



RESEARCH PAPER

Head Teachers' Perspectives on Management Challenges in Public and Private Secondary Schools

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ABSTRACT

The study was designed to examine the management problems faced by head teachers of public and private schools at the secondary level. The objective of the study included identifying the management problems faced by both the head teachers of public as well as private schools at the secondary level including the rural and urban areas and suggesting measures to overcome these problems to improve the efficiency of the head teachers, so that they obtain the required objectives of management. This study was delimited to the Headteachers of Multan District. The sample of the study consisted of head teachers of public and private schools including rural and urban areas of Multan. Questionnaires were distributed to 350 head teachers. Questionnaires were collected from 38 rural and 63 urban male public school heads, 30 rural and 35 urban female public school heads and 31 rural and 45 urban male private school heads, 18 rural and 39 urban female Private School heads. Data was analyzed by applying Percentage, mean, and correlation. The findings and Conclusion of the study were arranged. There is a shortage of basic knowledge about Management. It was recommended that effective guidance and training are needed for head teachers to overcome management problems, especially in the public sector.

KEYWORDS Head Teachers, Management, Public and Private Schools

Introduction

Education is a broad-minded development of the individual either a child or a young person in all facilities physical, intellectual, mental, social, emotional, creative, and moral for him/herself, society, and nation (Muzaffar, 2016). The capabilities of a person develop due to well-organized and effective education. It is the backbone of the development of any nation (Ball,2021). The word education arises from the Latin word 'educare' it means to build or to construct. (Ball *et al.*,2007). It is education that enables a man to know and use his abilities to a higher level. In this way, one can achieve one's goals and objectives in less time, with ease, and comfort using one's minimum resources. Only several educated people define the progress of a nation and can face the changing demands of society (Connolly *et al.*,2019). A teacher who deals with all these matters is reflected as a motivator and a leader he can achieve good results with restricted means using his logical abilities. Headteachers must provide proper control and guidance for expanding the aim of learning and transporting coordination in all the work that is prepared in an educational institution (Potyrała *et al.*,2021)

Education generates leadership abilities in teaching staff and helps in developing their creative and innovative abilities (Blossfeld & Von Maurice 2019). For this purpose, school management and administration can play an important role. Effective management plays a critical role in the provision of education (Cheng,2022). Education can form effective human capital formation. It can play its role in raising the efficiency

and productivity of people. In this way increases the production of skilled manpower. Skilled manpower is capable of increasing the growth rate of the economy and as a result, the country can sustain and maintain its economic development. Todorova and Djafche (2019) The recent condition of the education system in Pakistan is not very promising like many other developing countries. Similarly, school management is facing several problems which are causing serious damage to the education sector. Effective and operational management is important for building the education system more reliable and dependable to meet the needs and challenges of the modern world of the economic revolution, information technology, and online curriculum (McKay & Macomber 2023). This made the role of educational management more multipart and composite. Constantly changing demands of the modern world is a challenge for educational management. Numerous reforms in the education system have been introduced by the government to overcome the problems and to boost educational management (Marbun et al.,2022).

Leadership plays a significant role in the smooth running of any organization and directly affects the performance and growth of the employees. Effective leadership provides the basis for development and performance in organizations. Many characteristics (communication, honesty, humility, confidence, motivation, creativity, intellect, and cooperation) are commonly found in academic leaders. Leadership is a global phenomenon though it has influence of culture and context as well on it (Yasin *et al.*,2015). Leadership styles were the basic component in running the management at schools. Management and leadership styles were the two sides of a coin. Therefore, the responsibility of a head is very vital not only for identifying the weaknesses of school management as well as providing guidance for the effective and efficient running of the schools. Ahmad and Dilshad (2016) concluded that school heads most frequently practiced a democratic leadership style followed by an authoritative and laissez-faire style (Miraj *et al.*,2018). Good administration and proper management were the responsibility of the head of the institution. This kind of good administration-maintained discipline among teaching and non-teaching staff as well as the students, and also organized and supervised the institution. The headteachers regularly and accurately maintained all registers and promoted the physical, social as well as ethical values among the students. It regularly participated in the work of teaching and arranged sports, games as well as co-curricular activities for the students in the institution (Kultsum *et al.*, 2022).

