AN ANALYSIS OF INSTRUCTIONAL MANAGEMENT PRACTICES OF PRIVATE SCHOOLS IN ISLAMABAD DURING COVID-19

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A thesis submitted to Department of Education, International Islamic University Islamabad as a partial fulfillment of the requirements for the award of the degree of

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APPROVAL SHEET

AN ANALYSIS OF INSTRUCTIONAL MANAGEMENT PRACTICES OF PRIVATE SCHOOLS IN ISLAMABAD DURING COVID-19

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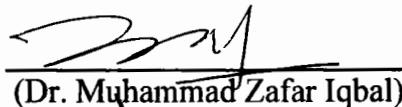
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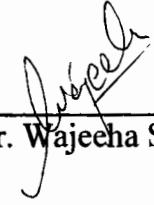
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DEDICATION

Dedicated to my father Asli Khan, whose hard work made
Available all the resources that I needed for my education

SUPERVISOR'S CERTIFICATE

The thesis titled "**An Analysis of Instructional Management Practices of Private Schools in Islamabad During COVID-19**" submitted by Mr. Sarfaraz Alam Reg No. 327-FSS/MSEDU/S19 is partial fulfillment of MS degree in education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow him to submit this for further process as per IIUI rules and regulations.

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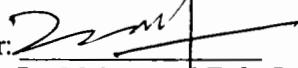
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ABSTRACT

Most of the educational institutions (Universities, Schools and Colleges) in Pakistan are based on traditional method of learning and teaching although various institutions are now converting the learning methods from traditional to technology based online learning. At the end of 2019, the sudden outbreak of Pandemic disease Covid-19 has totally changed the learning and teaching system. Many educational institutions that were based on traditional methods of learning and teaching have to shift entirely on online learning and teachings. A survey-based research has been conducted to highlight the challenges faced by students and teachers during Covid-19 in learning and teachings at secondary school levels. The purpose of this study is to study the instructional management practices of private schools during COVID-19 in Islamabad. This study was intended to assess the problems faced by teachers that the instructional management practices during COVID-19 in Islamabad. This study was conducted in Islamabad Pakistan. The purpose of this study was to investigate the instructional management practices of private schools Head teachers during COVID-19 in Islamabad. The major objectives of this study were; to study the instructional management practices of private schools heads during COVID-19 in Islamabad, to study the problems faced by head teachers during management of instructions in COVID-19 in Islamabad, to compare instructional management practices of "The smart city schools and Roots schools systems during COVID-19 in Islamabad. The sample of this study consists of 216 male and female teachers of private schools in Islamabad. In this study the researcher used convergent parallel design means mixed method study and the data was collected and analyzed with both qualitative and quantitative techniques. The purpose of a convergent parallel design or mixed method design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. In convergent parallel design there are many data collection instruments means in qualitative research the instruments are interviews, discussions, recordings, audio, video etc. In this study, the self-developed instrument was applied for the collection of data. Data were analyzed through SPSS where Percentage and frequency were used as statistical tools. The data were presented in the form of tables. The major results of the study were; Majority of the respondents shows that the school teachers agreed that our school instructional management conduct distance learning for students during COVID-19 pandemic. While majority of the school teachers agreed that student motivation in online education is lower as compared to face-to-face learning. The major recommendations of the study were; As average of the teacher were not completely familiar to the access of internet connection because of poor internet connection teachers cannot deliver their lecture to students.

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CHAPTER 1
INTRODUCTION

The novel Coronavirus COVID-19 is a new pandemic disease. The pandemic has not been identified earlier in the globe. Various International Health institutions and stakeholders are working accurately and carefully to find out the foundation of the outbreak of COVID-19. The virus which is generally known as COVID-19 is a several of large scale family of viruses that is producing various illness in people and animals, including bats, camels and cats. The pandemic outbreak in month of December 2019, as first case was reported from Wuhan city, china (Alon et al. 2020).

The COVID-19 pandemic has brought various negative impacts on world and among these negative Impacts the impacts on education system are seriously affecting more than 1.5 billion children as well as youths to be out of schools in 180 countries. The COVID-19 has negatively impacted the educational activities in far flunk areas where people do not have   access to internet connections and other technology gadgets (Chesser et al,. 2020)

Those states which are extremely strong in economic affairs were ready to shift to online mood of learning while with a lot of struggle, determination and issues for educators, schoolchildren and paternities (Mpozembizi et al, 2021). Those states which are poor and under developed and do not possess strong economically and do not prepared with technology they are confronting numerous problems. The activities of teaching and learning are badly. In poorer and middle income states which are not

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sound economically and do not have good facilities for their educational institutions such as, infrastructure, and human resources are bearing the brunt of various hardships.

COVID-19 pandemic has, among many other things, tested the resilience of higher education institutions, but profoundly reshaped the management of learning, education, and skill development, leading to a rethinking of perspectives and approaches within the educational enterprise as a whole. The outbreak of COVID-19 has greatly affected the educational sector. There is a strong possibility of deteriorating mental health because of the resulting sense of uncertainty and anxiety among students and faculty members (Sintema, 2020).

After the sudden spell of COVID-19 pandemic has also disturbed and discontinued education activities and all public and private educational institutions have been instantly locked across Pakistan in the month of March 2020. Some educational buildings were also officially declared isolation and quarantine centers.

The closure of educational facilities as a result of COVID-19 has directly impacted 40 million students from elementary through secondary school. The current scenario will spread the dangers and weaknesses of an already unstable educational system, with anxieties arising from both domestic and international sources (Zahra, 2020).

Due to continuous closure of schools students have wastes their time, extending the gap between the years of teaching and learning familiar years of schooling and, as a result, likely increasing dropout rates and hence the number of out-of-school children. The crisis has the potential to reinforce educational inequalities as a result of COVID-19's economic impact, which would intensify existing rural-urban, gender, and socioeconomic divides, potentially increasing the

prevalence of child Labour in the short and long term. Because of the increased necessity for child work or to support the family, there is a significant risk that children's will drop out of schools (Kedraka & Kalltsidis, 2020).

In the wake of COVID-19, online learning is no longer an option with educational institutions; instead, there is no other option without it. The educational institutions accepted the need for digitizing their operations and initiated arrangements for digital learning (Douglas, 2020). One can anticipate a significant shift in the instruction and learning styles due to the intensive use of technological tools and platforms. During this transformation, Carey (2020) reported that ensuring the quality of instruction and learning is not essential; instead, switching to online learning by educational institutions needs appreciation.

Educational institutions and educational services are being closed Because of the pandemic; the Ministry of Education in Pakistan has mandated that the education system in Pakistan provide access to education through a variety of learning methods, including home-based learning and a new approach to reaching children in their homes and supporting a combination of different learning methods, including:

Online digital classrooms, video conferencing, teaching or follow up calls by teachers, one and two-way SMS based-learning communications etc

Online learning refers to learning experienced in synchronous or asynchronous environments using the internet, where students interact with instructors and fellow students from anywhere (Rana & Mukhtar, 2019). Based on this definition, many arguments are given in support of online learning. Some of these include being accessible, affordable, and flexible. The learners can attend online classes from

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anywhere. It is economical, and the learners can schedule learning as per their convenience (Grint, 2020).

The part of schools, instructors, head educators and neighborhood organization will be basic and will turn out to be more critical to arrive at most extreme number of understudies and will require expanded endeavors needed for congruity of picking up utilizing various modalities during school terminations, in the wake of resuming of schools and post COVID-19 to limit the effects during various stages. Instructors, head teachers and instruction authorities should be prepared in manners and strategies for new learning climate with various effort modalities (Reimers, 2020).

1.1 Statement of the problem

In any educational institution, head teachers play a very significant role in the progress and development of the institution. Head teachers perform many duties for the smooth running of school activities. Thus, it is essential for them to have some critical instructional and management practices and abilities to achieve the visions and goals of educational institution in the current pandemic situation all our Pakistan which the effects on teaching and learning activities during this situation of COVID-19.

School head teachers and principals do not use such kinds of instructional management practices, such as instructional management, in many other situations as the school's leader. As a result, they do not make quick decisions that affect student growth and development, as well as teaching and learning. Due to a lack of effective instructional management techniques, a school's performance degrades, causing

teachers' dissatisfaction with the school and students' lack of skills and abilities when they enter the job market.

In the pandemic situation most of the students are facing many problems due to online learning process and E-learning. Many of them cannot get instructions of learning from their teachers and the process of teaching and learning that have survive rural and far flung areas of Pakistan. They have not as such facilities of technologies, mean poor electricity, poor connection of internet other means of technological facilities the study explore the problems faced by Head teachers and students Management of instructions during COVID-19 in Pakistan.

1.2 Objectives of the Study
The study was conducted to achieve the following objectives:

1. To study the instructional management practices of private schools heads during COVID-19 in Islamabad.

2. To study the problems faced by head teachers during management of instructions during COVID-19 in Islamabad.

3. To compare instructional management practices of "The smart city schools and Roots schools system" during COVID-19 in Islamabad.

1.3 Research Questions

The study was conducted to answer the following questions:

1. How has COVID-19 pandemic affected teaching and learning activities in your school?

2. What are the effects of COVID-19 on student's participation in the classrooms?

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3. What are the major challenges that your school has faced during pandemic of COVID-19?

1.4 Significance of the Study

In Pakistan there is no as such research study was conducted about the current scenario of COVID -19 and the problems and issues faced by the school heads that the instructional management practices of institutions achieve the goals due to highly separation of coronavirus.

This research may be helpful to researchers and the individuals who are keen on instructional management practices. It may provide the guide lines to head teachers of the schools that how they train themselves in different fields and enhance the skills which are compulsory to run an institution. Furthermore, this research may help out the head teachers to recognize the best instructional management practices that could help the teaching staff practically in classes and in the meantime to realize which instructional management practice requires the improvement in schools. The findings of the study may also helpful for the teachers to understand their heads role and how to improve their teaching practices.

1.5 Delimitations of the Study
This research study was delimited to:

1. Five Sectors of Islamabad Pakistan

   G6, G7, G8, G9 & G10

2. Eighteen private school

3. All the teachers of private schools.

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1.6 Definition of Terms

1.6.1 Instructional Management Practices

Instructional management involves teaching methodologies and includes "aspects such as monitoring seatwork and structuring daily routines as well as the teacher's use of lecture and student practice versus interactive, participatory approaches to instruction" (Martin & Sass, 2010, p. 1126).

Instructional practices are techniques that teachers use to help students become independent and strategic learners. These strategies become learning strategies when students select the ones and use them to accomplish tasks or meet goals. In this study, instructional practices were used to describe planning strategies, instructional strategies, and the assessment practices of teachers. Instructional practices are about ongoing interaction between teachers and their students through the elements of teaching (Balasicas, 2020)

1.6.2 Pandemic

An outbreak of a disease that occurs over a wide geographic area (such as multiple countries or continents) and typically affects a significant proportion of the population "A pandemic is basically a global epidemic an epidemic that spreads to more than one continent," says Dan Epstein, a spokesman for the Pan American Health Organization, a regional office of the World Health Organization.

