A Study of Relationship of Management Structures in Private Schools and Their Performance in Board Examinations at Secondary Level

Muhammad Mushtaq[1], A.R. Saghir[2], Muhammad Munir Kayani[3], Muhammad Tayyab Alam[4]

[1, 2, 3]Department of Education, International Islamic University, Islamabad,
[4]Department of Education, Foundation University, Rawalpindi,
PAKISTAN.

[1]Mushtaq.alvi@gmail.com,[2]arsagher@gmail.com, [3] drmunirkayani@yahoo.com,
[4]Dr.tayyab69@yahoo.com

ABSTRACT

The private sector in education is playing very important role in Pakistan. A quite reasonable proportion of students, 34% are in private sector schools. The excellent performance of the private sector schools in Federal Board of Intermediate and Secondary Education (FBISE) examination inspired the researcher to conduct this study.

This descriptive research study had been designed to find out the relationship between private schools management structures and the academic performance in the FBISE examinations at secondary level. The population of the study consisted of secondary schools affiliated with FBISE, Islamabad. The data for management structure score was collected by analyzing the available documents of the schools while the score for academic performance was derived from Annual Result Gazettes of FBISE. It was found that there is a significant relationship between management structure scores and results score for the years 2008, 2009 and 2010. High management structure scores group and their results have significant relationship but Low management structure scores group have a weak positive relationship. The management structure scores and mean scores of the schools have significant relationship too.

It was recommended that a training mechanism and minimum qualification standard may be developed for administrators and principals, the schools should display their rules and regulations, sports and games facility should be provided.

Keywords: relationship, management structure, educational institutions, academic performance

INTRODUCTION

Education is a lifelong process and it is obtained by different sources. The two types of formal educational institutions, public schools and private schools are working all over Pakistan. The public sectors schools have a set and homogeneous management structures while in private sectors there are many varieties of school management structures.

Education Policy (2009) states that broadly there are three parallel streams in education that have created unequal opportunities for children who manage to enter the education system. In addition there are sub-streams within each of it. The major one is public sector schools, private schools and Madrassah. Within both public sector and private sector schools, there are elite and non-elite schools. The latter caters to the economic elite only while the former like Cadet Colleges allow talented children of the lower middle classes also.

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 including the provision of a conducive environment and physical facilities. 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.Third, the difference in public and private sector schools 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. Fourth, the curriculum that these school opted 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 lesser dropout rate in private sector because of teachers' behaviors which is a direct result of management of the school.

Hallinger and Murphy (1986), Pont, Nusche and Moorman, (2008) in OECD (2009) stated that teachers teach and work in schools that are usually administered by managers, often known as principals or headmasters. School administration in itself is often part of a larger administration unit. The conditions of teachers' working life and school environment are influenced mostly by the administration and leadership provided by principals and head of the institutions.

Bates (2000) highlights the importance of leadership to create a sustainable technological change process and asserts, the widespread use of new technologies in an organization does constitute a major cultural change. Furthermore, for such change to be successful, leadership of the highest quality is required.

The World Bank report (2007) on (Learning and Educational Achievements in Punjab Schools (LEAPS) presented that the private sector has a significant share in the delivery of education. The last census of 2003 on private educational institutions indicated that there were 36,096 private institutions in the country. Of these, 93% are in the general category. It is estimated that private schools account for 28% of total enrollment which has now increased to 33%. The evidences suggest that the private sector is expanding its share in service provision. Approximately 61% of the total private institutions are located in urban areas whereas 39% are in rural areas.

The main focus of the study was the schools management structures and their relationship with academic achievement. The demarcation of the study is made as stated by education task force report (2010) which bifurcated private schools as per they charge fee. This bifurcation stated that the schools that charge the fee of below Rs.2000 need government help and assistance. Therefore, it was felt to carry out a study that explores the management structures and academic achievements of these schools.

OBJECTIVES

Followings were the major objectives of the study:

1   To identify the management structure scores of private schools.

2 To find out academic achievements of the schools in board exams

3 To find out correlation between management structures scores and their performance in the board examination.

POPULATION OF THE STUDY

All the private secondary schools of the twin cities affiliated schools with Federal Board of Intermediate and Secondary Education were included in population of the study,. There were total eighty five affiliated schools but the criteria set out in delimiting the study, only thirty schools fulfill the required standards which were selected. All these schools were selected so the sample represents 100 % of the population.

