A STUDY OF RELATIONSHIP OF MANAGEMENTSTRUCTURES IN PRIVATE SCHOOLS AND THEIR PERFORMANCE IN BOARD EXAMINATIONS AT SECONDARY LEVEL

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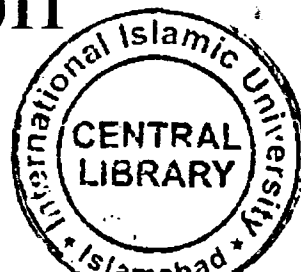**MUHAMMAD MUSHTAQ**

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By

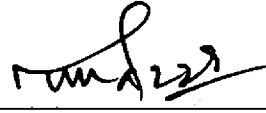## MUHAMMAD MUSHTAQ

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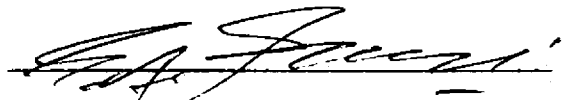
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بسم الله الرحمن الرحيم

DEDICATION

This study is dedicated to my parents, wife, brothers and sisters whose prayers and affections are a source of strength for me at every step of life. Their devoted prayers are the means to my achievements. May Allah keep them safe and sound!

ACKNOWLEDGEMENT

ABSTRACT

The private sector in education is playing very important role. A quite reasonable proportion of students, 34% of the whole students, are in private sector schools. The excellent performance of these schools in board results inspired the researcher to carry out this study.

The research study was designed to find out the different type of management structures, the relationship between private schools management structures and their academic performance in the board examinations at secondary school level. It also determined the relationship of high scores management structure and low scores management structure with academic performance scores of the sample schools. It was a descriptive study conducted by help of analyzing of different documents that could be made available to the researcher by the respective school heads/ principals.

The population of the study consisted of the private secondary schools affiliated with Federal Board of Intermediate and Secondary Education, Islamabad by the title of 'private schools' in the Gazette for last five years. The target population was taken out of the urban area and the sample covered the total population which makes the sample 100%.

The data was collected by analyzing the prospectus, handouts, and pamphlets available to the researcher. The researcher developed a structure measurement table to find out the structure score, they were put into percentage form as the results scores were also in this form. The relationship between management structure scores and the results is calculated by using Pearson r. The results show that there is a relationship of management structure scores and the academic performance of the schools. It was

found that there is a significant relationship between management structure scores and academic performance for the years 2008, 2009 and 2010. High management structure scores group and their academic performance have significant relationship but Low management structure scores group and their academic performance have a weak positive relationship. The management structure scores and mean scores of the schools performance has significant relationship too.

It was recommended that a training mechanism may be developed to provide training to private school administrators, the schools may publicize and display their rules and regulations in black and white, sports and games facility may be provided by joining a certain numbers of schools to one play ground provided by government in closer areas, a minimum qualification for managers and schools administrators may also be made compulsory by the boards. The first three type of management structures are likely to be promoted and practiced. Board condition to send all enrolled students may be acted upon. Contribution in place of competition may also be emphasized and promoted.

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CHAPTER ONE

INTRODUCTION

Education is a life long process and it is obtained by different sources. The formal education processes is going on and on through out the world where two types of educational institutions are established, they are public schools and private schools. The public sectors schools have a set and homogeneous management structures which is followed by all the public sectors schools while in private sectors there are many varieties of school management structures. These structures play very effective role and provide result oriented education in the present era. Except a few, the world class education or quality education is mostly imparted by these private sector schools all over the world. Being a developing country, it is an imperative and urgent need of the time to have a vigilant and efficient management structures which could meet the change and challenges of this century as well as compete the world education market. The great influences and lasting impact set out by formal education for development of future of the country, depends on the systems which exist in that country.

In Pakistan there are different kinds of parallel streams in school education that have created imbalance and unequal opportunities for students belonging to different strata of society. The school education is generally divided into public sector schools, private schools and Madrassah. These streams are further classified into elite and non-elite schools. The elite schools cater to the economically well to do people. A very few of the schools like Cadet Colleges allow talented children of the lower middle classes. The high social strata schools cover up a very small minority in proportion of all the school going children. The majority of lower middle class and poor children have no other choice than to study in these low quality private and public schools.