Literature Review

Education is the only tool for the progress and prosperity of a nation. It provides the skilled manpower that is responsible for the development of a nation in all fields of life. School is a venue where different events and tasks are arranged for the students. It is an important task of active management. Education at the secondary level depends on and is affected by the approach, ability, and quality of the leadership and management provided by the Headteachers (Muzaffar *et al.*, 2020; Ali *et al.*,2019). The school's management is poor due to several reasons like a dual medium of instruction; overloaded classrooms, curriculum, and untrained teachers are some of the problems faced by the Headteachers (Duze,2012)

The use of management skills helps the school heads to escape crises. Management comprises abilities like Problem-solving, leadership, Planning, Communication, Decision making, management, and human resource planning (Ferlie & Ongaro 2022). This is just one side of the image. Now private schools can supply all the academic facilities to its 100 percent population anywhere in the world. The lot of schools run by the Government sector is constantly above that of private institutions

(Shabbir *et al.*,2014). Among the developing nations, public institutions carry nearly 90% of elementary and 70% of secondary pupils. Because of economic restraints, the tendency to count on private institutions is enhancing. (Karim *et al.*,2011)

Education in Pakistan -

A school is a place where students are educated, skilled, and trained under the supervision of school management. An organization where higher education and learning are underway is frequently named a Higher Secondary School. After completing higher secondary education there are colleges and University education. There are Kindergarten or Pre-schools giving schooling to little kids (Murtaza & Hui 2021). Afterward vocational, technology, commerce, and computer literacy schools and colleges are there for the provision of modern and latest technological education.

Public and Private Sector of Education in Pakistan

In 1970 Government of Pakistan nationalized all private schools badly affecting the nourishment and potential of this field. This is the main reason for the low literacy rate in Pakistan. Now in the last twenty years period private sector reemerged all over the country. Private schools are playing an effective role in the prosperity of the country at a time when public schools are facing substantial issues, problems, and limitations. The significant issues public schools are experiencing consist of limited funds, inadequate curriculum, and limited funds (Muzaffar, & Javaid, 2018; Akhtar, 2010). Due to several problems public schools are facing serious problems and are jammed and on the other hand, private schools are filling the concerns on high prices. Only rich person can afford their fees and funds and teach their children in these schools. A recent study in urban areas of Pakistan concluded that 59% of persons earning nearly Rs.3,500 are desperately trying to teach their children in private schools because of the serious condition of the public schools. Today due to these reasons private schools are becoming an option for the public to admit their children in these schools. In this respect, one can easily conclude that the government's failure resulted in the emergence of the private sector (Salfi *et al.*,2014).

Meaning of Management

The word "management" is the Latin word "minister" meaning that answer, i.e. labor committed to the worthy of others. In basic the major goal of management is the program to provide security to the individual or culture of the nation by creating a friendly environment for their growth and development. Management is a set of directions for the activities of government (Khalid *et al.*,2020).

General Theory of Management

According to Wren & Bedeian (2023). Management is considered the cumulative application of personnel along with worldly resources, to attain the pre-determined, goals for which a company happens. It is an essential instrument in all organizations. It is an effective and affordable use of time, cash, and product:

- Fiscal management
- Resource management
- Human resource management
- Time management
- Organizational management

- Risk management

Fayal's interpretation of administration is the mix of adhering to 5 elements:

- Purveyance: Accessing the future happenings and planning about them
- The elements of strategy.
- To Command and carry on the activities among the personnel
- To coordinate, Creating coordination and smooth line of action among people and activities and efforts.
- To Control, getting everything under control according to the plan and fruitful results.
- To organize, creating structure using all the resources.

Scope and Importance of School Management

Papazoglou & Koutouzis (2022) stated that the fundamental objective of educational management is to supply education for youngsters and youths of the country. Because education is a long procedure education of grownups also makes up an important sector of modern-day academic administration. This is an enormous business. That is worth a huge galaxy of colleges and organizations, a substantial military of human, beings, and a large quantum of bodily sources at different phases of education. Therefore, the whole range of academic management accepts a huge quantity of a variety of ideational components in this enterprise, therefore and size.