Table 1

Population Secondary Schools with fee below Rs. 2000	*Population*	*Sample*
Private Schools Affiliated with FBISE Islamabad	30	30
Total	30	30

RESEARCH TOOLS

As it is a documentary analysis of the schools, the following sources have been used to collect data pertaining to the research topic. These were prospectus of the schools, brochures, handouts and the board gazettes for the years 2008, 2009 & 2010.The study was delimited to the schools of Rawalpindi and Islamabad urban area and charging the fee less than Rs. 2000.

RESEARCH QUESTIONS

Following were the major research question explained in the study

1. What are the management structures in different schools?

2. What relationship is determined in overall structure scores and the board results of the schools for the year 2008, 2009 and 2010?

3. Is there any relationship of Management Structure Scores and the Mean Score of the results for the year 2008,2009,2010?

4. Is there any relationship in High Management Structure Scores and their Academic Performance in board results of the schools in the years 2008, 2009 and 2010?

5. What relationship is there for High management structure scores group and Low management structure scores group and their Means Score of results?

6. What is the relationship of Upper Achievement Result Group and   Management Structure Scores of the group and the lower Achievement Result Group and Management Structure Scores of the group?

LITERATURE REVIEW

School Management

The school management is not just like other management because the school managers need to have multiple skills of teaching and administering the things. The managers are answerable to their high ups as well to the parents of the children.Many people have defined management as they understand it or based on the perspective with which they view it. As Chris (2008)

writes that management is the guidance and control of action required to execute a program. Also, the individuals charged with the responsibility of conducting a program. So there is a huge scope in bringing changes in management if one wants to bring change in the whole system of education. Guidance to management for executing a program is imperative for a correct implementation of the strategy. David (2007) commented that the management has to be the art and science of getting things done through others, generally by organizing and directing their activities on the job.

Milward (2007) sumed up his arguments by writing that management is the act or art of managing, the manner of treating, directing, carrying on and using for a purpose. The manager has to conduct administration, provide guidance, controlling the people. Management is the same as management of a family or of a farm and the management of state affairs. McMillan (2002) defined management as all methods and functions concerning the mobilization and development of personnel as human resources, with the objective of efficiency and greater productivity in a company.

Derek (2009) says that management is not easy. It is not an exact science. In fact, it is seen as an art that people master with experience. Managing your business's most vital assets is too important to leave to chance. He considers people as the most important asset.

Types of Organizational Structures

There are different types of organizational structures and a company should choose the one that best suits its needs. These are time tested and practiced for a long period of time but as the time changes the needs and requirements of situation also changes so it depends upon the mangers that how they meet their own environmental requirements. Every organization with more than one person needs a structure so that workers have clearly defined roles and are clear about the roles of others. An organization's structure is often presented as an organizational chart which will show how management is organized vertically with layers of hierarchy and horizontally by function, product or division.

Differentiation of Structure Type

Types of differentiation of structure are described in the following lines:

Horizontal differentiation refers to the splitting up of work into tasks and sub-tasks at the same level. It involves decisions about whether to develop high levels of specialized expertise in a narrow field, or broadly defined arrangements with greater flexibility. Vertical differentiation refers to the division of work according to level of authority or hierarchy. Spatial differentiation refers to the geographic location of different organizational activities, for example, in chain of schools where they have campuses across a province.

Kazmi (2007) presented case for Pakistan education system. She argued that Pakistan has inherited this system by British so the formation of education was on the same lines as they practiced during their regime, Our system did not get a chance to change due to one or the other reason but they have changed their system with passage of time and made it world class system and we remained in the darkness for years. Our elite class managed a separate system for their children and sends them abroad to get education. The poor remained where they were at the time of freedom.

Iqbal (2005) explained that in Pakistan there were three levels of schools, elementary which comprises of class one to eight, secondary that includes 9th and 10th classes while higher secondary or college keeps 11th and 12th classes. He further added, the administrative set up as earlier discussed contains a long chain of commands which starts from education ministry

and through provincial ministries leads to division and district and tehsil level then it goes to schools.

