic and administrative foundation. He advocates for long-term planning as essential for this purpose, outlining the following components.

1.1.10.1 Committees Formulation for smooth functioning at private sector affairs

The educational management model underscores the significance of formulating and overseeing various committees, including the Executive Committee, Works & Services Committee, Selection Committee, Results Evaluation Committee, Discipline Committee, and others, to ensure efficient school functioning. Additionally, it emphasizes organizational tasks such as academic planning, HR management, management of physical facilities, admission campaigns, and continuous professional development. These committees and organizational efforts aim to enhance academic planning, human resource management, facility maintenance, admission procedures, and staff development, ultimately contributing to the overall effectiveness of the educational institution.

1.1.11 Whole Day Review at Pack Up

Usman Ali recommended setting aside 10 minutes at the conclusion of each school day for reviewing the day's activities, aimed at avoiding repeated mistakes. This educational management model highlights several key points for end-of-day review: (a) Reviewing the Planning Diary, (b) Checking Pending Tasks, (c) Issuing orders for next day planning, (d) Notifying new circulations, and (e) Planning for the next day.

1.1.12 Community Participation

Ms. Rehana Naeem raised concerns about community behavior, criticizing their tendency to create disturbances and obstacles in school operations. She highlighted the formation of pressure groups within the community, often resorting to political interference and lodging baseless complaints. Additionally, some teachers collude with these groups, exacerbating the situation and undermining the effectiveness of school leadership. This interference hampers the school's ability to function properly, leading to poor performance outcomes.

1.1.13 Phase-II Effectiveness

The newly proposed educational model was implemented at Govt Model High School, Chishtian, where the headmaster diligently followed the instructions provided. Through on-site

observations and checklist evaluations, significant improvements were noted in the school's operational efficiency and educational standards. Despite resource constraints, the headmaster effectively managed the school's affairs, albeit the model recommends two principals. To address this, duties were delegated to two senior staff members as coordinator academic and coordinator admin, who reported to the headmaster. This adaptation of the model successfully met the needs of educational managers and school heads, enhancing the hierarchical structure and functionality of school governance. Headmaster Muhammad Hussain praised the model for its precision and comprehensive explanation, particularly emphasizing the importance of community involvement in the educational framework, which he believes can greatly benefit students' development and the school's overall progress.

CONCLUSION

Conclusions and Discussion about Issues and Flaws in Existing Educational Management
Effective school management relies heavily on competent administrators. Challenges arise when administrators are burdened with additional tasks from external departments like the ECP, diverting attention from core responsibilities. Enrollment and admissions present significant challenges, with families often preferring high schools over primary and elementary schools due to proximity and infrastructure issues. Principals face difficulties in course and staff management, compounded by systemic flaws such as budget constraints, ineffective policies, inadequate facilities, and teacher quality issues. Despite recent improvements, sustained progress in the educational system requires substantial further enhancements.

Conclusions and Discussion about Increase in School Students' Enrollment
To boost school enrollment, the Head must exhibit dynamism by actively engaging with parents to encourage them to enroll their children. Quality education also plays a pivotal role in attracting students, with the Principal assuming a leadership role in this regard. Creating a well-disciplined, renowned, and student-friendly environment is essential for garnering attention from both students and parents. Furthermore, achieving excellent academic results in final exams significantly contributes to increasing student enrollment. Utilizing social media and hosting onsite programs where parents and the community can witness the school's qualities are effective strategies for motivation and promotion.