There are many factors that lead to the differences that exist in our educational system. That is why the performance of the urban schools in board exams and in Cambridge or London University examination system is far better than the rural schools with only a few exceptions. These schools have an efficient management system; abundant resources and excellent teaching quality that is mostly considered their main strengths and positive characteristics.

OECD (2009), Pont Nusche and Moorman (2008), Hallinger & Murphy (1986) stated that most of the teachers perform activities in schools that are usually managed and administered by managers. They are known as principals or headmasters. School management in itself is mostly part of a larger management unit. The teaching career of the teachers, their working life and school environment are affected mostly by the management and leadership provided by the heads of the institutions. Generally it is assumed that school management has a direct influence on the effectiveness of teacher performance and the student achievement. They are the key figures to make a school success story and quality bounded.

There are many private schools in all the cities of Pakistan that are usually managed by individual entrepreneurs or sometimes administrative body who intend to earn a living by offering unique and personalized educational services to an ever-expanding clientele which is motivated and driven out towards private sectors in Pakistan. There are many factors behind this social phenomenon which needs to be discussed in the following lines.

First of all the teaching and learning process is mostly dependent on the administrators, principals, headmasters and headmistresses to carry out a smooth and cordial teaching learning process on one hand while on the other hand they ought to provide conducive environment and physical facilities to remove each and every

hurdle in the way of imparting education. The administration is easily accessible and parents having lack of time want to meet them as per their convenient. Therefore, they give preference to private sectors schools.

Second, it has been found that the quality of education imparted by these schools depends on their administrative skills and utilization of the manpower in such a way that produce result by using minimum resources. The quality of a school rests entirely upon the competence, capacity and motivation level of its administration and teachers. The administration does not only have academic excellence but they should also have good communication skills, vision and implementation strategies.

Third, the difference in public and private sector is quite eminent. There are many studies conducted to find out management relationship of public sectors school but there is not enough work based on private sectors as per its contribution and role. The public sector management system and structure are same everywhere in Pakistan but private sector has variety of management types and structures which make each school an independent pattern. In this study it is observed that there are ample varieties of structures in private sectors.

Fourth, the curriculum that these school selected is by choice not by compulsion that brings quality and variety to teachers for effective teaching. The syllabus opted by school management represents vision and expertise of the administration to make their student world class learner and keep them in touch with changing requirement of the world.

Fifth, the co curricular activities develop an interest and ambition to become regular in the class. The competition among students in their attendance, cleanliness, behaviors, discipline, cooperation and homework bring a positive change in students

which can apparently be observed by parents and teachers. This duty is discharged by the management of the schools.

Sixth, the cordial attitude of the teachers in private sector and avoidance of punishment prevent parents to drag their children toward school. The children themselves like to go there and there is least drop out rate in private sector because of teachers' behaviors which is a direct result of management of the school.

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

The school managements, with some exceptions, are shrewdly conceived enterprises which aim to generate enough revenue to satiate the expectation of investors/managers. Thus the common approach that is adopted is to hire such teachers mostly ladies with average academic records and reasonable qualification. They provide them training and impart them teaching skills to handle the class as well as carry out effective teaching. Their performance can be compared with qualified public sectors teachers.

As found in some schools, all the staff including head would move from one class to the other without a break throughout the school time for observing period or checking teachers and students. One can imagine the amount of boredom, de-motivation and tiredness in this example and its implication on the teaching quality. It

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is sadly noted that this practice is a common observation in many schools of this bracket.

The World Bank (2007) report on (Learning and Educational Achievements in Punjab Schools (LEAPS) presented that the role and magnitude of private sector has a significant contribution in imparting the school education. The last census of 2003 on private educational institutions indicated that there were 36,096 private institutions in the country. The private schools account for 28% of total enrollment which has now increased to 33% to 34%.

The management structures are varied and different as no set pattern is followed in running of these schools. Anwar (2010) Chairman, Taskforce for Improvement of Private Sectors Education in Punjab, sets four standards for categorizing these private schools.

1   Schools that charge fee less than Rs 1000

2   Schools that charge between Rs 1000 to Rs 2000

3   Schools that charge from Rs 2000 to Rs3000

4   Schools that charge above Rs 3000

The task force provided some more recommendation for improvement and betterment of private sectors with some criteria and conditions. The first type which charge a fees of one thousand or below it are bound to provide rooms with all physical facilities for students and they can not have more than 35 students in a class. The head will be full time employed. The second type is the schools that charge fee from a thousand to two thousands. They should have a building of one canal with facilities of generators/ UPS, canteen, staff room and playground. They should have 30 students in a class and their 50% teachers must be trained and graduate. The teachers will be paid and fee will be collected through banks. The third type is the

school that charge fees from two thousand to three thousand should have thirty students in a class with swimming pools, auditorium, heaters and air conditions. The fourth category of the schools is based on high class schools which will charge more than three thousands should have staff holding Master degree and the students will have pick and drop facilities too. The number of students will be twenty in a class.