Caldwell (2002) says that schools are being transformed on a scale that was unimagined a decade or so ago. Success in further transformation is assured if the scale of the transformation is understood, if strategies for success are shared, if there is a blueprint to guide the effort in different settings, and if the knowledge and skill to perform the task are acquired.

Beare, (2001) suggested that the most reliable way to anticipate what the future will be like is to observe the trend lines in the present. Brian Caldwell (in Davies and Ellison, (1997) refers to Naisbit's concept (1982) of megatrends, major societal change which is constant in direction, international in scope and enduring in effect.

Bentley (2000) contrasts the 20th century function of schools, to teach knowledge, with the 21st century need, to teach students how to learn, and pointed out that schools are among the last set of institutions which have managed to resist fundamental organizational change. He pointed out the critical need for a deeper level of response from schools and an acknowledgement of the age in which we live where learning is embedded in all organizations and not just schools.

Role of Management Structures in Schools

The traditional role of educational management has, therefore, come to be reconsidered and reexamined in the context of the needs of the contemporary society. It must be recognized on a systematic basis. As it has been seen that there is a rapid expansion and changes are taking place in education in both public and private sectors.

Iqbal (2005) concluded his research on comparative study on organization structure of public and private schools by saying that the task oriented and authoritative leadership style of public and private school heads had significant effect on the school effectiveness. He further added that the private schools management was found more effective than public schools management. He supported Brown's (1967), Helpin's (1966),Zaidi's (1969), and Mehmood's (1995) gender wise and private public wise effect of the management style on performance.

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 which was also supported by Kotter and Hessket (1992), Frankline (1994) and Fisher (1998)

Khan (2002) concluded that the task oriented and people oriented style reflect the behaviors of the leader as high on relationship i.e high on consideration which earlier confirmed by Sims and Manz (1984), Bums (1994) who concluded that the tasks oriented and leadership style were prevailing in different setting of the schools.

Federal Board of Intermediate and Secondary Education, Islamabad (FBISE)

The Federal Board of Intermediate & Secondary Education (FBISE) Islamabad established under FBISE ACT 1975 is an autonomous body of the Ministry of Education. It is empowered with administrative and financial authority to organize, regulate, develop and control Intermediate and Secondary Education in general and conduct examinations in the institutions affiliated with it.

Table 2.A detail picture of Management structure scores and Results of different years

S.No	Management Structure Scores	Result 2008	Result 2009	Result 2010
1	86.37	94.00	100.00	100.00
2	86.37	100.00	100.00	100.00
3	86.37	98.41	100.00	98.75
4	86.37	100.00	100.00	100.00
5	81.82	92.31	76.19	98.15
6	81.82	90.00	100.00	93.33
7	81.82	81.84	100.00	98.15
8	81.82	83.33	95.83	100.00
9	81.82	77.19	96.72	88.74
10	77.28	97.06	96.97	100.00
11	77.28	80.95	100.00	100.00
12	77.28	68.18	100.00	100.00
13	77.28	75.00	92.83	90.91
14	77.28	61.97	97.10	97.73
15	77.28	61.54	100.00	92.57
16	72.73	58.00	85.00	85.37
17	72.73	34.62	88.89	77.27
18	72.73	41.38	64.71	83.33
19	72.73	66.67	46.67	85.71
20	68.18	69.57	72.00	90.91
21	68.18	50.00	81.82	91.67
22	68.18	00.00	57.20	84.62
23	68.18	29.63	40.00	41.38
24	63.64	35.71	86.87	70.27
25	63.64	22.22	60.78	60.61
26	63.64	100.00	25.00	00.00
27	59.09	75.00	66.67	80.00
28	59.09	44.83	65.96	93.10
29	59.09	21.05	45.45	100.00
30	59.09	00.00	37.50	57.14

In the above table a complete picture of the management structure scores and the results in different years has been presented. In the first column the schools according to their management structure scores are mentioned descending order .In the second column the average management structure scores are presented while in third, fourth and fifth column the results in final examination conducted by federal board of Intermediate and secondary education (FBISE) is mentioned as can be seen in gazettes.