Purpose of School Management

Berube *et al.*, (2022) the main purpose of management in any kind of company is that of working with the result of individuals towards the success of its objectives. In education, these goals have to do with teaching and understanding.

Current Approaches of Management

Empirical Approach

It takes care of problematic situations or incidents in the hope that supervisors can profit from the experiences of others. The main objective of the empirical technique is to establish guidelines for comparable administration troubles in the future (Fitch, 2017).

Management Process Approach

A procedure includes progressive motion from one factor to an additional one until an act is finished. Several administration theorists utilize a procedure (or useful) technique, although there is considerable variation in the steps or features mentioned. Many writers break down the administration procedure into 4 to 6 functions. Almost all authors manage the functions of preparation, organizing, and managing. Various other features that have been suggested are staffing, directing, leading, gauging, encouraging, and communicating. In this content, five features i.e. preparing, arranging, staffing, routing, and managing - are treated. (Zimmer & Keiper, 2021).

Behavioral Approach

The behavior approach to the research study of administration centers on the human component in companies. Proponents of this approach research study folks either separately or as participants of a group, to discover exactly how best to lead, encourage, and connect with them. Enterprises are deemed social companies, and human relations are viewed as the key to the maximization of individual and group supplements (Van Vugt & von Rueden 2020)

Leadership

Genza,(2021) has defined leadership as, a group task working together for attaining a common goal. According to Wehrich (1986), it is the art of influencing people, gathering them on specific demands and objectives to work according to the needs of the institution with zeal and they have no hesitation in performing their duties. Eisenhower (2006) explains that leadership is a capability, to perform on behalf of their heart and you need not compel them to do the desired task. Peele (2005) defines leadership consists of six assets. They are the personality of the leader, the groups, the enterprise's social context, the difficulties that challenge the leader, and the skills of the leader.

School leadership

Mathenge, (2022) stated that Leadership can be defined as providing vision, direction, and support towards a different and preferred state - suggesting change. Thus, leadership, change, and school improvement are closely related. It could be said that leaders are the change makers and don't necessarily need to reside at the top of the organization".

Supervision

Supervision is provided with extremely minimal meaning in our existing education and learning devices. In other words, it just means to examine the efficiency of pupils in the classroom, to compose a couple of essential lines about the efficiency of educators on log publication. However in education and learning it has a broader feeling. To them, guidance implies having a continual watch on a work in progress and making it particular that the work is being done according to the suggested strategies and directions (Hawkins & McMahon 2020).

Instructional Supervision

According to Gordon & Espinoza (2020), Instructional direction is composed of 4 interrelated components that direct and shape supervisory methods and procedures. The related components are as follows:

- i. The historical advancement of educational supervision, consisting of the physical body of know-how that has been accumulated worrying just what supervision does.
- ii. The theoretical base featuring an understanding of organizations, management, interaction, and teaching concepts that support and validate the supervisor's habits.
- iii. The expertise of exactly how the models of supervision feature.
- iv. The specific methods and procedures that supervisors require as they function with instructors.

Role of Instructional Supervisor

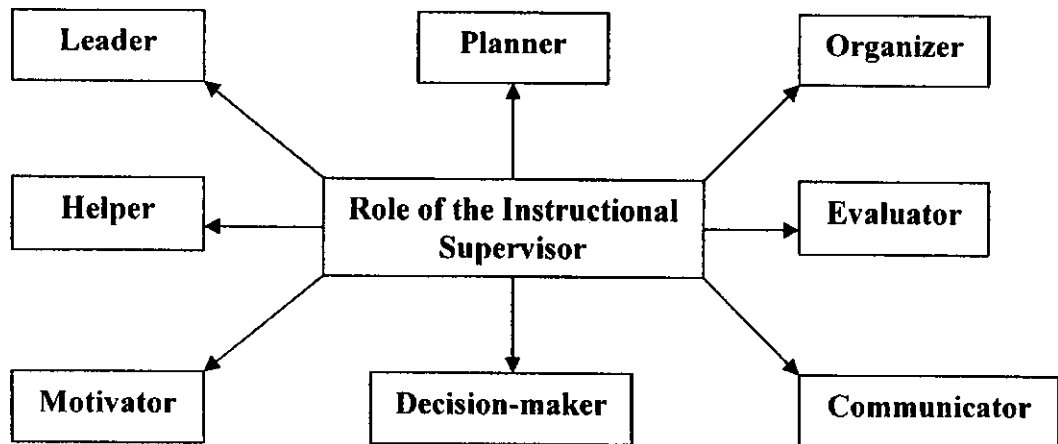


Figure: 1 Roles of the Instructional supervisors

Planner

With the teamwork of colleges or universities, planning is one of the most crucial roles of the educational supervisor. Planning involves the capability to determine ahead of time what ought to be done and exactly how it is to be achieved (Andrews,2022).