Conclusions and Discussion about Discipline
In conclusion, this study underscores the necessity of appointing regular Heads/Principals in all schools and ensuring adequate staffing levels with subject teachers. Schools should be organized into various sections with teachers assigned specific duties, while maintaining regular check-and-balance mechanisms. Conducting frequent staff meetings to address issues and offer incentives for better performance are essential practices for maintaining discipline and fostering a conducive learning environment.
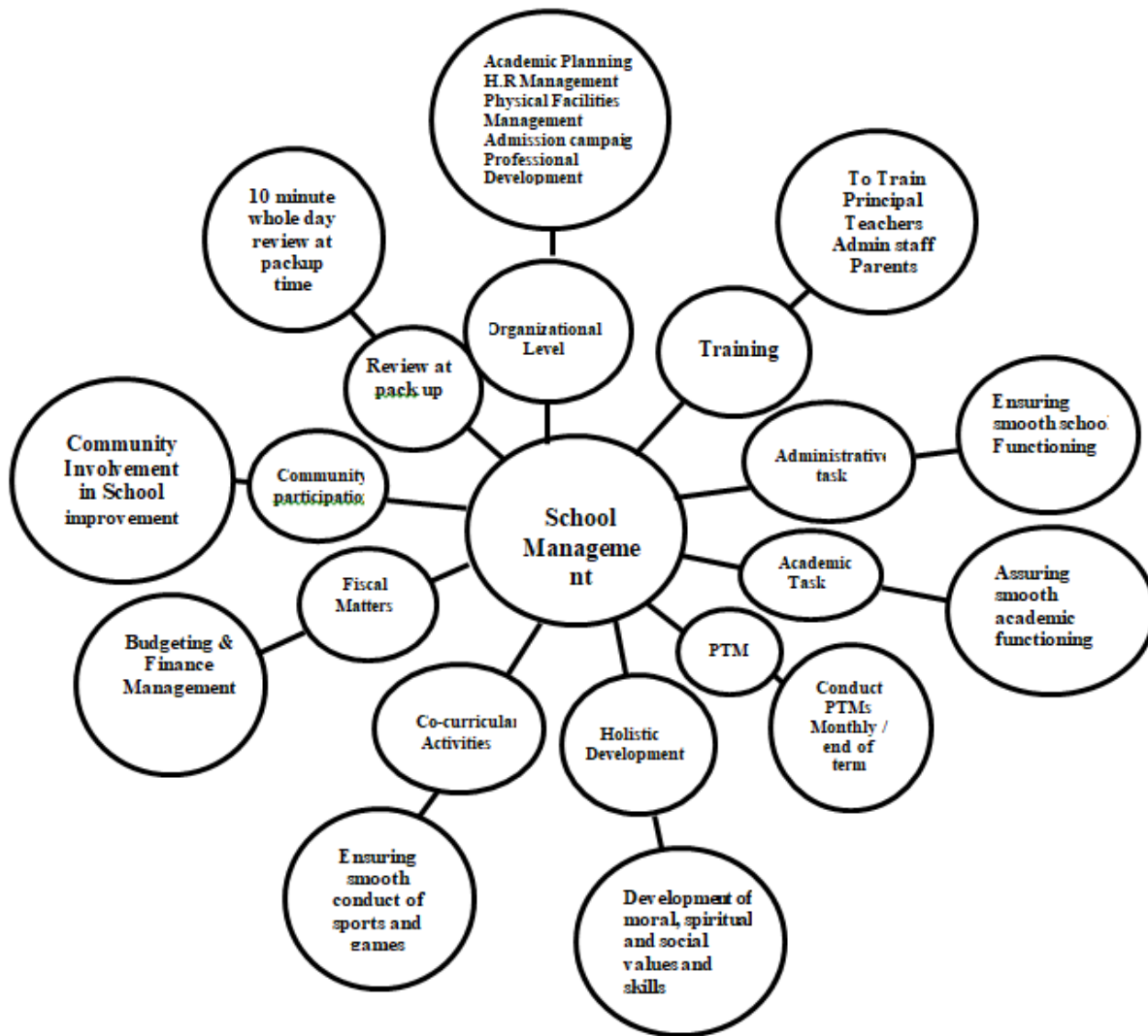
Figure 2. School Management Model

Recommendation based on Study Based on the study findings, recommendations for modern educational management stress a student-centered approach focused on academic success. This approach addresses challenges through innovative educational processes, leveraging teachers' talent and creativity. Management should be democratic and problem-solving, optimizing resources for maximum output. Collaboration between public officers and school management is key, along with enhanced community involvement. Headteachers should be trained to support holistic student development. Teachers should employ diverse strategies to enhance critical thinking and problem-solving skills. The management model includes decision-making, delegation, monitoring, change management, and motivation. These recommendations shape a comprehensive framework for effective, student-focused educational management.

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