1.6.3 Head teacher

Head teacher is basically a leader or an instructor in school where the head of the school performs as a leader and teacher are the followers and stakeholders in the institution. The head teacher has a vital role in an educational institution. He/she is

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obliged to coordinate the instructors and partners keeping in mind the end goal to achieve their shared objectives together. The head teacher can be an image of the shared participation among the teachers, shareholders, and society; the head of the institution needs to develop the good relations with them and he can do a better job in a school with their positive attitude.

1.6.4 Student's Participation

During the pandemic situation students have less participation in learning activities they have faced many challenges during the pandemic that is time management, internet facilities, electricity issues, transportation issues that a student cannot participate in regularly in school.

1.6.5 Learning Activities

In COVID 19 pandemic the teaching and learning activities shifted to online learning the school instructional management shifted classes through Google classroom, Google meet, zoom, and whatsaap to continue learning activities.

1.6.6 Challenges faced by Students

During the pandemic situation students have face many problems in teaching and learning that students have poor connection of internet, they have faced electricity problems and cannot manage their class timing.

1.7 Methodology of the Study

1.7.1 Research design

This research was conducted in Islamabad Pakistan. The aim of this research was to study the instructional management practices of private schools Head teachers during COVID-19 in Islamabad. In this study the researcher use convergent parallel

design means mixed method study and the data was analyzed with both qualitative and quantitative techniques.

The basic purpose of choosing this design was that the data collection supplies the accurate result of the data gathering by researcher and form a good result of the findings at the end of the study that a more complete understanding of a research problem results from collecting both types of data.

There are two types of research methodologies one method is qualitative, while the other is quantitative. The researcher uses both qualitative and quantitative methods to conduct this study. The key rationale for choosing this method was that it included numerous instruments, such as a questionnaire, interviews, focus group discussions, and document reviews, to gather accurate and precise data while also providing context knowledge. It is adaptable, and it also supports in better comprehending and evaluating the difficulty of the data obtained. It contains open-ended questions to which participants are free to respond in their own way. If you are choosing mixed method approach, then you can manage both forms of data to understand your research problem and answer easily to your research question.

Qualitative research is now mostly use by educational researchers, because of it has in-depth study and many instruments will be used in this type of research. Mixed methods research has become popular as the modern development in research methods and access to "mixing" quantitative and qualitative research.

A mixed methods research design is a planned for gathering, analyzing, interpreting, and "mixing" both quantitative and qualitative methodologies in a single study or a research paradigm to comprehend a research subject, according to Creswell and Plano (2011). The basic concept is that using both quantitative and qualitative approaches,

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as well as combining them, provides a more comprehensive understanding of the study problem and subject than each method itself.

Whenever you follow this research method than you must be know about both quantitative and qualitative research. This is the method which has its advance procedure and types. This method has a lot of instruments which are time-consuming, requiring broad data collection and analyzing data.

There are many purposes for choosing convergent parallel design to conduct a research study. Generally, a researcher select this type of research when you have to use both kind of data collection tools or instruments which are observations, interviews, Questionnaire together, provide a better understanding of your research problem than either type by itself. Mixed methods research is a suitable design to apply if you explore to build on the capability of convergent parallel design.

1.7.2 Population

The population is the whole grouping of significance to the researcher which is available infrequently. Thus a division is made among the population to which the researcher would preferably like to generalize study results, the target population, and the population from which the researcher can reasonably choose subjects which are known as available population (Gay, 2012).

According to Creswell (2005), a population is a collection of people who have a common characteristic. All school principals or all head teachers in a district, region, or country would be considered a population. The population of the study comprises of 300 teachers from private school located in five sectors G6, G7, G8, G9, and G10 of capital territory Islamabad Pakistan.

1.7.3 Sample

A sample refers to a smaller, convenient description of a larger group. It is a subset containing the uniqueness of a larger population. Samples are used in statistical testing when population sizes are too large for the test to comprise all possible members or observations. A sample should represent the population as a whole and not reflect any bias toward a specific feature (Kenton, 2021).

The researcher selects total population of 300 private school teachers of secondary level from sector G6, G7, G8, G9 and G10 in Islamabad and collected the data through (Questionnaire), interviews and discussions. A total of 216 Teachers of private secondary schools in Islamabad are selected for sampling purpose and simple random sampling technique was used.

1.7.4 Data collection tools

In convergent parallel design there are many data collection tools means in qualitative research tools are interviews, discussions, recordings, audio, video etc. in quantitative research design there is only one research tool that is survey (Questionnaire). The researcher collects data through survey (Questionnaire) interviews. Because interviews capture more data in a cost-effective manner, they are regarded one of the recommended methods of data collecting (Dexter, 2016 as cited in Guba & Lincoln, 2018). Obtaining data through interviews requires presenting orally asked questions and responding with a verbal response. Personal interviews and, if possible, telephonic interviews can both be employed. Personal interviews and telephonic interviews are the two types of interviews that are conducted. Structured, unstructured, targeted, clinical, and non-directive interviews are some of the various aspects of personal interviews.

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1.8 Pilot Testing

1.8.1 Validity of Research Instrument

Validity refers to how accurately a method measures what it is proposed to measure. If research has high validity that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world (Fiona, 2020). Content validity was determined from the review of related literature in consideration with experts' opinion and personal experiences of researcher.

1.8.2 Reliability of Research Instrument

Reliability refers to how consistently a method measures something. If the same result can be consistently achieved by using the same methods under the same conditions, the measurement is considered reliable (Fiona, 2020). For reliability of the instrument having five point Likert scale, Cronbach's alpha was applied which is found 0.85.

1.8.3 Data collection

1.8.4 Instrumentation

The survey involved two components. The first component was the demographic questionnaire (Appendix E). Teachers indicated their gender (male or female), years of teaching experience (01 to 05 years, 06 to 10 years, 11 to 15 years, 16 to 20 years or more than 20 years), highest education degree obtained (B.A/B.SC, MA/MSC, B.Ed/M.Ed., BS/MS),. The data was collected through interviews and questionnaire based on 5 point Likert Scale on closed ended statements. The researcher personally visited, administered and collected the questionnaires from the respondents wherever was possible. The questionnaires were distributed and collected after they were filled.

1. 8.5 Data Analysis

After collecting the data, a data-sheet for analysis of data was organized in the Statistical Package for Social Sciences (SPSS) version 23, entry of the data was set and put into it in coded form. Data were analyzed and deduced by using the latest statistical software SPSS of version 23. The collected data were scored, tabulated and analyzed in percentage and frequency score. Results in the form of tables were represented. Finally, these tables were explained in detail.

CHAPTER 2
LITERATURE REVIEW

The COVID-19 virus was first discovered in the Chinese region of Wuhan, and it is now migrating rapidly around the globe. Many research organizations are collaborating to the free publication of COvid-19 articles. Because this pandemic is so new, there is very little research material and related publications in this field. However, the researchers try to bring out and study where many organizations and companies are releasing free COVID-19 materials. We will try to discuss and find publications regarding COVID-19 that are freely accessible from various researchers and companies throughout the world in this short study (Mukhtar, 2020)

Since the beginning of 2020, Chinese universities, colleges and schools have faced an exceptional "migration" from traditional education to online education. Due to the widespread of Covid-19 in China, in line with government's desires for "continuous learning and teaching", many Chinese universities and colleges have embarked on online learning. In a very short time, millions of university staff has begun teaching online and their learners have to take their classes online from their home (Chertoff, 2020).

2.1 Impact of COVID -19 in Schools

The research showed some of the difficulties students and parents face as a result of shutting down of schools caused by the COVID-19 pandemic.

Learners seem unable to study effectively at home, the online learning method is inefficient. Again, parents are not inadequate of aiding their children in using an online learning platform, nor can they fully monitor their children's studying at home without causing problems. Another aspect of this study that was discussed was the involvement of parents and schools in developing children' character, daily routines, regulation, and social practices. It was discovered that the pandemic had a detrimental impact on their academic and behavioral management because many of them weren't used to learning and disciplining themselves. Pakistan has been facing power shortages, and access to the internet in distant areas is a major barrier, adding to the process's challenges. The majority of students for the e-learning challenge limited technical expertise of these technological devices and programs in terms of using them for professional classroom teaching and learning process

COVID-19 has affected negatively on educational systems around the world, resulting in extensive school closures in the impacted countries. Over billions of students were out of school as of February 28, 2020, due to schools being shut down due to the epidemic.

Over 100 nations have adopted countrywide closures, affecting approximately 90% of the world's population of students, according to UNESCO monitoring. (UNESCO, Educational Breakdown and Response, COVID-19, 2020) Schooling is crucial not only for students, but also for parents, who receive guidance on how to handle student difficulties such as behavior and punishment in accordance with social expectations. In Pakistan, women are overburdened by the needs of their children, since their recreational activities have been severely restricted, and a shift in their attitude has been noted as a result of the constrained environment, which makes life much harder to manage.

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2.2 Psychological Effects of Coronavirus

According to Xiang (2020), the continuous COVID 19 pandemic has become a psychological and mental threat to human health. Previous research has found that pandemics have a wide range of Psychosocial and mental effects on people, societies, and global levels during previous emerging infectious diseases. Non-infected people had indicated significant and negative reactions, as well as inadequate psychological and social responses, to the outbreak of infectious disease during previous waves of the pandemic. Self-isolation, social distancing, and quarantine are suggested by

The COVID-19 pandemic is being controlled by health organizations and health care professionals, with minimal emphasis on the impact on psychological health ('Coronavirus disease situation reports', 2020). Some of the psychological health elements of COVID-19's appearance, presence, and transmission include mental trauma, anxiety, panic, depression, public stigma, prejudice, discrimination, racism, Posttraumatic stress, and sleep disturbance. COVID-19 management's physical obstacles Early detection and separation of suspected cases, gathering of various biological data, agreement on specialist treatment choices, and the formation of quarantine units are all examples of early detection and separation of suspected cases and improving of hospital staff in affected areas are just a few examples (Ford-Jones & Chaufen, 2017; 'Report of the WHO,' 2020; Severance et al., 2011).

There is currently a scarcity of information on the psychological effect of the COVID-19 pandemic on people's health, both confirmed and reported cases, health departments, and law enforcement agencies, particularly in the context of people with mental health issues. That is why, given the caution and irregularity that has surrounded the wave of coronavirus pandemic of such unprecedented scale and power, this problem has become even more relevant. Conspiracy theories, false

claims, half-truths, and outright lies (such as referring to the coronavirus as Strong, Constant, and Incomparable) are all destroying public health's mental self-control.

According to Douglas (2020), due to the emergence of the COVID-19 pandemic, institutions will move to online learning instruction for the period of the spring semester, Since then, students have seen how June started with a move to work from home and take classes online, then summer classes started to shift to online learning, and now new students have been told to stay home for summer courses with no early indicator of whether or not they will be welcomed on campus in future semesters.