Organizer

The ability to organize is one more part that is important if the instructional managers are to be successful, whether the tasks of the administrator involve class scheduling or getting necessary curricular products, featuring textbooks, the ability to organize is necessary (Ngole & Mkulu 2021).

Leader

To be effective, an instructional administrator should manage to influence the habits of others. As an example, the manager has to have the ability to persuade teachers to modify their session strategies or transform their training habits to suit specific differences in students. Being efficient in leading others is as a result a crucial role of the supervisor (Toh et al.,2022).

Helper

The administrator is accused of the responsibility of aiding others. The key objectives for the supervisor are to aid instructors and create and enhance their training capabilities. As managers work in a variety of settings with teachers who have various requirements and levels of professional proficiency, the administrator's feature must be that of a helper (Khan et al 2009).

Evaluator

Managerial employees have historically been connected with staff advancement; there is an enhancing style to involve supervisors in teacher assessment (Adams & Yusoff 2019)

Motivator

One of the most crucial functions done by any sort of instructional administrator is to encourage educators. Motivation is unchanging a person's wish to do something. It is the administrator's responsibility to deal with teachers much faster and an intrinsic desire to boost their training skills (Paine,2002).

Communicator

Supervisors have to excel as communicators and their capacity to collaborate with others properly depends upon their ability to interact, managers must be clear and concise when transferring ideas and info to instructors and various others in the school/college company (Marvin, 2016).

Decision maker

The educational administrator needs to create the capability and confidence to make instant decisions. They should make decisions regarding programs, products, and school/college facilities. The supervisory procedure requires continuous decision-making and includes collaborating with instructors, moms and dads, students, and other managers to establish what is best for all included. The ability to make a distinction in high-quality guidelines in a classroom might depend on the manager's potential to make sound decisions (Rubin & Linturi 2001).

Qualities of Head Teacher**High Character**

According to Nurulloh et al.(2020), the Headteacher ought to bear a respectable character that inspires the teachers and students. In the lack of an excellent character, He will certainly not manage to position great suitable before others.

Politeness or culture

The conduct habits and general aspects of the Headteacher must be exceptionally polite and polished and capable of impressive assurance and commanding respect from others (Rossini et al.,2022).

Optimism

The Head instructor must be positive, otherwise, He will certainly dampen the spirits of the students and instructors with every action. He ought to have an interest in life and confidence in human energy. His method of assuming ought to be suitable so that others could follow it and discover their objectives in life. He should likewise have implied faith in his career, that is, in training, if He is not hopeful, He will contaminate his coworkers additionally (Stronge & Xu (2021).

Capacity to instill inspiration

The Head teacher ought to be instilling inspiration in others. He must be an active leader and needs to be such a quick guide to the educators and pupils that their inactive energies might be established. He must infuse high perfects in others (Schott et al., 2020).

Interest in Administrative capacity

The Headteacher needs to come into contact with teachers, pupils, and guardians of different preferences. For this reason, He should have an interest in solving the problems of all these else his impact will not be very common (Siahaan et al.,2022).

Knowledgeable

The Head instructor needs to be a great manager. The Head instructor should know the best ways to protect the most effective services of the pupils, the teachers, and the clerical and other personnel of the school (Kwon et al.,2020).

Efficiency in work

The Head educator needs to have a good understanding of the literature referring to education as well as the education code and the different rules and regulations of the Education Department (Istiyono et al.,2021).