The above mentioned criteria and conditions can only work and bring a desired change, if there exists a good and effective management system in these private schools. This management system is unknown to everyone as there was no research, particularly of the management structure, carried out in the past. That is why, in past many such moves to improve quality education, remained in the papers and money and sources were wasted. There was no concrete result of regulating and refining these schools by Government during the last two decades.

It is very much important and necessary to explore and find out this portion of the education system which comprises of 34% of the total education system in the country and it is growing up very fast. These schools are sometimes owned and run by an individual who holds all the responsibilities and work as a clerk, coordinator, monitor, examination in charge and as a principal, sometimes they have management structures which effectively monitor the educational process.

The varieties of structures make the researcher to take up this study. The first and second category mentioned above impart education very effectively as these schools get very weak students enrolled and after some months the students become eligible for getting admission to any high class school or pass the class with good marks.

The main focus of the study was the schools management structures and their relationship with academic achievement. Anwar (2010) suggested that classification

on the basis of their fee. The demarcation is made as one of the delimit of the study which bifurcated private schools as per they charge fee. This bifurcation stated that the schools that charge the fee of below Rs 2000 need government help and assistance. Therefore, it was felt to carry out a study that explores the management structures and academic achievements of these schools.

1.1   Statement of the Problem

The better performance of the private sector schools has encouraged and motivated the researcher to find out the management structures that lead these schools to the highest level on the ladder of excellence in all cities of Pakistan. A very few of the research work has been done in this area. That is why the researcher selected private sector which hold majority of the students from middle and lower middle classes. This segment of educational sector is ignored by the authorities and unexplored so far.

1.2   Assumptions of the study

1   It is assumed that evening academies and coaching centers have equal impact on academic performance of the schools so it was treated as common variable

2   The second assumption was that the management structures suggested in the prospectus or other documents are the operational structures in the schools

1.3   Objectives

Followings were the major objectives of the study:

1   To identify the management structure of private schools affiliated with Federal Board of Intermediate and Secondary Education, Islamabad.

2   To classify the management structure of the schools in private sector.

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

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

5   To find out the relationship of high management structure scores and low management structure scores with their academic performance scores.

1.4   Delimitation of the Study

The study was delimited to the following areas

i.   Private schools working for last five years excluding the chain of schools.

ii. Rawalpindi Islamabad urban area.

iii. Schools affiliated with Federal Board of Intermediate and Secondary Education Islamabad.

iv. The schools that charge less than RS 2000 fee per month.

1.5   Significance of the study

The findings of the study are likely to be useful and beneficial for all generally but it is more benefiting for the following categories of the professionals.

The findings of the study are likely to be beneficial for future planners and think tanks concerning the education in general and schooling in particular.

This study provides food for thoughts for curriculum developers and syllabus designers. The cooperation, human resource management, concept of cordial and courteous behavior may have been added in the curriculum. The concept of proctor/ monitor may be included as a weight in the final assessment of the students similar to his sports and extra curricular activities when they get admission in the next class.

There is no doubt that educational administrator play very important role in imparting formal education. The study would help them to guide in such matters and keep an eye on them when they are given a chance to demonstrate. They would have many forms of management structures so they can put themselves in any of the format and see their performance as the structures have been ranked and classified.

The findings of the research are likely to be useful for all those who are involved in training of master trainers and promote the teachers to administrators. It shows a variety of management structures horizontal as well as vertical which provide a choice to select the best suits for the occasion.

The research discovers new areas that need to be explored so it can be useful for the new researchers to find and explain many other dimensions that require a separate study. It keeps fruits for thought to those who want to take a new aspect of the school management structure particularly in private sector.

The topic such as efficiency of private school teachers and impact of management on them, the drop out rate in private school due to management failure, the satisfaction level of teachers working in public and private sectors, analysis of public and private school administrators with reference to their subordinates and analyzing the attitudes and satisfaction level of the students, their parents, studying in public and private sectors are the key areas that this study creates a threshold for the new researchers.