According to Lipson told Healio psychiatry, "We know some of the most important specialists in health departments and some of the major elements that have been targeted in terms of avoidance have been trying to adoptive a sense of belonging and relationship for students, mostly for first-year students when they enter the school, The shutdown of campus due to the COVID-19 pandemic has had a significant impact on students' sense of belonging. As a result of the COVID-19 epidemic, which is likely nearby, students will undoubtedly experience an increase in nervousness and dullness, in addition to sorrow and sadness. Lipson described that

"Those students who are struggling with anxiety, which has surpassed sadness as the most common mental health concern on school campuses,, "the ambiguity regarding the COVID-19 pandemic is something we really need to be worried about, because it has the potential to exacerbate already high levels of anxiety." Lipson said that, in addition to the health, safety, and management employees who are dealing with the COVID-19's physical consequences, mental health experts, notably those who work with children, are also working hard Korkmaz and Toraman (2020).

"Before we can get to the solutions, we have to think about how to be good and break down, and we have to recognize that this is a very difficult era," Lipson added. "For example, if a kid has shown nervousness, there are variables we can look into to see why this is such a challenging circumstance for them right now." College presidents can also help students understand the mental health effects of their actions by implementing initiatives such as a grading or scoring system.

According to Jena Lee, MD Medical director Children will be challenged largely by a loss of structure as a result of school closures, "Kids learn by doing from adults, and since they will often be at home together now," Lee explained, "they will notice not only what the adults in the home say, but also how they apply structure, assure consistency, and deal with their own emotions." "It's critical to teach parents the value of daily routine and consistency in their responses to their children's behaviors." Because parents are likely to be anxious and stressed during this period, health professionals must ensure that they manage their own worry and stress while also modeling for their children.

The lack of structure and increased stress in the family can enhance psychiatric indications like despair and emotional difficulties with a history of mental illness, according to Lee. Depending on the child's developmental stage, these symptoms may manifest clinically as somatic complaints, difficulties sleeping or eating, or cognitive regression.

2.3 Socio-Economic Effects of COVID-19

According to Zahra, F (2020), the economic impact of the coronavirus pandemic, has harmed economic progress all over the world. The world is even better than the one in which the Great Sadness resides. The International Monetary Fund

(IMF) forecasts a 3% decline in global gross domestic product (GDP) in 2020, while the World Trade Organization has warned that global commerce might shrink by up to 32%. On the other hand, the International Labour Organization (ILO) expects that 195 million jobs could be lost worldwide.

Pakistan will be affected by both domestic and international difficulties originating from the spreading of the COVID-19. Under the International Monetary Fund (IMF), the economy began to recover earlier, though at a slower pace, but the rate of growth may be restrained, resulting in a large increase in unemployment, poverty, and hunger (Sintema, 2020).

Pakistan's economy will grow at a negative rate of 1.3 percent in 2019-20, then just 1% in 2020-21, according to the World Bank's latest South Asian Economic Focus report. This suggests that GDP growth will be a massive negative 10% in the fourth quarter of 2019-20. Given the significant drop in exports, private investment, and household consumption spending, this is quite likely.

The Pakistani government has announced and begun a cash transfer of Rs12, 000 per needy family to 12 million households in order to minimize lockdown losses. Pakistan's federal government has implemented a relief scheme of Rs. 1,200 billion. Over the next three months, the Soneri Bank of Pakistan (SBP) has introduced a special sponsored credit programed for private enterprises to continue operations and sustain their workforce. These projects must be effectively applied and, if necessary, expanded up. We all hope for a quick recovery and a return to normal life (Khalid, 2020).

China is the world's biggest commodities supplier and exporter, and thanks to a trading relationship between the Asian country and Pakistan, almost half and more than half of the items offered in our local markets were made in China. China is also

the fastest growing consumer market, with a population of little less than one-fifth of the world's total population.

On the one side, the deadly COVID-19 outbreak has a bad affect and a large loss for our country on numerous Pak-China development initiatives, such as roads, infrastructures, hydropower plants, and many others, including the China-Pakistan Economic Corridor (CPEC). In 2006, a trade agreement was negotiated between two adjacent countries, Pakistan and China, for the export and purchase of goods and products. The pact became fully operational in 2007, allowing Pakistani exporters to ship more than 700 commodities and products to China without incurring any fees. On the other hand, the second phase of the free trade agreement went into force on January 1, 2020, allowing Pakistani producers to export 313 new commodities to the Chinese market. From pre-school to secondary school and secondary to higher education, COVID-19 has had an impact on all phases of education, teaching, and learning activities, as well as the learning environment. Various laws have been made in various nations, ranging from complete closures in Germany and Italy to targeted closures in the United Kingdom for all but the children of vital industrial workers. Furthermore, nearly a hundred countries have announced that all educational institutions inside their borders will be closed. According to a UNESCO report, the shutdown of educational institutions has impacted about 900 million students.

The purpose of these closures of institutions and companies is to prevent the spread of the COVID-19 within institutions and prevent carriage to helpless peoples; however, these closures have had significant socioeconomic impacts.

COVID-19 has had a significant impact on the social mobility, as schools, colleges, and universities are no longer able to provide face-to-face learning, co-

curricular activities, and free school lunches to students from low-income backgrounds, resulting in social isolation and high dropout rates. It has also had a considerable impact on the costs of preschool for young families. Furthermore, due to the pandemic of coronavirus, all activities primarily related to teaching and learning were shifted to online learning. There is a large differentiation between populations with an elite class who have higher income and those who have access to technology that can ensure education continues digitally during lockdown. In Dubai, 13,900 people have signed an online campaign to lower the vast number of school fees by 30%, as parents struggle to find these funds in the face of recent salary decreases of up to 50% and high living costs. Parents are also being asked to supply high - quality information to schools, such as financial documents and profit and loss company statements.

COVID-19 has impacted a wide range of industries. The most major consequence, in addition to its effects on teaching and learning education, is on the postgraduate research community, with research into numerous non-COVID related issues being put on hold. The main funding authority for healthcare research in the United Kingdom has halted all non-COVID research to allow clinically trained staffs who are ordinarily on academic leave to return to the frontline. In reallocating people and resources for 'mission-critical' research, the National Institute of Health in the United States has taken similar efforts to prevent any non-critical research. Outside of the healthcare research arena, many institutions have put research in fields like the arts and social sciences on hold, with Harvard University postponing all laboratories in the Faculty of Arts and Humanities (Yousuf sharjeel, 2020).

According to Jena Lee, MD Medical director Children will be impacted particularly by a loss of structure as a result of school closures, "Kids are learning by

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doing from adults, and since they are often at home together now," Lee explained, "they will notice not only what the adults in the home say, but also how they apply structure, maintain stability, and deal with their own emotions." "It's critical to teach parents the value of daily order and stability in their responses to their children's behaviors. "Because parents are likely to be under a great deal of stress at this time, health experts must ensure that parents handle their own anxiety and depression while also modeling for their children."

The lack of structure and excessive stress in the family can enhance psychiatric symptoms like despair and anxiety in children with a history of mental illness, according to Lee. Depending on the child's growing period, these symptoms may reflect clinically as somatic complaints, issues sleeping or eating, or behavioral regression.

Tosti and Harmon (1972) defined that instructional management as the processes and practices involved in determining whether or not to conduct a certain activity for a specific learner. According to Riessman (1968) Classroom management, includes everything a teacher does to manage students, place, time, and resources so that topic instruction and student learning can take place. According to Geddes and Kooi (1969), instructional management is the act of monitoring the performance of students or workers and making judgments about the next level of instruction, child grouping, lesson categorization, and personalization of instruction.

The basic goal of education is to develop human beings who can understand the benefits of education and support the development of the community or society in various areas, such as politics, sociology, economics, and technology. Teaching is a continuous process of learning fresh and unique principles, regulations and rules,

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strategies, methods, processes, and techniques in order to meet the students' basic wants and goals. Teaching and learning must evolve to fulfill the intended needs, much as technical and technology changes and improvements at the world level. A teacher must take on the obstacles and move forward to successful future ahead.

Instructional management at its finest specific learning and teaching approaches that influence classroom engagements referred to as practices. These best practices have been identified through student learning and teaching research projects. Instructional management at its finest Practices is similar to vehicles that teachers utilize to justify taking pupils along in their learning and teaching. Examine the vehicle representations around this site to see how teachers have utilised these strategies in conjunction with digital primary sources to assist students in their learning (Grint, 2020).

2.4 Physical Effects of the COVID-19

Due to the COVID-19 pandemic school closures took away vital sources of regular exercise for children and teenagers, such as HPE classes and lunchtime clubs. In particular, gyms, sport centers, park-runs, as well as other regular exercise routines were suddenly shut down during community lockdowns. People all across the world took to parks, footpaths, and playgrounds to undertake informal fitness sessions, ranging from daily walks to full-fledged workouts. Millions of individuals joined YouTube fitness personalities like Joe Wicks for daily exercises, resulting in a surge in online exercise at home. Considering the absence of official facilitation, many of these programs saw families attending together (UNESCO)

2.5 Role of Higher Education Commission during COVID-19

In Pakistan, the Higher Education Commission (HEC) serves as a controlling organization that oversees the nation's institutions. HEC plays a key role in COVID-19 since it is the only governing body that issues directives to higher education institutions. HEC has taken this pandemic seriously and has issued step-by-step guidelines to universities for the installation and monitoring of online education. HEC required universities to compile a set of available and potential library resources that can contribute in the delivery of online education through these step-by-step guidelines.

During the covid-19, HEC sponsored online classes for high school, college, and university students. HEC issued an official notification to all institutions of higher learning to build an online class system for this purpose. Due to the circumstances, the educational institute closed, and intermediate final exams were in progress at the time. The exam was delayed for a time to ensure the safety of all students. However, as time passed, the authorities declared that all intermediate exams would be postponed, and students would be pushed to the next level. However, there is currently a conflict between the government and the HEC. The government's policy of promoting students to the next level was rejected by HEC. HEC has played a significant role in supporting education, yet it has often violated student rights.

2.6 Education Technology and Pakistan

According to Dr, Shabir Sarwar on 17, may (2021) Jang News he said that closure of educational institutions during COVID-19 technology make new ways for education and every home is shifted to a classroom with Google classroom, zoom and meet these are called education technology. During the pandemic situation the

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practices of teaching and learning does not stopped due to these technological apps in Pakistan the most use able app during the pandemic was zoom video communication app which is an American company The IT companies cannot fulfil the demands of users due to the pandemic situation.

One of the report of (future source) an England company reported that they have sell 5, 0000000 laptops and tablets in the year of 2021 to the only for secondary schools. In 2020 they sell 3, 5000000 and fifty lac and in 2019 they sell only 30000000.