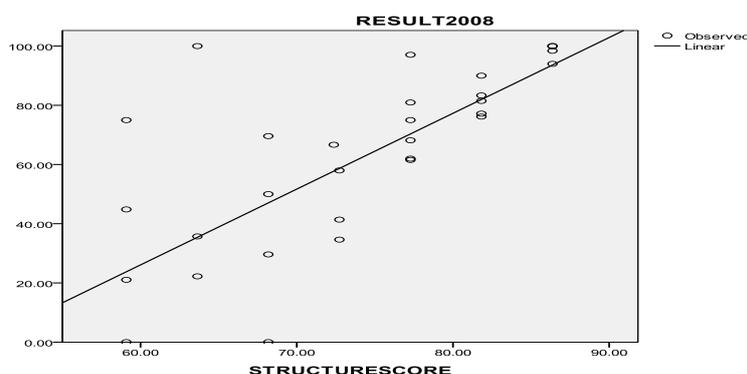**Table 3.Correlation of Management structure Score and Years Wise Results**

Results	Correlation of Management Structure Scores	N
2008	.705**	30
2009	.766**	30
2010	.533**	30

**Significance level .05

RESULTS

Structure Scores and Results 2008

The table 3 row 1 is about the Management Structure Scores and the results. It displayed that there is significant correlation between management structure and the board results of the schools during the year 2008. The question was 'Is there any relationship between management structure scores and results for the year 2008? This question was tested which proved to be true as this relationship can be seen in the table 3 row 1. The relationship is .705 which is significant. The numbers of the respondent were 30. There is no missing value as all of them got their students appeared in the board examination. The following curve in the figure 13 shows that there is a relation as most of the dots are close to the line.

Figure 1.Management Structure Score and Results 2008

Management Structure Score and Results 2009

In the table 3 row 2 the relationship of management structures of the schools and their board results during the session 2009 is tested. The correlation coefficient is .767 which is once again significant. The total number of respondent is 30. Thus the research questions proved to be true because there is a significant correlation. There is no missing value as all the respondent got their students appeared in the board examination. The figure 14 presents the status of relationship which shows that most of the dots are close to the curve in the figure.
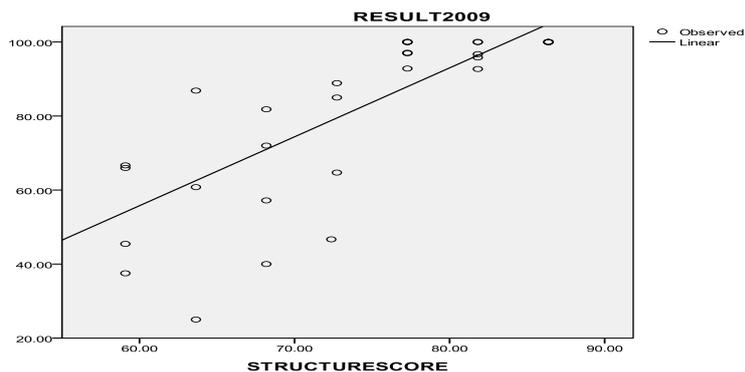
Figure 2. Management Structure Score and Results 2009

Management Structure Score and Results 2010

In the table 3 row 3 shows the relationship of management structure scores and the results for the year 2010. It is once again crystal clear that there is a significant relationship between management structure scores and the academic performance for the year 2010. Two tail tests is used to find significance. The structure scores stand out prominently at .533. All the three rows proved the positive correlation between management structure scores and the results of the last three years that is 2008, 2009 and 2010.The relationship is positive as it is bending toward +1, so it can be said that there exist is positive significant relationship as shown in the figure 3.
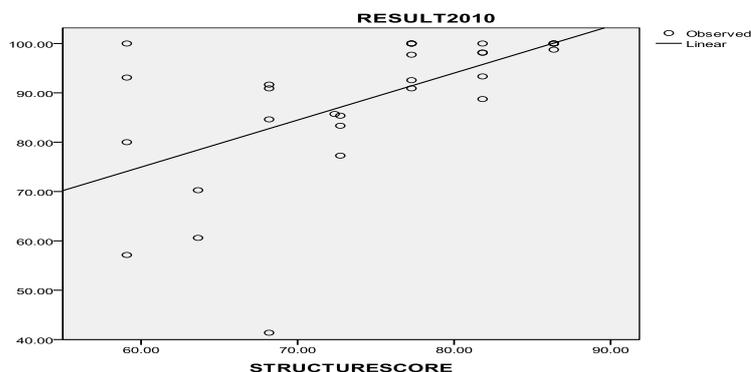