1.6   Population of the Study

The private secondary schools of the twin cities of Rawalpindi and Islamabad were included in population of the study which were registered as private affiliated

schools with Federal Board of Intermediate and Secondary Education Islamabad. There were total eighty five affiliated schools but the criteria (five Years) set out in delimiting the study, only thirty schools fulfill the required standards which were selected. All these schools were selected so the sample represents 100 % of the population. The relationship between management structure scores and their academic performance during 2008, 2009, 2010 was analyzed. The population included male and female schools as most of the private schools run coeducation classes, sometimes in separate campuses but their results are combined. The sample represents both genders.

1.7   Sample of the Study

Sample for the study consisted of 30 schools selected out of 30 by using universal sampling technique. The whole population was selected and no particular pattern for sample selection was followed.

The private secondary schools of Rawalpindi and Islamabad city, affiliated with Federal Board of Intermediate and Secondary Education Islamabad by the title of "private schools" formed the population of the study. The definition of the private schools is the schools 'that had got affiliation five years ago, they charge less than two thousand fee per month and they are still functioning in Rawalpindi and Islamabad urban area. These schools were 30 in number. The sample represents 100% of the population

1.8   Sources of Data and Research Tools

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

- Prospectus of the schools

- Brochures, Handouts

- The board gazettes for the years 2008,2009,2010

1.9   Data Collection

The data was collected by getting school documents by purchasing prospectus or personally visiting the schools and meeting the heads. There were many colleagues who helped the researcher to find out the school documents. The researcher studied the records like prospectus, handouts, pamphlets and broachers many times thoroughly to extract the relevant and required information about the management structures of the sample schools. Then the measurement scale was developed, the structure were found out, they were ranked as per their structure score, then their academic performance was detected through the gazette results.

1.10   Research Questions

Following major research questions were answered in the study

1   What are the management structures in different schools?

2   Are the school management structures similar?

3   What relationship is determined in overall structure scores and the academic performance of the schools for the year 2008, 2009 and 2010?

4   Is there any relationship of Management Structure Scores and the Mean Score of the academic performance for the year 2008, 2009, 2010?

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

6   Is there any relationship in Low Management Structure Scores and their Academic Performance of the schools in the years 2008, 2009 and 2010?

7   What relationship is there for High management structure scores group and mean score of their academic performance.

8   How the Low management structure scores group relates with the Means Score of academic performance?

9   What is the relationship of Upper Achievement Result Group with Management Structure Scores of the group

10   What is the relationship of the lower Achievement Result Group and Management Structure Scores of the group?

1.11 Data Analysis

As a step preparing towards data analysis a measurement scale was developed on the information provided in the documents which kept eight general heads and sixteen subheads to determine the management structure scores of the schols. Then schools performances were extracted from the board gazettes, as the academic performance of the schools were in percentage form so the management structure scores were changed into the percentage form to match. The management structure scores vary from thirteen to twenty two The highest scores for management structures was ninteen and the lowest score of the management structure was thirteen.

The collected data was analyzed by applying Pearson r to find out the correlation. The management structure scores was independent variable while academic performances were dependent variables but later on academic performances were placed as an independent variable and management structure scores were dependent variable. Results were presented in form of tables and graphs followed by their analysis and interpretation. A detail summery of the results about relationship was also added to make it more convenient and easy for the readers.

1.12 Report Writing

The whole procedure of conducting research study had been brought into black and white which ended up with findings, conclusions, and recommendations on the topic under investigation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study was designed to compare the management structures of the private sector schools and their academic performance in board results. The relevant literature has been reviewed in two parts. The first part is about conceptual framework of the study which deals with different aspects of the management structures.

2.1   Conceptual Framework

The word management contains many aspects, ideas, concepts, types, functions and many other things. It is not just a word for managing things but it is more than that. It suggests many direction and various sides of a cone. Here are some of the definitions that may help to understand its density.

2.1.1   A Definition of Management

The management has been defined by many people. They apprehended management as they have their own experience, working environment and cultural background. It is very difficult to stamp and pronounce only the one or the other definition as the best one, but it would be better to present some of them as they throw lights on many facets of the management.