During pandemic situation the government of Pakistan started on air program the name of (Taleem Gar) for Nursery to high school later on the programme is flopped due to minimum concentration on that programme. Sindh government also introduced an mobile phone application which aim is to introduce learning for nursery to grade fifth students so the private schools continued their teaching and learning education as their own way and small private schools continued their teaching and learning activities through whatsaap so in these school the teaching and learning education is limited to whatsaap that is the only reason for collecting fee. The parents who effected economically from pandemic they stop to giving fee to schools so the government is fail to amend equal policy and mostly students left their schools they cannot continue their education.

In march 2020 Higher Education Commission announced COVID-19 policy guidelines number five "online Learning" they trained some university faculties to maintain online teaching and learning activities which the experts continue teaching and learning activities in all over the universities unfortunately they use only Google classroom and meet for teaching and learning.

One of the good news is that the education minister Shafqat Mehmood will sign a project of 200000000 with the World Bank soon which aim is to prepare online learning management system and technological development in Pakistan. This policy will be amended in education policy 2021 and acquire good results a computer subject will be compulsory for grade sixth to grade eighth syllabus.

2.7 Online learning education

According to phan & Dang (2017), The COVID-19 pandemic prompted educators to prepare for online learning, Training, attitude, technological skills, time limitations, pedagogy, and methodology were among the primary distant learning education elements, despite their lack of experience in distance education, such as technical skills, time management, knowledge, and attitude in online education, Department of education teachers were still able to cope with the trends in distance learning, according to a study done by (Ventayin, 2018).

In terms of web-based education, prospective instructors from Turkey and Thailand demonstrated proficiency and enthusiasm (Ozturk, Ozturk & Ozen, 2018; and Akarawang, Kidrakran & Nuangchalerm, 2015). Furthermore, a large number of responses in a study of 205 online faculty from higher education institutions in the United States in terms of readiness, attitude, and ways to teach online in terms of course design, course communication, time management, and technical aspects were regarded as high in terms of course design, course communication, time management, and technical requirements in terms of course design, course communication, time management, and technical requirements in terms of course design, course communication, time management, and technical requirements in terms of course design, course communication, time management (Martin, Budhrani & Wang, 2019).

2.8 Challenges faced by teachers in online teaching

Teachers were faced with a number of difficulties as a result of the emergence of technical issues. Not all parents have cell phones or laptop computers, and Internet signals, particularly in the regions, are weak. The difficulties that these constraints create determine the types of educational activities that can be conducted. If these technical constraints cannot be solved, problems can occur, indicating that student participation in learning is not desirable. As a result, some individuals are unable to understand the teachings and face delays in performing a teacher-assigned task.

The availability of data packages and Internet connections, as well as the availability of cellular phones or laptops, are important for successful implementation of online learning during. These are the basic needs for students to follow along with all educational activities. Because of these factors, some teachers end up doing offline learning or visiting kids at home, but the risk of spreading COVID-19 is high, thus teachers rarely undertake these things. A teacher must be able to explore extending the time limit in order to fulfill the needs of all students.

Despite having a diverse group of students, a lack of specialists, being residence, undergoing long medical treatment, staying with a group or family for a short period of time, and teaching in a private school, 90 percent of special education and preschool teachers surveyed said they were motivated to implement online learning (Fedina et al., 2017). Similarly, despite the difficulties and risks associated with learning materials, pedagogy, monitoring, implementation, and psychological awareness, higher education mentors demonstrate a significant attitude and commitment to teaching university students with special needs such as hearing and vision impairment.

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Because this pandemic is expected to last until a protective vaccine is discovered, it is critical to understand how educators, who are the major facilitators of education, adjusted to this change and the challenges they experienced as part of their planning for the future.

2.9 Historical Development of Instructional Management

In the world of instructional management, a senior member of a profession provides support to a junior group or people of the same profession. This is an evaluative relationship that lasts a long time and serves the dual purposes of trying to improve the professional functioning of junior staff, monitoring the standard of professional services provided to customers she, he, or they see, and serving as a gateway for those seeking to enter the profession (Bernard and Goodyear, 1998).

2.10 Principals of Instructional Management in Education

In education, instructional management is related to the overall professional development of teacher's conditions. According to this, educational instructions should follow the following principles: there should be short-, medium-, and long-term planning for directions; instruction is a sub-system of school organization; all teachers have a right to and a need for instruction; instruction should be conducted on a regular basis to meet the specific needs of teachers and other personnel; supervision should assist the principal and teachers in clarifying educational objectives and goals; Instruction from within and outside the school should complement each other and both are necessary in the planning and implementation of curricular plans for learners.

The basic principles of educational supervision below

1. Instruction is Cooperative

To enhance the learning environment, instructors are expected to cooperate with senior teachers, head of departments, unit leaders, vice directors, and administrators at the local level to identify instructional problems and formulate training based on the gaps identified in order to decrease problems while also working together to develop student learning outcom1.es provided. This is also a never-ending process.

2. Instruction is Creative

Instructors are supposed to assist teachers in becoming more innovative and inventive in their teaching, which will help them better adapt to the changing environment.

3. Instruction should be Democratic

Every participant should be given the chance to willingly express his or her thoughts. While performing his or her duties, the mentor is supposed to consider a variety of factors.

4. Instruction is attitudinal

Instructors are expected to not only give instructions but also accept remarks from teachers in order to establish a encouraging environment. He or she must be accountable and able to adapt to change.

5. Instruction is evaluative and planned activity

The basis for instruction should be a plan Instructors may collect data from learners, teachers, parents, school officials, and parents, as well as monitor situations in the school.

2.11 Qualities of Good Instructor

An instructor is considered an instructional leader. He is assigned to implement functions and to meet the society's expectations, goals, requirements, and demands. To be successful as a mentor, he or she must possess some such qualities that will enhance him above those under his guidance; he or she must be true to his own ideals while providing the flexibility, loyal, and respectful of the beliefs, rights, and dignity of those around him; in the same sense, he or she must be powerful, consistent, and honest in dealings with others.

A good instructor must be truthful, firm, open-minded, and ready to help individuals solve their problems while providing a comfortable atmosphere that encourages, stimulates, and encourages everyone around him to work smoothly. Finally, the supervisor's concept of learning psychology and educational concepts must be current, as this knowledge has a significant impact on the effectiveness of instruction (Torales, 2020).

CHAPTER 3

RESEARCH METHODOLOGY

Methodology has a vital role in order to accomplish any study in a systematic way. The method used for collecting data is as under;

This chapter provides the methods, explanations and the research design which are used in this study. This chapter included the detailed information of the participants involved, sample size, target population, data analysis, data collection procedure and the research tools used to conduct the study.

3.1 Research Design

This research was conducted in Islamabad Pakistan. The aim of this research was to study the instructional management practices of private schools Head teachers during COVID-19 in Islamabad. In this study the researcher use convergent parallel design means mixed method study and the data was analyzed with both qualitative and quantitative techniques.

The basic purpose of choosing this design was that the data collection supplies the accurate result of the data gathering by researcher and form a good result of the findings at the end of the study that a more complete understanding of a research problem results from collecting both types of data.

There are two types of research methodologies one method is qualitative, while the other is quantitative. The researcher uses both qualitative and quantitative methods to conduct this study. The key rationale for choosing this method was that it included

numerous instruments, such as a questionnaire, interviews, focus group discussions, and document reviews, to gather accurate and precise data while also providing context knowledge. It is adaptable, and it also supports in better comprehending and evaluating the difficulty of the data obtained. It contains open-ended questions to which participants are free to respond in their own way. If you are choosing mixed method approach, then you can manage both forms of data to understand your research problem and answer easily to your research question.

Qualitative research is now mostly use by educational researchers, because of it has in-depth study and many instruments will be used in this type of research. Mixed methods research has become popular as the modern development in research methods and access to "mixing" quantitative and qualitative research.

A mixed methods research design is a planned for gathering, analyzing, interpreting, and "mixing" both quantitative and qualitative methodologies in a single study or a research paradigm to comprehend a research subject, according to Creswell and Plano (2011). The basic concept is that using both quantitative and qualitative approaches, as well as combining them, provides a more comprehensive understanding of the study problem and subject than each method itself.

Whenever you follow this research method than you must be know about both quantitative and qualitative research. This is the method which has its advance procedure and types. This method has a lot of instruments which are time-consuming, requiring broad data collection and analyzing data.

There are many purposes for choosing convergent parallel design to conduct a research study. Generally, a researcher select this type of research when you have to use both kind of data collection tools or instruments which are observations, interviews, Questionnaire together, provide a better understanding of your research

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problem than either type by itself. Mixed methods research is a suitable design to apply if you explore to build on the capability of convergent parallel design.

3.2 Population

A population is the entire group that a researcher wants to draw conclusions about. In research, a population doesn't always refer to people. It can mean a group containing elements of anything you want to study, such as objects, events, organizations, countries, species, organisms, etc. Populations are used when your research question requires, or when you have access to, data from every member of the population. Usually, it is only straightforward to collect data from a whole population when it is small, accessible and cooperative (Pritha, 2021). The population is the whole grouping of significance to the researcher which is available infrequently. Thus a division is made among the population to which the researcher would preferably like to generalize study results, the target population, and the population from which the researcher can reasonably choose subjects which are known as available population (Gay, 2012).

According to Creswell (2005), a population is a collection of people who have a common characteristic. All school principals or all head teachers in a district, region, or country would be considered a population. The population of the study comprises of 300 teachers from private school located in five sectors G6, G7, G8, G9, and G10 of capital territory Islamabad Pakistan.

3.3 Sample

A sample refers to a smaller, convenient description of a larger group. It is a subset containing the uniqueness of a larger population. Samples are used in statistical testing when population sizes are too large for the test to comprise all possible

members or observations. A sample should represent the population as a whole and not reflect any bias toward a specific feature (Kenton, 2021).

According to Awuondo (1994), a sample refers to a small portion of the study population. Cohen, Manian and Morrison (2007) described that researchers are required to collect data from a smaller number of participants who are part of the large population or group and that smaller number is what is referred to as sample. Thus, the sample for current research comprised of 216 teachers from private schools in Islamabad. In research, sampling is the selected respondents from the population who will response the researcher for data collection.

According to L.R Gay in his book "Educational research Competencies for analysis and Applications" he define sampling criteria for choosing population and sampling for a research that if the population is 5,000 then the desired sample size will be 400 of the population. If the population is all 500 head teachers at secondary school the desired sample size is 50% means (250) head teachers will be sampling purpose. If there are total populations of 1,500 teachers the desired sample size will be 20% means (300) head teachers of secondary school. If the total population is 100 then the entire population will be sampling purpose.

The researcher selects total population of 300 private school teachers of secondary level from sector G6, G7, G8, G9 and G10 in Islamabad and collected the data through (Questionnaire) and interviews. A total of 216 Teachers of private secondary schools in Islamabad are selected for sampling purpose and simple random sampling technique was used.

Table 3.3

Population and sampling

Categories	Population	Sampling
Males	150	108
Females	150	108
Total	300	216

Source: Krejcie & Morgans,

3.4 Data collection tools

In convergent parallel design or mixed method there are many data collection instruments qualitative research instruments are interviews, discussions, recordings, audio, video and quantitative research design there is only one research tool that is (Survey Questionnaire).The researcher collects data through (Survey Questionnaire).