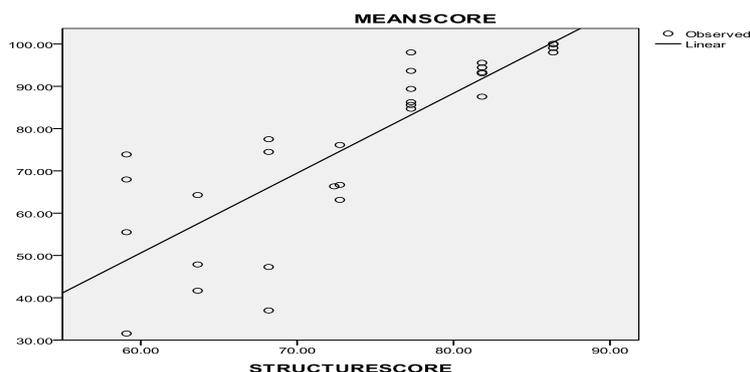**Figure 3. The relationship of management structure scores and the results for the year 2010**

Relationship of Management Structure Score and Mean Score of all Results

In step 3 the analysis is made by calculating the mean scores of all the results and the management structure scores in the table below:

Table 4. Correlations of Management Structure Scores and Mean Scores of the Results

Management Structure Score	*Correlation*	*N*
Mean Score of the Results	**.828**[**]	**30**

[**]Significance level .05

Figure 4. Figure showing management mean scores of management structure scores and result scores

In the table 4 the first column is about management structure score the second column is of the correlation and the third is of the total number of the respondents. The second row is of the mean score of the results in first column while in second column the correlation is presented and the third column is of the total number of the students. The table 2 shows that there is a significant relationship between management structure score and the mean score of the results which is .828. The relationship is positive as shown in the figure 4.

Group Wise Relationship of High Management Structure Score Group and Low Management Structure Score Group with Academic Performance

In this section of the study the relationship is measured as per groups. The high management structure scores group and low management structure scores group were compared. There are two different tables one is of high management structure score group and the other is low management structure scores group. This division is made by first placing management scores in descending order and then using median as splitting point. The 1 to 15 are the high achievement group while 15 to 30 became the low achievement group as shown in the tables 4 and 5.

In table 4 and 5 the sample schools were split up into two group's high management scores group and low management scores group by using median as a splitting point.Their relationship is found out by using Pearson r. The results are presented in the form of tables 6 and figures 17, 18 and 19.

Table 5. Correlation of High Management structure Score Group and Low Management Structures Score Group with Results

Group Type	Mean Score	N
High Management Structure Score Group	.732[**]	15
Low Management Structure Score Group	.307	15

[**]Significance level .05

The table 6 describes the relationship between two groups split out by using median. The first row of the table shows the titles of each column. The first column represents results, the second displays the relationship of high management score group, the third column portrait the relationship of low management structure score group and the fourth column gives us the number of respondents. The relationship is positive as it is bending toward +1, so it can be said that there exist is positive relationship between management structure score and the results of the schools

Table 4.Correlation of mean scores of High Management Structure Scores Group and Low Management Structure Scores Group