Britannica (2007) defines management as "the act or art of managing 1: the conducting or supervising of something (as a business) 2: judicious use of means to accomplish an end 3: the collective body of those who manage or direct an enterprise"

Wikipedia (2010) holds that management in all organizations is the exercise of collecting human resources together to attain aspired goals and objectives. It further explains that the management encompasses the following five acts that are planning, organizing, staffing, leading and directing. Its role is conducting or making efforts that aim at and achieve the already set goals. Enabling resources comprises of the arrangement and maneuvering of human capital, monetary resources, technical skills and other natural available resources. The organization encompasses a complete system from top to bottom. In other words management drives out something that may not be attainable if left on lower level laborers and workers. It uncovers many opportunities for oneself to manage because it is the prerequisite to manage others.

Chris (2008) writes that management is the expertise, skills and experience required to meet, handle and manage the challenges and executes a program in limited resources and time.

David (2007) comments the management is the art and science of getting things done through others, generally by organizing and directing their activities on the job.

Milward (2007) sums up his arguments by writing that management is the craftsmanship of organizing, the way of treating, enduring, administering, , or utilizing, managing and handling things in the right way and in correct directions.

McMillan (2002) defined management as all approaches and actions related to the activation and advancement of people as human capital, along with purpose of capability, competency, potency and power for greater gratifying results in a company.

Zaki (1998) writes that management may be defined as a process designed to ensure cooperation, participation, intervention and involvement of others in the effective achievement of determined educational objectives. Being a social process it lays major emphasis on the interaction of people both inside and outside the educational institutions.

Obasanjo (1994) defines management in general as the talent and intelligence to control and manipulate the current resources, both men and material, to obtain the pre set goals in a company or an organization.

Ejiofor (1987) presented his own views and defines management as the craftsmanship and skill of working, especially by the people to achieve the comprehensive objectives of the institutions or organizations.

McFarland (1971) stated that management is the procedure that administrators, develop, conduct, carry out and exercise with purpose in harmonized and accommodated way to avail the maximum output.

Fayol (1946) explained that the management is the process of planning, forecasting, organizing, commanding, coordinating and controlling.

The above definitions embedded one or the other aspects of the management but not any one of them covered the full conceptual magnitude of it because management is a process which should be flexible and adept able so that it could be changed and molded as per requirement of the environment. It is an art or skill to accomplish the goals, it is a method or process to foresee and handle the future expected happenings. Management is a multi facet term and much depends on the style of the managers his personality and type of disposition he keeps as managers.

Human beings are always kept open to change which can be slow or fast but new knowledge and learning makes them different type of persons. Some other aspects of management are being analyzed in the following lines.

2.1.2 Is Management Science or Art

The question whether management is science or art remains unanswered as it is very difficult to put it into one bowl. The intelligentsia is divided into two groups. One of them claims that it is a science while others consider it as an art. The question seems irrelevant as management is a process to achieve organizational goals. An organization means any business, school, a company, a group of volunteers, or any department. Management is the operation of task assign to them.

The above multifaceted management definitions uncover many different aspects of the management. These thought provoking definitions raise many important issues of the management. Some of these aspects are management is a process, it is planning, it is collected effort of the people to accomplish the desired goals. The process in a sense is an organization of people into teams, reorganization of their different abilities and enhancing the knowledge of personalities and behaviors to act rationally and effectively. It requires a keen observation, cautious analyses, a few experimentations and careful conclusions which is renewable all the time because human knowledge increases all the time. The difference between input resources and output productivity is the benefit and profit that is sole interest of the managers in western cultures. It is systematic by using scientific method, calculated actions and carefully observed behaviors that make a mixture of it.

The people who called it a science argue that as the scientists observe, make inferences and hypothesis and test them then draw conclusion on basis of scientific

investigation. The managers also do the same thing as they make observation to find out strength and weakness, personality type and then make inferences which are tested and then conclusions are drawn which guide him what to do?, where to do?, and how to do it? It gives him a chance to gain maximum results.

Tolstoy (1896) explained that generally the art is based on human receiving and realizing skills by the senses of hearing, seeing, feeling, tasting and expressing them. He has the capacity, of experiencing the feeling and emotions which have some effects on whom they are expressed .This relationship between the sender and receiver and the influence each one has on other is same as managers and his employees. It is an artistic skill that put the follower to a state which inspires them to achieve the goals of the organizations.