3.5 Validity of Instrument

Validity refers to how accurately a method measures what it is proposed to measure. If research has high validity that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world (Fiona, 2020). Content validity was determined from the review of related literature in consideration with experts' opinion and personal experiences of researcher.

3.6 Reliability of Instruments

Reliability refers to how consistently a method measures something. If the same result can be consistently achieved by using the same methods under the same conditions, the measurement is considered reliable (Fiona, 2020). For reliability of the

instrument having five point Likert scale, Cronbach's alpha was applied which is found 0.85.

3.7 Data Collection

There are two major types of data, one is primary data and the other is secondary data.

The Primary data was collected by means of interviews and discussion. The secondary data was collected by means of books journals, internet and articles. In order to accomplished this study the researcher use primary data particularly through interviews and questioning.

3.8 Data analysis

After collecting the data, a data-sheet for analysis of data was organized in the Statistical Package for Social Sciences (SPSS) version 23, entry of the data was set and put into it in coded form. Data were analyzed and deduced by using the latest statistical software SPSS of version 23. The collected data were scored, tabulated and analyzed in percentage and frequency score. Results in the form of tables were represented. Finally, these tables were explained in detail.

CHAPTER 04

DATA ANALYSIS AND INTERPRETATION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was to study the instructional management practices of private schools heads during COVID-19 in Islamabad. To study the problems faced by head teachers during management of instructions during COVID-19 in Islamabad, to compare instructional management practices of "The smart city schools and Roots schools system" during COVID-19 in Islamabad.

The interpretation and analysis of the data are described in this chapter in order to identify the respondents' answers, descriptive statistics were employed. The following is a representation of data interpretation and analysis.

4.1 Analysis and Interpretation of School Teachers Questionnaire

Table 4.1.1

Gender of the participants

Gender	Frequency	Percentage
Male	108	50%
Female	108	50%
Total	216	100%

Table 4.1.1 depicts the gender of the participants. It reveals that nearly half of the participants were female (50%). Male participants represent (50%) percent of the sample.

Table 4.1.2

Age of the participants

Age	Frequency	Percentage
25-35	98	65.3%
36-45	48	32.0%
46-55	4	2.7%
Total	150	100%

Table 4.1.2 depicts the age of the participants. Majority of the participants fall in the age group between 25-35 years (63.5%).Whereas, the least number of the participants (2.7 %) fall between 46-55 years of age. Likewise (32%) teachers were between 36-45 years of age.

Table 4.1.3

Experience of the participants

Years	Frequency	Percentage
More than 20 years	1	.7%
01-05 years	75	50.0%
06-10 years	43	28.7%
11-15 years	30	20.0%
16-20 years	1	.7%
Total	150	100%

Table 4.1.3 depicts the teaching experience of the participants. It shows that majority of the research participants have teaching experience of 01-05 years (50%). The result shows that (28.7%) teachers have 06-10 years of teaching experience. The findings show that (20%) of the teachers has a teaching experience of 11-15 years. While, (.7%) of the teachers have been teaching for more than 20 years. These findings shows that majority of teachers have minimum experience in the profession

Table 4.1.4

Qualification of the participants

Degree title	Frequency	Percentage
BA/Bsc	40	26.7%
MA/Msc	47	31.3%
BEd/Med	25	16.7%
BS/MS	38	25.3%
Total	150	100%

Table 4.1.4 depicts the qualification of the participants. Majority of the participants have the degree of MA/M.Sc and the percentage is (31.3%). Whereas, the least number of the participants (16.7 %) who have the degree of B.Ed/M.Ed. The study also shows that 26.7% participants have the degree of BA/BSC. Likewise 25.3% participants have the degree of BS/MS.

Table 4.1.5

Head teacher show real interest at school during COVID-19

Responses	Frequency	Percentage
SD	11	7.3%
D	22	14.7%
N	3	2.0%
A	73	48.7%
SA	41	27.3%
Total	150	100%

The above table depicts that 27.3% of the teachers were strongly agreed, 48.7% of the teachers were agreed, 14.7% were disagree, 7.3% of the strongly disagree and 2.0% of the teacher were neutral. Therefore this tendency reveals that majority of the teacher's positive in their responses to the statement that the Head teacher shows real interest at school in current situation.

Table 4.1.6

Head teacher provides all the learning resources during COVID-19

Responses	Frequency	Percentage
SD	10	6.7%
D	25	16.7%
N	11	7.3%
A	55	36.7%
SA	47	31.3%
Total	150	100%

Table 4.1.6 depicts that 31.3% of the teachers were strongly agreed, 37.2% of the teachers agreed, and 7.3% of the teachers were neutral. 16.7% of the students disagreed and 6.7% of the students were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses of the statement that Head teacher provide all the learning resources.

Table 4.1.7

Head teacher deals others with respect and dignity

Responses	Frequency	Percentage
SD	6	4.0%
D	25	16.7%
N	3	2.0%
A	61	40.7%
SA	53	35.3%
Total	150	100%

The above table depicts that 35.3% of the teachers were strongly agreed, 40.7% of the teachers were agreed, 2.0% of the teachers were neutral, 16.7% of the teachers disagreed and 4.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their response to the statement that Head teacher deal others with respect and dignity.

Table 4.1.8

Head teacher share information of COVID-19 with teachers

Responses	Frequency	Percentage
SD	3	2.0%
D	16	10.7%
N	6	4.0%
A	84	56.0%
SA	41	27.3%
Total	150	100%

The above table depicts that 27.3% of the teachers were strongly agreed, 56% of the teachers were agreed, 4.0% of the teachers were neutral, 10.7% of the teachers disagreed and 2.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that Head teacher share information of COVID-19 with teachers.

Table 4.1.9

Head teacher focuses on students' academic performance during COVID-19

Response	Frequency	Percentage
SD	6	4.0%
D	9	6.0%
N	6	4.0%
A	87	58.0%
SA	41	27.3%
Total	150	100%

The above table depicts that 27.3% of the teachers were strongly agreed, 58.0% of the teachers were agreed, 4.0% of the teachers were neutral, 6.0% of the teachers disagreed and 4.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that Head teacher focused on academics performance of students

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Table 4.1.10

Head teacher promotes online learning during COVID-19

Responses	Frequency	Percentage
SD	7	4.7%
D	27	18.0%
N	10	6.7%
A	65	43.3%
SA	39	26.0%
Total	150	100%

The above table depicts that 26.0% of the teachers were strongly agreed, 43.3% of the teachers were agreed, 6.7% of the teachers were neutral, 18.0% of the teachers disagreed and 4.7% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that Head teacher promotes online learning during COVID-19.

Table 4.1.11

All of the decisions originate from the top level in school

Responses	Frequency	Percentage
SD	14	9.3%
D	30	20.0%
N	10	6.7%
A	63	42.0%
SA	33	22.0%
Total	150	100%

The above table depicts that 22.0% of the teachers were strongly agreed, 42.0% of the teachers were agreed, 6.7% of the teachers were neutral, 20.0% of the teachers disagreed and 9.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that all the decisions originate from top level leadership.

Table 4.1.12

Head teacher develops cooperative relationships with the teachers

Responses	Frequency	Percentage
SD	8	5.3%
D	37	24.7%
N	5	3.3%
A	68	45.3%
SA	32	21.3%
Total	150	100%

The above table depicts that 21.0% of the teachers were strongly agreed, 45.3% of the teachers were agreed, 3.3% of the teachers were neutral, 24.7% of the teachers disagreed and 5.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that Head teacher develops cooperative relationship with teachers.

Table 4.1.12

Head teacher deals others with respect and dignity

Responses	Frequency	Percentage
SD	5	3.3%
D	33	22.0%
N	2	1.3%
A	63	42.0%
SA	46	30.7%
Total	150	100%

The above table depicts that 30.7% of the teachers were strongly agreed, 42.0% of the teachers were agreed, 1.3% of the teachers were neutral, 22.0% of the teachers disagreed and 3.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that Head teacher deal others with respect and dignity.

Table 4.1.13

The most challenging work for me is E-learning

Responses	Frequency	Percentage
SD	19	12.7%
D	55	36.7%
N	16	10.7%
A	42	28.0%
SA	18	12.0%
Total	150	100%

The above table depicts that 12.0% of the teachers were strongly agreed, 28.0% of the teachers were agreed, 10.7% of the teachers were neutral, 36.7% of the teachers disagreed and 12.7% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that the most challenging task for teachers is E-learning.

Table 4.1.14

As a teacher can you help to stop coronavirus

Responses	Frequency	Percentage
SD	24	16.0%
D	39	26.0%
N	14	9.3%
A	52	34.7%
SA	21	14.0%
Total	150	100%

The table depicts that 14.0% of the teachers were strongly agreed, 34.7% of the teachers were agreed, 9.3% of the teachers were neutral, 26.0% of the teachers disagreed and 16.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that as a teacher they can stop to spreading of Corona virus.

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Table 4.1.15

Head teacher following precautions of COVID-19 in school

Responses	Frequency	Percentage
SD	3	2.0%
D	20	13.3%
N	9	6.0%
A	77	51.3%
SA	40	26.7%
Total	150	100%

The above table depicts that 26.7% of the teachers were strongly agreed, 51.3% of the teachers were agreed, 6.0% of the teachers were neutral, 13.3% of the teachers disagreed and 2.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that school Head teacher strictly follow precautions of COVID-19 in school.

Table 4.1.16

Head teacher following SOPs and orders other teachers to follow it

Responses	Frequency	Percentage
SD	1	.7%
D	20	13.3%
N	7	4.7%
A	63	42.0%
SA	57	38.0%
Total	150	100%

The above table depicts that 38.0% of the teachers were strongly agreed, 42.0% of the teachers were agreed, 4.7% of the teachers were neutral, 13.3% of the teachers disagreed and .7% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the

statement that school Head teacher strictly follow SOPs and order other teachers to follow it.

Table 4.1.17

Head teacher make decisions quickly during COVID-19

Responses	Frequency	Percentage
SD	6	4.0%
D	20	13.3%
N	8	5.3%
A	68	45.3%
SA	43	28.7%
Total	150	100%

The above table depicts that 28.7% of the teachers were strongly agreed, 45.3% of the teachers were agreed, 5.3% of the teachers were neutral, 13.3% of the teachers disagreed and 4.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that school Head teacher make decisions quickly during COVID-19.

Table 4.1.17

Head teacher focuses online attendance and class participation

Responses	Frequency	Percentage
SD	18	12.0%
D	39	26.0%
N	16	10.7%
A	52	34.7%
SA	24	16.0%
Total	150	100%

The above table depicts that 16.0% of the teachers were strongly agreed, 34.7% of the teachers were agreed, 10.7% of the teachers were neutral, 26.0% of the teachers disagreed and 12.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their

responses to the statement that school Head teacher focuses online attendance and class participation on daily basis.