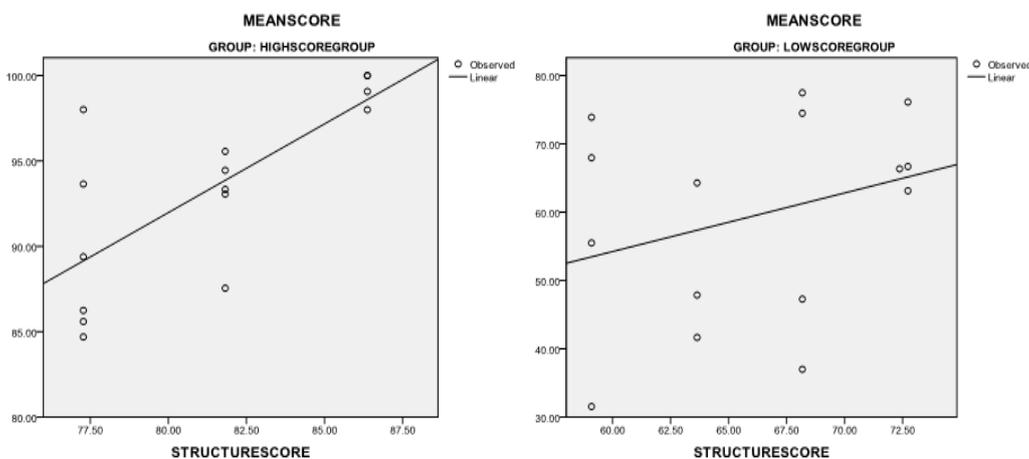| Results	Relationship of High Management Score Group	Relationship of Low Management Score Group	Numbers Per Group
2008	**.747**[**]	**.135**	**15**
2009	**.100**	**.352**	**15**
2010	**.267**	**.126**	**15**

[**]Significance level .05

Figure 6

The table 7 and figure 6 tell another story which is about relationship of high management structure scores group and low management structure scores group with the mean score of all results. There are three rows and three columns. The first row is about group type, mean score and total numbers of respondents. In this table it was found out that there is a relationship between management Scores and Mean scores of all the results of the school. The group that were created as per their management scores in the form of high management scores and low management scores clearly displayed that the high management scores group had significant relationship while low scores group had a low relationship. The relationship of high structure scores group and Mean scores of the results is .732 which is significant while the low score structure group and the mean scores of the results is .307 that tells the different story and it had low relationship which has further been supported by the figures 6.

SUMMARY

It was a descriptive study conducted by help of analyzing of different document that were made available to the researcher by the respective school heads/ principals. The research study found out the management structures and the relationship between private schools management structures and their academic performance in the board examinations at secondary school level. It determined the relationship of high score management structure and low score management structures with result scores of the sample schools.

The population of the study consisted of all the secondary and higher secondary schools affiliated by the title of 'private schools' the target population was taken out of the urban

area. The data was collected by analyzing the prospectus, handouts, and pamphlets available to the researcher.

The researcher extracted management structures by developing a measurement scale which had eight main headings and sixteen subheadings. All of them were given due weight age and a final score was generated which was called management structure score. A percentage of the score was also generated as the results were in the form of percentage. These scores were further split up into two groups by using median as splitting point. These two groups were high score management group and low score management group. The academic achievements of the schools were detected in light of the result gazettes of the years 2008, 2009, 2010 issued by Federal Board of Intermediate and Secondary Education Islamabad.

The relationship between the high score group and its academic achievements were presented in form of tables by help of PASW (SPSS) software, then the relationship of lower management score group and their academic achievements were found out, presented and analyzed. Then the academic achievement after being put into descending order split into two groups that were high academic performance group and low performance group and their relationship was also found out too.

FINDINGS OF THE STUDY

On the basis of analysis and interpretation of the data, the following major findings of the study are given.

1. There was a variety of management structures in private schools

2. There was a significant relationship of .705** between management score and the academic performance of the schools in three years result 2008, 2009 and 2010.

3. There was a significant relationship of .747** between the group of high management score and their board results during 2008.

4. There was a low relationship of .135 between the group of low management scores and their board results of the year 2008.

5. There was not significant relationship of .100 and .352 between high management and low management score with their results of 2009 but there is relationship between these two.

6. There was a significant relationship of .732** between high scores group of Management Structure and the mean scores of the three results.

7. There is low relationship of .307 between low score group of management structure and the mean score of the three results.

8. They have qualified staff in general and administrative staff in particular.

9. The student's teacher ratio is quite reasonable as 30: 1 which is good.

CONCLUSIONS

Conclusions were drawn on the basis of the findings of the data analysis as presented in the previous sections. It is concluded that

1   There were seven different types of management structures in the sample schools

2   There was a significant correlation between management structure score and the academic performance of the schools in different results of the board.

3   The schools that have high management structure scores were better performer than those that have a low management structure which proved that the management is the key to success.