Haste in introducing fruitful reforms

It is natural for a school to be confronted with various scenarios and conditions and the Head teacher ought to have the capability to take the best step. It was thought that the Headteacher was a horrible creature who brought hefty punishment for basic blunders. But, now the autonomous system, He is considered a kind-hearted, just, and sympathetic individual. He now treats the students, the personnel of the institution, and the guardians with love and regard. He takes an interest in all the tasks of the students and considers their representations. His objective is to prepare pupils not only for examination but also for life (Graham et al., 2020).

Material and Methods

The population consists of Headteachers of both the Public and Private Schools of Punjab. A simple random technique was used. The sample is representative of each Public and Private school as well as male and female heads including rural and urban areas from all over the District Multan. The details of sample are as under:

Table 1
Comparison of Mean Scores Male with Female school heads

Sr. No.	Male				Female			
	Public School		Private School		Public School		Private School	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
1	4.50	4.33	4.61	4.68	3.86	4.28	4.83	4.74
2	1.71	2.15	4.80	4.82	2.43	2.54	4.66	4.71
3	3.78	3.85	2.87	2.28	4.30	3.77	2.88	2.51
4	4.28	4.42	4.09	4.00	4.13	4.31	4.00	3.82
5	2.65	2.73	4.58	4.66	2.70	2.51	4.94	4.76
6	1.84	2.12	4.83	4.91	2.46	2.65	4.83	4.87
7	2.84	2.17	4.96	4.93	1.63	1.82	5.00	4.89
8	3.26	4.14	4.67	4.84	3.90	3.54	4.77	4.94
9	2.97	2.77	4.93	4.73	2.73	2.80	4.83	4.64
10	3.94	3.82	4.00	4.44	3.86	4.08	4.50	4.15
11	2.34	2.69	3.77	4.31	2.70	2.08	4.33	4.17
12	2.71	2.85	4.90	4.82	2.73	2.88	4.88	4.89

13	2.76	2.77	4.77	4.93	2.36	2.88	5.00	4.89
14	4.10	4.38	4.64	4.31	4.13	4.02	4.72	4.71
15	2.63	2.20	3.83	3.11	2.96	2.97	3.94	3.28
16	3.68	3.49	3.06	3.15	3.63	3.77	3.50	3.41
17	1.68	1.96	4.74	4.51	2.13	2.57	4.38	4.56
18	4.68	4.71	2.00	2.62	4.63	4.40	1.72	1.97
19	2.15	1.93	4.83	4.93	1.80	1.80	4.88	4.74
20	2.84	2.68	5.00	4.80	2.53	2.71	5.00	4.26
21	3.73	3.50	2.06	2.26	3.86	3.28	2.00	2.17
22	2.39	2.98	4.32	4.86	2.80	2.60	4.55	4.33
23	2.44	2.74	4.32	4.33	2.40	2.51	4.11	4.10
24	3.65	3.85	4.16	4.44	3.56	4.00	4.27	4.41
25	2.94	2.79	4.74	4.64	2.76	2.42	4.55	4.61

Table 1 shows the Mean Scores of Male and Female school heads with respect to public, private and rural, urban areas. The mean score more than 3.00 indicates approval or agreement to the statement, while a mean score less than 3.00 shows the disapproval or disagreement

Table 2
Correlation of Coefficient

Male school Heads	Female school Heads	Female urban school Heads	Female rural school Heads	Female public school Heads	Female private school Heads
4.50	4.40	4.52	4.22	4.09	4.77
3.20	3.52	3.68	3.27	2.49	4.70
3.27	3.36	3.10	3.77	4.01	2.63
4.23	4.06	4.05	4.08	4.23	3.87
3.53	3.63	3.70	3.54	2.60	4.82
3.24	3.63	3.82	3.35	2.56	4.85
3.50	3.22	3.44	2.89	1.73	4.92
4.22	4.32	4.39	4.22	3.70	4.89
3.71	3.67	3.77	3.52	2.76	4.70
4.03	4.11	4.12	4.10	3.98	4.26
3.22	3.23	3.18	3.31	2.36	4.2
3.68	3.78	3.94	3.54	2.81	4.89
3.67	3.71	3.94	3.35	2.64	4.92
4.35	4.37	4.39	4.35	4.07	4.71
3.16	3.21	3.13	3.33	2.96	3.49
3.37	3.58	3.58	3.58	3.70	3.43
3.03	3.36	3.62	2.97	2.36	4.50
3.70	3.28	3.12	3.54	4.50	1.89
3.25	3.19	3.35	2.95	1.80	4.78
3.01	3.71	3.87	3.45	2.63	4.94
2.98	2.88	2.70	3.16	3.55	2.12
3.57	3.49	3.51	3.45	2.69	4.40
3.36	3.22	3.35	3.04	2.46	4.10
4.01	4.06	4.21	3.83	3.80	4.36
3.63	3.52	3.58	3.43	2.58	4.59