Table 4.1.18

All the students follow SOPs in the school

Responses	Frequency	Percentage
SD	10	6.7%
D	17	11.3%
N	5	3.3%
A	83	55.3%
SA	35	23.3%
Total	150	100%

The above table depicts that 23.3% of the teachers were strongly agreed, 55.3% of the teachers were agreed, 3.3% of the teachers were neutral, 11.3% of the teachers disagreed and 6.7% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that all the students follow SOPs in school.

Table 4.1.19

Students feel anxiety depressed and loneliness during COVID-19

Responses	Frequency	Percentage
SD	13	8.7%
D	39	26.0%
N	9	6.0%
A	61	40.7%
SA	27	18.0%
Total	150	100%

The above table depicts that 18.0% of the teachers were strongly agreed, 40.7% of the teachers were agreed, 6.0% of the teachers were don't know, 26.0% of the teachers disagreed and 8.7% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were

positive in their responses to the statement that all the students feel anxiety, depression and loneliness.

Table 4.1.20

Closure of schools effects badly on student's mental health

Responses	Frequency	Percentage
SD	11	7.3%
D	30	20.0%
N	9	6.0%
A	58	38.7%
SA	38	25.3%
Total	150	100%

The above table depicts that 25.3% of the teachers were strongly agreed, 38.7% of the teachers were agreed, 6.0% of the teachers were neutral, 20.0% of the teachers disagreed and 7.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that closure of school badly effects on students mental health.

Table 4.1.21

Satisfied with the full protocol of all students and teachers protective measures

Responses	Frequency	Percentage
SD	9	6.0%
D	36	24.0%
N	13	8.7%
A	60	40.0%
SA	30	20.0%
Total	150	100%

The above table depicts that 20.0% of the teachers were strongly agreed, 40.0% of the teachers were agreed, 8.7% of the teachers were neutral, 24.0% of the teachers disagreed and 6.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the

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statement that teachers are satisfied the protective measure of students and other teachers.

Table 4.1.22

Satisfied with your job during pandemic

Responses	Frequency	Percentage
SD	14	9.3%
D	41	27.3%
N	13	8.7%
A	59	39.3%
SA	19	12.7%
Total	150	100%

The above table depicts that 12.7% of the teachers were strongly agreed, 39.3% of the teachers were agreed, 8.7% of the teachers were neutral, 27.3% of the teachers disagreed and 9.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that teachers are satisfied with their job during pandemic situation.

Table 4.1.23

Thought of resigning because of COVID-19 outbreak

Responses	Frequency	Percentage
SD	37	24.7%
D	55	36.7%
N	5	3.3%
A	40	26.7%
SA	9	6.0%
Total	150	100%

The above table depicts that 6.0% of the teachers were strongly agreed, 26.7% of the teachers were agreed, 3.3% of the teachers were neutral, 36.7% of the teachers disagreed and 24.7% of the teachers were strongly disagreed.

Therefore this tendency reveals that majority of teachers were negative in their responses to the statement that teachers thought resigning because of COVID-19 outbreak.

Table 4.1.24

Teacher and friends have avoided social distance during COVID-19

Responses	Frequency	Percentage
SD	12	8.0%
D	40	26.7%
N	7	4.7%
A	78	52.0%
SA	11	7.3%
Total	150	100%

The above data depicts that 7.3% of the teachers were strongly agreed, 52.0% of the teachers were agreed, 4.7% of the teachers were don't know, 26.7% of the teachers disagreed and 8.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that teachers and friends avoid social distancing because of pandemic situation.

Table 4.1.25

Satisfied with the full coverage of whole school with protective measures

Responses	Frequency	Percentage
SD	6	4.0%
D	31	20.7%
N	10	6.7%
A	87	58.0%
SA	15	10.0%
Total	150	100%

The above data depicts that 10.0% of the teachers were strongly agreed, 58.0% of the teachers were agreed, 6.7% of the teachers were don't know, 20.7% of the teachers disagreed and 4.0% of the teachers were strongly

disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that teachers satisfied with the full coverage of protective measures in whole school.

Table 4.1.26

Instructional management conduct distance learning education

Responses	Frequency	Percentage
SD	10	6.7%
D	41	27.3%
N	11	7.3%
A	77	51.3%
SA	11	7.3%
Total	150	100%

The above data depicts that 7.3% of the teachers were strongly agreed, 51.3% of the teachers were agreed, 7.3% of the teachers were neutral, 27.3% of the teachers disagreed and 6.7% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that the instructional management conduct distance or E-learning for students.

Table 4.1.27

Instructional management uses the printed materials

Responses	Frequency	Percentage
SD	3	2.0%
D	24	16.0%
N	15	10.0%
A	70	46.7%
SA	38	25.3%
Total	150	100%

The above data depicts that 25.3% of the teachers were strongly agreed, 46.7% of the teachers were agreed, 10.0% of the teachers were neutral, 16.0% of the teachers disagreed and 2.0% of the teachers were strongly disagreed.

Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that the instructional management use the printed material in school. Conduct.

Table 4.1.28

Instructional management ready to utilize (LMS)

Responses	Frequency	Percentage
SD	11	7.3%
D	46	30.7%
N	18	12.0%
A	66	44.0%
SA	9	6.0%
Total	150	100%

The above data depicts that 6.0% of the teachers were strongly agreed, 44.0% of the teachers were agreed, 12.0% of the teachers were neutral, 30.7% of the teachers disagreed and 7.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that the instructional management ready to utilize learning management system (LMS).

Table 4.1.29

My school is well equipped to online learning

Responses	Frequency	Percentage
SD	11	7.3%
D	46	30.7%
N	16	10.7%
A	55	36.7%
SA	21	14.0%
Total	150	100%

The above data depicts that 14.0% of the teachers were strongly agreed, 36.7% of the teachers were agreed, 10.7% of the teachers were neutral, 30.7%

of the teachers disagreed and 7.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that the school is well equipped to online learning.

Table 4.1.30

School provided capacity building on distance learning education

Responses	Frequency	Percentage
SD	9	6.0%
D	44	29.3%
N	18	12.0%
A	56	37.3%
SA	22	14.7%
Total	150	100%

The above data depicts that 14.7% of the teachers were strongly agreed, 37.3% of the teachers were agreed, 12.0% of the teachers were neutral, 29.3% of the teachers disagreed and 6.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that the school provide capacity building on distance learning education.

Table 4.1.31

School has a designated workforce for the COVID-19

Responses	Frequency	Percentage
SD	6	4.0%
D	45	30.0%
N	16	10.7%
A	71	47.3%
SA	8	5.3%
Total	150	100%

The above data depicts that 5.3% of the teachers were strongly agreed, 47.3% of the teachers were agreed, 10.7% of the teachers were neutral, 30.0% of the teachers disagreed and 4.0% of the teachers were strongly disagreed.

Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that the school has designated workforce for the COVID-19.

Table 4.1.32

School has provided supplementary materials for distance learning

Responses	Frequency	Percentage
SD	10	6.7%
D	42	28.0%
N	8	5.3%
A	78	52.0%
SA	10	6.7%
Total	150	100%

The above data depicts that 6.7% of the teachers were strongly agreed, 52.0% of the teachers were agreed, 5.3% of the teachers were neutral, 28.0% of the teachers disagreed and 6.7% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that the school has provided materials for distance learning.

Table 4.1.33

Knowledge and skills required in delivering distance learning education

Responses	Frequency	Percentage
SD	10	6.7%
D	42	28.0%
N	8	5.3%
A	78	52.0%
SA	10	6.7%
Total	150	100%

The above data depicts that 6.7% of the teachers were strongly agreed, 52.0% of the teachers were agreed, 5.3% of the teachers were neutral, 28.0% of the teachers disagreed and 6.7% of the teachers were strongly disagreed. Therefore this tendency

reveals that majority of teachers were positive in their responses to the statement that the knowledge and skill is required to delivering distance learning education

Table 4.1.34

Issues on having stable internet access for distance learning

Responses	Frequency	Percentage
SD	8	5.3%
D	34	22.7%
N	8	5.3%
A	68	45.3%
SA	30	20.0%
Total	150	100%

The above data depicts that 20% of the teachers were strongly agreed, 45.3% of the teachers were agreed, 5.3% of the teachers were neutral, 22.7% of the teachers disagreed and 5.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that having issue on internet connection for distance learning education.

Table 4.1.35

Challenges on the use of Learning Management System (LMS)

Responses	Frequency	Percentage
SD	12	8.0%
D	37	24.7%
N	7	4.7%
A	62	41.3%
SA	28	18.7%
Total	150	100%

The above data depicts that 18.7% of the teachers were strongly agreed, 41.3% of the teachers were agreed, 4.7% of the teachers were neutral, 24.7% of the teachers disagreed and 8.0% of the teachers were strongly disagreed. Therefore this tendency

reveals that majority of teachers were positive in their responses to the statement that

having challenges of the use of learning management system (LMS).

Table 4.1.36

Issues on Time management for conduct classes

Responses	Frequency	Percentage
SD	17	11.3%
D	33	22.0%
N	13	8.7%
A	65	43.3%
SA	21	14.0%
Total	150	100%

The above data depicts that 14.0% of the teachers were strongly agreed, 43.3%

of the teachers were agreed, 8.7% of the teachers were neutral, 22.0% of the teachers

disagreed and 11.3% of the teachers were strongly disagreed. Therefore this tendency

reveals that majority of teachers were positive in their responses to the statement that

issues on time management in the conduct of classes, monitoring of responses,

availability of students in online classes.

Table 4.1.37

Difficult to Building a positive environment through online classes

Responses	Frequency	Percentage
SD	13	8.7%
D	39	26.0%
N	8	5.3%
A	73	48.7%
SA	17	11.3%
Total	150	100%

The above data depicts that 11.3% of the teachers were strongly agreed, 48.7%

of the teachers were agreed, 5.3% of the teachers were neutral, 26.0% of the teachers

disagreed and 8.7% of the teachers were strongly disagreed. Therefore this tendency

reveals that majority of the teachers were positive in their responses to the statement that it's difficult to building a positive environment through online classes.

Table 4.1.38

Difficult to checking and evaluating students' performance through online learning

Response	Frequency	Percentage
SD	17	11.3%
D	34	22.7%
N	9	6.0%
A	69	46.0%
SA	19	12.7%
Total	150	100%

The above table depicts that 12.7% of the teachers were strongly agreed, 46.0% of the teachers were agreed, 6.0% of the teachers were don't know, 22.7% of the teachers disagreed and 11.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that it's difficult to checking and evaluating students' performance through online learning or learning management system (LMS).