4   The schools that have more horizontal management structure perform better than those where management structure are vertical because they have direct link with working staff and the students so they know where the problem lies and take immediate action rather then keep it pending on top level management meeting.

5   High management structure score group is significantly correlated than the low management structure score group which shows that management is key to perform better in results

RECOMMENDATIONS OF THE STUDY

In light of the mentioned findings and drawn conclusions, following recommendations are offered.

1. The school heads who are employed may be given more authority to improve internal management system and teaching learning mechanism.

2. The private sector schools may be encouraged to impart quality education.

3. A professional training course for private schools managers may also be initiated by government department.

4. The rules and regulation of the schools might be displayed and acted upon.

5. There should be a strictly followed condition by the board to send minimum number of students in any class yearly.

6. A coordination committee of Management experts may be appointed, for private school to share their knowledge and expertise with one another.

7. The schools management may have less competitive spirit among schools but a spirit of national contribution that would decrease professional jealousy and market oriented concept in educational services.

8. A training system for private school heads may also be managed by government or some private agency for administrator's trainings because these schools do not have capacity to run this type of training.

9. A minimum academic qualification and professional skills may be made mandatory for private schools for appointment of a head of school.

REFERENCES

[1]   Arshad, M. A. (2003). *A Study of Organizational Culture and Effectiveness of Secondary Schools.* PhD thesis, University of the Punjab, Lahore.

[2]   Aslam, M. (2007). "The Relative Effectiveness of Government and Private Schools in Pakistan: Are Girls Worse Off?" *RECOUP Working Paper 4. University of Cambridge, Cambridge. Audit Office of New South Wales*.

[3]   Beare, H.(2001). *Creating the Future School.*London: Routledge.

[4]   Bentley, T. (2000). Learning beyond the Classroom. *Educational Management Administration & Leadership, 28*(3), 353-364.

[5]   Caldwell, B.J. (2002). A Blueprint for Leadership for the Successful Transformation of Schools in the 21st Century.*Presentation to the National College for School Leadership.*

[6]   Chris, L.(2008). *The Management Gurus*. New York: Penguin Group.

[7]   David, A. W. (2007). *Developing Management Skills*. London: Pearson Prentice Hall.

[8]   Derek, S. (2009).*Need Based Training That Achieved High Performance*. Melbourne: Derek Stockley Pty Ltd.

[9]   Education Policy (2009). Federal Ministry of Education, Govt of Pakistan

[10]   Hallinger and Murphy, (1986). OECD, (2001); Pont, Nusche and Moorman, OECD (2009) Creating Effective Teaching and Learning Environments

[11]   Iqbal, M. (2005). *A Comparative Study of Organizational Structure, Leadership Style and Physical Facilities of Public and Private Secondary Schools in Punjab and Their Effect on School Effectiveness*. PhD thesis, University of the Punjab, Lahore.

[12]   Kazmi, W. S.(2005).*Role of Education in Globalization: A Case for Pakistan*. SAARC Human Resource Development Centre.

[13]   Khan, S.D. (2002). *Study of secondary School heads leadership style and their teachers Maturity level in Pakistan.*Unpublished Doctoral Dissertation, Lahore IER University of the Punjab.

[14]   McMillan, E. (2002).*Considering organisation structure and design from a complexity paradigm perspective*. In: Frizzelle, G and Richards, H eds. *Tackling industrial complexity: the ideas that make a difference.* Cambridge, UK: Institute of Manufacturing, University of Cambridge (pp. 123–136).

[15]   Milward, G.E. (2007). *Skill and Management.*London: Macdonald & Evans.

[16]   Raza, S. A. (2010). *Relationship between organizational climate and performance of teachers in public and private colleges of Punjab.* PhD thesis, University of Arid Agriculture, Rawalpindi.

[17]   Shami, P. A., & Hussain, S. K. (2005). Professional Requirements of Education Managers under Devolution Plan (AEPM) Ministry of Education, Islamabad, Pakistan.

[18]   World Bank (2007 LEAPS). The World Bank and Centre for Policy Research (New Delhi), Khwaja:Harvard University,Vishwanath:The World Bank and Zajonc:Harvard University.