Table 2 indicates the Mean Scores of Male and Female school heads, Male urban school Heads and Male rural school Heads, Male public school Heads and Male

private school Heads, Female urban school Heads and Female rural school Heads, Female public school Heads and Female private school Heads. The mean score more than 3.00 indicates approval or agreement to the statement, while a mean score less than 3.00 shows the disapproval or disagreement to the statement.

Table 3
Coefficient of Correlation

Sr. No.		Coefficient of Correlation (r)
1	Female urban school Heads	0.741
	Female rural school Heads	
2	Female public school Heads	-0.481
	Female private school Heads	

Table 3 Indicate 0.792 is the correlation of Male school heads with Female school heads, 0.724 is the correlation Male urban school Heads with Male rural school heads, -0.457 is the correlation of Male public school heads with Male private school heads, 0.741 is the correlation of Female urban school heads with Female rural school heads and -0.481 is the correlation of Female public school heads with Female private school heads.

Discussion

This discussion analyzes the findings of a study on school heads' perceptions of various school management practices. The data is segregated between rural and urban public schools and rural and urban private schools. Public school heads, particularly in rural areas, have concerns about utilizing funds for building maintenance and school development. They seem to have less control over budgets compared to private school heads. Public school heads have limited power to select or remove underperforming teachers. They also express dissatisfaction with the performance of teachers in their schools. In contrast, private school heads have more authority regarding teacher selection and are generally satisfied with teacher performance. Public school heads have less autonomy in curriculum development compared to private school heads. Both public and private school heads find the process of hiring clerical staff to be competitive. Public school heads perceive teacher training to be ineffective. Public school heads report challenges in implementing timetables, conducting coaching classes, and ensuring parental involvement. Private school heads face fewer such difficulties. Both public and private school heads acknowledge the issue of large class sizes. Public school heads strongly disagree with the idea of schools operating for profit. As expected, private school heads are more accepting of this concept. Public school heads feel they need more authority for effective school administration. Public school heads find it difficult to contact students' parents. Teacher shortage is a significant concern for public schools, particularly in rural areas. Both public and private school heads acknowledge the importance of pedagogical skills in teachers. However, private school heads place a stronger emphasis on this aspect. Public schools seem to lag behind private schools in utilizing modern teaching techniques and audiovisual aids. Both public and private school heads view in-service training as beneficial for school administration. There seems to be a lack of emphasis on daily lesson plan preparation in public schools compared to private schools. Overall, the findings suggest a significant disparity between public and private schools in terms of management practices and resource allocation. Public school heads face greater challenges in areas like financial management, teacher effectiveness, implementation of practices, and communication with parents. They also have less autonomy in decision-making compared to private school heads.

Conclusions

This study reveals stark contrasts in school management practices between public and private institutions, particularly from the perspective of female school heads. Public schools grapple with significant challenges including limited financial autonomy, teacher shortages, ineffective teacher training, and difficulties in implementing essential practices. Private schools, on the other hand, enjoy greater resources, authority, and flexibility. To enhance educational outcomes, it is imperative to address the disparities faced by public schools by empowering school heads, increasing resource allocation, and implementing evidence-based strategies. Further research is needed to delve deeper into the root causes of these discrepancies and explore innovative solutions. In conclusion, addressing the challenges faced by public schools and empowering school heads through increased autonomy and resources could lead to improved educational outcomes for all students.

Recommendations

- This study focuses on female school heads' perceptions. Including the perspectives of male school heads and other stakeholders like teachers and parents could provide a more comprehensive picture.
- Investigating the reasons behind the observed disparities between public and private schools would be valuable.
- Researching the effectiveness of different management practices in various contexts would be beneficial for informing

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