Table 4.1.39

Educators were not experienced in using ICTs

Responses	Frequency	Percentage
SD	23	15.3%
D	38	25.3%
N	8	5.3%
A	57	38.0%
SA	20	13.3%
Total	150	100%

The above table depicts that 13.3% of the teachers were strongly agreed, 38.0% of the teachers were agreed, 5.3% of the teachers were neutral, 25.3% of the

teachers disagreed and 15.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of teachers were positive in their responses to the statement that educators are not experienced in using information communication technologies (ICTs)

Table 4.1.40

Interaction between educators and students was poor in online learning

Responses	Frequency	Percent
SD	12	8.0%
D	37	24.7%
N	14	9.3%
A	71	47.3%
SA	15	10.0%
Total	150	100%

The above table depicts that 10.0% of the teachers were strongly agreed, 47.3% of the teachers were agreed, 9.3% of the teachers were neutral, 24.7% of the teachers disagreed and 8.0% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of the teachers were positive in their responses to the statement that interaction between students and educators were poor in online learning practices.

Table 4 .1.41

Duration of the course in online education was too short

Responses	Frequency	Percentage
SD	5	3.3%
D	26	17.3%
N	14	9.3%
A	87	58.0%
SA	18	12.0%
Total	150	100%

The above table depicts that 12.0% of the teachers were strongly agreed, 58.0% of the teachers were agreed, 9.3% of the teachers were neutral, 17.3% of the teachers disagreed and 3.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of the teachers were positive in their responses to the statement that the duration of course in online education was too short.

Table 4.1.42

Student motivation in online education is lower as compared to face-to-face classes

Responses	Frequency	Percentage
SD	5	3.3%
D	5	3.3%
N	12	8.0%
A	87	58.0%
SA	41	27.3%
Total	150	100%

The above table depicts that 27% of the teachers were strongly agreed, 58.0% of the teachers were agreed, 8.0% of the teachers were neutral, 3.3% of the teachers disagreed and 3.3% of the teachers were strongly disagreed. Therefore this tendency reveals that majority of the teachers were positive in their responses to the statement that student motivation in online education is lower as compare to face-to-face classes

Table 4.1.43

Shows different instructional management practice of the "Smart city school and Root school system

S.N	Using instructional management practices	Smart city school	Root school
1	Google classroom	30%	33%
2	Zoom	21%	29%
3	Google meet	40%	50%
4	Skype	10%	8%
5	YouTube videos	7%	5%
6	Facebook	9%	3%
7	Whatsaap	65%	70%
8	Telephonic conversation	25%	20%
9	Email	35%	50%

The above table shows that the Smart city school system instructional management practices use 30% Google classroom for teaching and learning during COVID19 pandemic while Roots school system use only 33% Google classroom for teaching and learning process. It also shows that the smart city school system use 40% Google meet for teaching and learning process while the Roots school system use 50% Google meet for teaching and learning process during pandemic. The above table shows that the most using application for teaching and learning during COVID 19 pandemic was whatsaap.

CHAPTER 05

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The novel Coronavirus COVID-19 is a new pandemic disease. The pandemic has not been identified earlier in the globe. Various International Health institutions and stakeholders are working accurately and carefully to find out the source of the outbreak of COVID-19. The virus which is generally known as COVID-19 is a several of large scale family of viruses that is producing various illness in people and animals, including bats, camels and cats. The pandemic outbreak in month of December 2019, as first case was reported from Wuhan city, china.

The COVID-19 is affected on more than 1.6 billion students and youths to be out of schools in 161 countries. This pandemic impact mostly on teaching and learning activities of remote areas where have poor connections of internet and access of technology. Those countries which are strong in economically were prepared to move to online learning strategies although with a lot of effort and challenges for teachers, students and parents. Those countries which are not strong economically and does not prepared with technology they were facing many problems and affected their teaching and learning activates. In middle income and poorer countries who are not strong in economically they do not have access of their educational needs which are desk, books, poor internet connections and other facilities related to teaching and learning.

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The COVID-19 pandemic has had an impact on education and the continuation of teaching and learning process in Pakistan, with all public and private educational institutions across the country closing in mid-March 2020. Some educational facilities have also been relocated to isolation and quarantine centers. Apart from the 19.1 million children who are already out of school and the ongoing efforts to provide them with opportunities for education, the closure of educational institutions as a result of COVID-19 has directly impacted 40 million students from pre-primary to secondary school. The situation will extend the risks and weaknesses of an already weak education system with threats growing from both internal and external factors.

The ongoing closure of educational institutions represents a waste of time that will increase the gap between expected and learning adjusted years of schooling, perhaps increasing dropout rates and therefore the number of out-of-school children. As a result of COVID-19's economic impact, the crisis has the potential to reinforce educational inequality. Due to the epidemic, all institutions and educational facilities have been closed. The department of education mandates that Pakistan's educational system provide access to quality education through a variety of learning modalities, such as home-based learning, and different approaches to reaching children in their homes and supporting a combination of different learning ways these are:

Online digital classrooms, Google classroom, zoom, meet, video conferencing, teaching or follow up calls by tutors, one and two-way SMS based-learning interactions etc.

The main objectives of present study were: (1) to study the instructional management practices of private schools heads during COVID-19 in Islamabad. (2) To study the problems faced by head teachers during management of instructions

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during COVID-19 in Islamabad. (3) To make a comparison of instructional management practices of "The smart city schools and Roots schools" during COVID-19 in Islamabad.

The research questions for school teachers were: (1) How COVID19 pandemic affected teaching and learning activities in your school? (2) What are the effects of COVID-19 on student's participation in the classrooms? (3)What are the major challenges that your school has faced during pandemic of COVID-19? (4) How you think that online education system is more effective than face to face learning for students?

The study was delimited to; the capital city of Pakistan Islamabad and only five sectors were included for sampling. In this study the targeted population for study was private school teachers and the method used in this study is convergent parallel design or mixed method. Research tools which were used in this study are Questionnaire, interviews and discussions. After data collecting, a data sheet for analysis of data was prepared in statistical package for social sciences (SPSS) and find out the result of respondents.

5.2 Findings

In this study the findings are based on data analysis, the following finding have been drawn in conformity with the objectives of the study are given below.

5.2.1. To study the instructional management practices of private schools heads during COVID-19 in Islamabad.

1. It was found that 67% of the school teachers agreed that the Head teacher provided all the learning resources according to the needs during the pandemic situation (Table 4.1.6)

2. It was found that 83% of the school teachers agreed that the Head teacher shared information of COVID-19 with all the school staff on time to time. (Table 4.1.8)

3. It was found that majority 85% of the school teachers agreed that the Head teacher greatly focused on students' academic performance during the pandemic situation. (Table 4.1.9)

4. It was found that 69% of the teachers agreed that the Head teacher promotes online learning during COVID-19 pandemic. (Table 4.1.10)

5. It was found that 64% of the teachers agreed that all the decisions originated from top level of leadership in our school. (Table 4.1.11)

6. It was found that 66% of the teachers agreed that the Head teacher develops cooperative learning with teachers. (Table 4.1.12)

7. It was found that 72% of the teachers agreed that the Head teacher deals other with respect and dignity. (Table 4.1.12)

8. It was found that 77% of the teachers agreed that the Head teacher follows the all precautions of COVID-19 in school. (Table 4.1.15)

9. It was found that 73% of the teachers agreed that the school Head teacher make decisions quickly and on time during COVID-19. (Table 4.1.17)

10. It was found that 50% of the teachers agreed that the school Head teacher focuses online attendance and class participation daily. (Table 4.1.17)

5.2.2. To study the problems faced by head teachers during management of instructions during COVID-19 in Islamabad

1. It was found that 59% of the teachers agreed that the Head teacher and teachers avoided social distances with each other. (Table 4.1.24)

2. It was found that 77% of the teachers agreed that the Head teacher follows precautions of COVID-19 in school. (Table 4.1.15)

3. It was found that 80% of the school teachers agreed that the Head teacher follow COVID-19 SOPs and orders others to follow it. (Table 4.1.16)

4. It was found that 73% of the school teachers agreed that the Head teacher make decisions quickly during COVID-19 pandemic. (Table 4.1.17)

5. It was found that 50% of the teachers agreed that the Head teacher focus online attendance class participation on daily bases. (Table 4.1.17)

6. It was found that 58% of the school teachers agreed that students feel anxiety, depression and loneliness during COVID-19 pandemic. (Table 4.1.19)

7. It was found that 63% of the school teachers agreed that the closure of schools badly effects on students mental health. (Table 4.1.20)

8. It was found that only 60% of the school teachers disagreed that they cannot thought about resigning school during COVID- 19. (Table 4.1.23)

9. It was found that 58% of the school teachers agreed that our school instructional management conduct distance learning for students during COVID-19 pandemic. (Table 4.1.26)

5.2.3. To make a comparison of instructional management practices of "The smart city schools and Roots schools" during COVID-19 in Islamabad

1. It was found that 68% of the teachers agreed that they are satisfied the protective measures of COVID-19 in their school. (Table 4.1.25)

2. It was found that 71% of the teachers agreed that the instructional management of school provided print materials for student during COVID-19 outbreak. (Table 4.1.27)

3. It was found that 50% of the school teachers agreed that the instructional management utilize online learning during pandemic. (Table 4.1.28)

4. It was found that 40% of the school teachers agreed that our school is well equipped to online learning. (Table 4.1.29)

5. It was found that 58% of the teachers agreed that the school has provided supplementary materials for distance learning such as online libraries, online learning management system. (Table 4.1.32)

6. It was found that 58% of the school teachers agreed that many challenge on knowledge and skills required in delivering distance learning education. (Table 4.1.33)

7. It was found that 57% of the school teachers agreed that facing issues on time management to conduct classes, monitoring of responses, and availability of students in online classes. (Table 4.1.36)

8. It was found that 59% of the school teachers agreed that it is too difficult to build a positive environment through online classes. (Table 4.1.37)

9. It was found that 58% of the school teachers agreed that it is difficult to checking and evaluating students' performance through online learning management system (LMS). (Table 4.1.38)

10. It was found that 85% of the school teachers agreed that student motivation in online education is lower as compared to face-to-face learning. (Table 4.1.42)

It was also found that when I questioned teachers about how COVID-19 effected teaching and learning activities in school, one of the teachers answered that COVID-19 pandemic effected our life for long time and it destroyed our teaching and learning activities Because it was too hard to provide learning materials to students in effective ways and it also difficult for us to maintain and response to students on time.

The second question was what are the effects of COVID-19 on student's participation in the classroom?

The teacher answers that due to COVID-19 students become much weak in their studies they are not serious in studies, students cannot interest towards their studies the attention toward studies going back and changing in the behaviour as well.

The third question was what are the major challenges that school has faced during COVID-19?

The teachers answered that the major challenges that school has faced during COVID-19 is minimum interaction with students and parents, salary issues on time, disturbance in online learning means limited access of internet, poor internet connections, communication with school management and students.

The last question was how you think that online education system is more effective that face to face learning.

The teachers answered that online learning is more effective as compare to face to face learning because it provide a good platform for the students to extra

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working and prepared students for upcoming challenges. Online learning basically overcomes the spoon feeding and it may build the students attention toward studies in proper way.