Derek (2009) commented that management is a difficult task but it can not be called pure science. It is mixture both science and art because it is not lifeless matter but it deals with human being which are always changing so are the laws of management. The systematic way makes it more appropriate to science. He considers people as the most important asset. The debate 'whether management is an art or science' remained like a hot cake for many years. In the beginning it was believed that only God gifted people, inborn skills and temperament bearer can become good managers. That is why it was called as an art. During last century the situation changed when some of the experts found out how to manage, control, guide and lead human behaviors. They also suggested method and technique by following scientific method which could be learnt and taught. The combination of the skills of head and heart, science and art can produce better results rather than using one of them.

The reasons mentioned above do not justify it in one of the column. If there are varieties of variables effecting decision then the issue becomes very complicated. Here not only the scientific method is sufficient and effective but also the art of management which may bring us out the complicated situation. The saying of 'getting along with people' is an apt for depicting skills of managing human being rather then scientific tasks. Effective management keeps engaged personnel as team members. Here the major concern of the study is management structure; therefore, it is better to move toward topic which is about structures.

2.2   Schools of Management Thought

During last century the management got momentum and rhythm so there were many scholars who opined and explained, discussed and debated management, they were considered as schools of management thought. In the following lines a brief description of four major schools of thought has unfolded in concise form.

2.2.1   Classical Management Thought

The industrial revolution in the beginning of nineteen century inspired some of the scholars and management experts to develop and design a management ideology. As the workers group grew larger and more complex, they needed to know how to perform different functions and manage the people who were not so educated. These managers were mostly engineers who thought to have arranged and classified methods for solution of the problem in factories and other working places. The managers working in the factories developed an effective system to control, inventory, production, scheduling and human capital.

The theorists of classical management thought found out only one way of solving the problem in organization. Their theory is based on some assumptions. These assumptions hold that the people could act and perform decisions logically and rationally. When they tried to utmost individual benefits from their work places. This school of thought lays their foundation on scientific method and resultantly scientific management as presented by Henri Fayol's (1841-1925) work in France. The idea was supported vehemently by German sociologist Max Weber (1864-1920). This movement implanted seeds of scientific management depending on purely facts. The facts are collected by using steps of scientific methods like observation, experimentation, or sound reasoning. In America the movement was further developed and they added their contribution individually. The pioneers of the scientific management were Charles Babbage (1792–1871), Frederick W. Taylor (1856–1915), Frank (1868–1924) and Lillian (1878–1972).

2.2.2 Behavioral Management Thought

As the classical management thought emphasis on performance, they started believing human as machines and there was not any emotion and human passion in workers so it was a machine oriented theory which later social scientist considered faulty so they offer their own views of human management by the label of Behavioral Management Thought. They started to think of some other aspects of human nature which is social and psychological. They rectified the idea to treat human as machines and established worker as human being made of flesh and blood. The founder of the theory was a British industrialist Robert Owen (1817) who introduced human resources in an organization. Munsterberg (1913) can be rightly called the father of industrial psychology. Scott (1964) emphasized the need to improve worker attitude

and their will toward making production as snowball. Follet (1921) believed that the influence of the manager should come through his knowledge, skills and leadership. During the same period another movement of human relation grew up which focused on well being of the workers and undertake them with paternalistic and nurturing attitude then they may become satisfied and more productive. This model intensifies their effort to help and develop a relationship which could resultantly improve their self respect and productivity skills. When the basic needs are fulfilled than they could go for higher needs

Maslow (1943) advocated for hierarchy of needs which means that the basic needs should be provided first to develop higher hierarchical needs. Same is the case with workers that they need basic needs first of all they could understand the appreciation and award given to them.

McGregor (1960) cultivated theory X and Y which believed that human beings are inherently lazy and avoid work. Their sole interest is money or personal gains so they cannot be trusted. The other view was that they are Anxious to accept challenges, feel proud in responsibility, like empowerment and autonomy and the best quality in human being is the self control.

2.2.3   Contemporary Management Thought

The earlier two movements were unable to fast changing and rapid growing countries so they thought and consider them falling into two extremes. It was felt that depending on any one of them did not bring change in human behavior. The changing environment required a view that could handle the current problems.   First of all this new idea was dependent on socio-technical system which embraces a set of complementary elements that function for particular purposes. They believed that all

components of administration should take their share and work harmoniously, because they are entirely integrated and one part may affect the other.