According to Dr, shabir sarwar 17 May (2021) Jang News article he said that closure of educational institutions during COVID-19 technology make new ways for education and every home is shifted to a classroom with Google classroom, zoom and meet these are called education technology. During the pandemic situation the practices of teaching and learning does not stopped due to these technological apps in Pakistan the most use able app during the pandemic was zoom video communication app which is an American company The IT companies cannot fulfil the demands of users due to the pandemic situation.

One of the report of (future source) an England company reported that they have sell 5, 0000000 laptops and tablets in the year of 2021 to the only for secondary schools. In 2020 they sell 3, 5000000 and fifty lac and in 2019 they sell only 30000000.

During pandemic situation the government of Pakistan started on air program the name of (Taleem Gar) for Nursery to high school later on the programme is flopped due to minimum concentration on that programme. Sindh government also introduced an mobile phone application which aim is to introduce learning for nursery to grade fifth students so the private schools continued their teaching and learning education as their own way and small private schools continued their teaching and learning activities through whatsaap so in these school the teaching and learning education is limited to whatsaap that is the only reason for collecting fee. The parents who effected economically from pandemic they stop to giving fee

to schools so the government is fail to amend equal policy and mostly students left their schools they cannot continue their education.

In march 2020 Higher Education Commission announced COVID-19 policy guidelines number five "online learning" they trained some university faculties to maintain online teaching and learning activities which the experts continue teaching and learning activities in all over the universities unfortunately they use only Google classroom and meet for teaching and learning.

One of the good news is that the education minister shafqat mehmood will sign a project of 200000000 with the World Bank soon which aim is to prepare online learning management system and technological development in Pakistan. This policy will be amended in education policy 2021 and acquire good results a computer subject will be compulsory for grade sixth to grade eighth syllabus.

5.4 Discussions

Due to the current Pandemic situation in the world and also in Pakistan, a survey-based research was conducted to highlight the challenges faced by the Pakistani Universities, Teachers and students for taking online classes during the Pandemic (Baker et al, 2020). The Pakistan's online learning and teaching system and hurdles for the implementation of online learning and teaching system were also discussed. The results of the research indicated that a lot of problems were faced by the teachers and students during the online learning and teaching. Most of the teachers and the students were not satisfied with the online learning and teachings due to several problems. These problems can be solved by acquiring trainings, technical skills and development of information and technology (Zahra et al, 2020).

This study was intended to assess the private school teachers 'instructional management practices. In this current study the researcher assessed an analysis of instructional management practices of private school teachers in Islamabad. This study shows that most of the respondents approach positively that the schools instructional management practices conduct distance learning education to the students at the time of COVID-19 pandemic, instructional management uses the printed materials as a tool for learning at home. Most of the school teachers show that the school instructional management ready to utilize learning management system (LMS) means Google classroom, zoom, meet to online learning. According to the perceptions of the respondents it is too difficult to checking and evaluating students' performance through the online learning management system.

The adoption of LMS is getting huge recognition in higher education institutes across the world in recent times. (Fidani & Idrizi, 2012) argued that although such systems facilitate students to get access to their course contents without the bounding of location and time, and utilize communication tools in their learning and studying activities, which consequently, enhance their academic productivity and performance. However, it alone may not assure that students will be inspired to use these systems. Therefore, it is essential to find the factors which inspire the students in adopting and consistently using such systems (LMS) so that usage of these systems may be enhanced (Majadlawi, Almarabeh, & Mohammad, 2014).

5.5 Conclusions

Conclusions drawn on the bases of the finding as mentioned below.

The study was conducted to analyse the instructional management practice of private schools in Islamabad during the COVID 19. The sample of the study was

secondary private school teachers. On the basis of findings, it was indicated that majority of the school teachers agreed that all the decisions originated from top level in the school and the head teacher provided all the learning resources according to the needs during the pandemic situation. It was also concluded that majority of the teachers were not experienced in using information and communication technologies (ICTs).

The results of the research indicated that a lot of problems were faced by the teachers and students during the online learning and teaching. Most of the teachers and the students were not satisfied with the online learning and teachings due to several problems. These problems can be solved by acquiring trainings, technical skills and development of information and technology.

It was concluded that the majority of the school teacher's greatly focused on students' academic performance during the pandemic situation which is detailed on (Findings 5.2.1.3)

On the other side It was concluded that majority of students feel anxiety, depression and loneliness during COVID-19 pandemic (Findings 5.2.2.6)

It was concluded that the Head teacher greatly focused on students' academic performance and school instructional management provided print materials for the students during the pandemic situation. The finding shows that majority of the teachers facing issues on time management to conduct classes, monitoring of responses, and availability of students in online classes.

It was concluded that COVID-19 pandemic affected our life for long time and it destroyed our teaching and learning activities because it was too hard to provide learning materials to students in effective ways and it also difficult for us to maintain and response to students on time.

It was concluded that due to COVID-19 students become much weaker in their studies they are not serious in studies, students cannot interest towards their studies the attention toward studies going back and changing in the behaviour as well.

The findings also depicts that the major challenges that school has faced during COVID-19 is minimum interaction with students and parents, salary issues on time, disturbance in online learning means limited access of internet, poor internet connections, communication with school management and students.

It was concluded that online learning is more effective as compare to face to face learning because it provide a good platform for the students to extra working and prepared students for upcoming challenges. Online learning basically overcomes the spoon feeding and it may build the students attention toward studies in proper way.

5.6 Recommendations
On the base of findings and conclusions, the following recommendations are drawn;

1. As majority of the school teachers agreed that all the decisions originated from top level in the school it's may be suggested that the school head teacher involve the entire teacher in decision making.

2. As majority of the teachers were not experienced in using information and communication technologies (ICTs), so it is recommended that teachers may be trained in these areas and arrange workshops related information communication technologies for all teachers.

3. As average of the teacher were not completely familiar to the access of internet connection because of poor internet connection teachers cannot deliver their lectures to students, so it may be suggested that the government of Pakistan should work on it.

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Appendix

AN ANALYSIS OF INSTRUCTIONAL MANAGEMENT PRACTICES OF PRIVATE SCHOOLS IN ISLAMABAD DURING COVID-19

Dear Sir/Madam,

PARTICIPATION IN RESEARCH

I am a student pursuing MS Education at Islamic International University, Islamabad.

I am undertaking a research on "An analysis of Instructional Management Practices of Private Schools in Islamabad during COVID-19". Kindly read the instructions and fill in the questionnaire.

The findings of this study will not be used for any other purpose other than the academic research while the identity of the respondents will be kept confidential. Thank you for your cooperation.

Yours sincerely

SARFARAZ ALAM

DEPARTMENT OF EDUCATION, INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD

Dated:
23/11/2020

Authority Letter

Certified that **Mr. SARFARAZ ALAM**, Registration No. **327-FSS/MSEDU/S19**, MS Scholar of the department of Education, Faculty of Social Sciences, International Islamic University Islamabad. On the behalf of members of Board of faculty, FSS held on 16th of June 2020, the research topic **"An analysis of instructional management practices of private schools in Gilgit during COVID-19 in Islamabad"** approved.

Therefore research scholar **Mr. SARFARAZ ALAM** is allowed to do survey research in your school.

Supervisor

Dr. Muhammad Zafar Iqbal
Assistant Professor
Department of Education,
International Islamic University,
Islamabad.

Demographic Information's

Part A asks basic questions about your background information.

S.N	Mark only one	
	Gender	☐ Male ☐ Female
	Age	☐ 25-35 years ☐ 36-45 years ☐ 46-55 years
	What is your experience in the school teaching?	☐ 01-05 years ☐ 06-10 years ☐ 11-15 years ☐ 16-20 years ☐ more than 20 years
	What is your qualification?	☐ B.A/ B.SC ☐ MA/ M.SC ☐ B.ED/ M.ED ☐ BS/ MS

An analysis of Instructional Management Practices of Private Schools in Islamabad during COVID-19

For each item identified below, please choose the options given below.

Where, 1 = SD: Strongly Disagree, 2 = D: Disagree, 3 = N: Neutral, 4= A: Agree, and 5 = SA: Strongly Agree

S.N	Instructional Management Practices	1	2	3	4	5
1	My head teacher show real interest at school in current situation.					
2	My head teacher provides all the learning resources.					
3	My head teacher deals others with respect and dignity					
4	My head teacher share information of COVID-19 with teachers and involve them to new ways of teaching and learning.					
5	My head teacher greatly focuses on students' academic performance during COVID-19.					
6	Our Head teacher promotes online learning during COVID-19.					
7	All of the decisions originate from the top level of the leader in our school.					
8	My head teacher Develops cooperative relationships with the teachers					
9	My head teacher deals others with respect and dignity.					
10	The most challenging work for me is E-learning					
11	As a teacher can you help to stop coronavirus?					

12	My school head teacher following precautions of COVID-19?					
13	My school head teacher following SOPs and orders other Teachers to follow it?					
14	Our head teacher make decisions quickly during COVID-19 And the decisions are distributed to be followed by Teachers.					
15	My head teacher focuses online attendance and class Participation on daily basis.					

16	All the students follow SOPs in the school.					
17	Due to pandemic situation many students feel anxiety Depressed and loneliness.					
18	The closure of schools effects badly on students mental Health.					
19	Are you satisfied with the full protocol of all students and Teacher's protective measures?					
20	Are you satisfied with your job during pandemic?					
21	Have you ever thought of resigning because of COVID 19 Outbreak?					
22	Do you feel that your head teacher and friends have avoided Social distance with you because of pandemic?					
23	Are you satisfied with the full coverage of whole school With protective measures?					
	E-Learning/Distance Learning					
24	My school instructional management conduct distance learning education to students at the time of COVID-19					
25	My school instructional management uses the printed Materials as a tool for learning at home.					

26	My school instructional management ready to utilize learning management system means Zoom and Google classroom to online learning.					
26	My school is well equipped and ready to online learning.					
27	My school has provided capacity building on distance learning education management for teachers.					
28	My school has a designated workforce for the COVID-19.					
29	The school has provided supplementary materials for distance learning such as online libraries, online learning management systems					
30	Many Challenges on Knowledge and skills required in delivering distance learning education classes					
31	Facing issues on having stable internet access intended for distance learning education					
32	Challenges on the use of any Learning Management System (LMS)					
33	Facing issues on Time management in the conduct of classes, monitoring of responses, availability of					

	students, in online classes.						
34	Difficult to Building a positive environment through online classes						
35	It is difficult to Checking and evaluating students' output from the e-mail of an online Learning Management System.						
36	Educators were not experienced in using information and communication technologies.						
37	Educator-student interaction was poor in online learning practices						
38	The duration of the course in online education was too short						
39	Student motivation in online education is lower as compared to face-to-face classes						

Q.1. How has COVID-19 pandemic affected your teaching and learning activities in your school?

Q.2. What is the effects of COVID-19 on student's participation in the classrooms?

Q.3. What is the major challenges that your school has faced during pandemic of COVID-19?

Q.4. How you think that online education system is more effective than face to face learning for students?