The second concept was based on emergency situations which occur due to different human disaster in recent years. The contingency theories were advanced for this particular situation. This approach continues to advocate the idea of management which takes place at the time. For example if there is an attack or accident then there is no ample time to motivate psychologically but to react preemptively to avert the destructions. Here it must be left to the manager how they handle the cope with the situation. Similarly a student of higher education needs different type of behavior while a student of junior classes need different. Although the general parameters are the same but there is variety of behaviors that the managers should be well aware of.

2.3   Islamic Concept of Management

Islam which is provides a complete code of life present another view of management. The idea of "Getting things done through others" is the nutshell of the other management theories. In this concept the importance is given to a manager who knows what to be done and how to get it done. The Holy Quran declares: "We raise some of them above others in ranks, so that some may command work from others" [43:32] (Translated by Hilali)

The *ayat* above discloses that some people are given more responsibilities than the others to lead them and guide them. They have skills to get the work done by others. It also suggests that man should be assigned duties as per his skills and efficiency which are always different. As we see there are a variety of human appearance weight, height and shape of their faces so are the skills. This ayat implies

a modern organizational chart from bottom to top. It further adds that there should be division of work and responsibilities as per individual capabilities. Quran and Sunnah have articulated and prohibited the wastage of the sources and lavishly spending these words. Quran says:

"And render to the kindred their due rights, as (also) to those in want, and to the wayfarer. But waste not (your wealth, time, health, talents, opportunities etc) in the manner of a spendthrift. For the wasteful are the brothers of Satan; and Satan is ungrateful to his Lord." [17:27] These *Ayaat* from Surah Bani Israel clearly stated that there is not permission of wastage and lavish expenditures. This principal makes every Muslim to work and not waste products at any stage which may stop the cost of the production. Similarly today, as on media, different campaigns are floated to prevent wastage of electricity, water and other daily use items. The idea of recycling was also generated through this. The wastage of working hours, machine hours and material in workplace should be avoided at all possible ways. All this is only possible by continuous struggle which is called Jihad. Muslim can do better than non Muslim because they are guided and instructed by Quran and Sunnah. Quran further adds: "You who believe! Have fear of Allah and seek the means of drawing near to Him and strive in His Way, so that hopefully you will be successful."[5:35]

2.3.1 Authority Obedience and Respect in Islamic Management

The two golden rules for Islamic management are obedience and respect for authority. It is prerequisite in Islam to be obedient respectful toward authority. People can only work if they are willing to obey the legal and reasonable orders issued by higher authorities. Watching all time to worker is very difficult so it is Quran that emphasis Muslims to be careful as all their activities and actions, movements and

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moot are watched by God and they will be held responsible for all their deeds. Quran commands: "Obey Allah and His Messenger and those in position of authority among you." [4:59]

Here it is a commandment not suggestion not a plea but a strong orders for the followers of Islam. It is imperative to adopt willingness, honesty, truthfulness and righteousness in life in general and working in an organization particular. God has advised Muslim to obey Him and His prophet and put the people in authority next to them which shows how important is the obedience in all places. It is observed in common that in western countries there are scuffle, heated argument, abusing and strikes in organizations and departments which had halted smooth relationship among workers and administration, both consider each other as their enemy.

2.3.2   Mutual cooperation in Islamic Management

Mutual cooperation is another mighty rule that has been emphasized currently to have a smooth relationship between employer and employees. The concept of shura at all stages is very vital to achieve this milestone because without sharing and taking employees into confidence they may not be cooperative, cordial and supportive to the cause of organizations. It had been exercised in Japan which had stunning results. Quran says: "And those who do their work through mutual consultation." [42:83]

"Pass over (their faults), and ask for (God's) forgiveness for them; and consult them in affairs (of moment). Then, when you have taken a decision put your trust in God, for God loves those who put their trust (in Him)."

In *Surah Baqra* Allah guides His Prophet Muhammad to consult with others before taking a decision and when once you have taken a decision stick to it and trust

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in Allah. The *ayat* above clearly described that there is an urgent need of mutual cooperation and consultation. There are two options for mangers to take decision and started getting worried or leave it to Allah who is controller and master of all the actions. In decision making the mangers should have joint consultation, mutual deliberation and discussion which always proved to be a good omen in the history of management. It is not necessary to follow what counsel is given by other but it is better to have different options rather than only one which may incorrect.

2.3.3 Equal Opportunities and Islamic Management

The slogan of organizational empires for equal opportunities for all not only recruit people on equal basis but also provide them an opportunity to grow, share the benefits and get as much reward as they work. Quran emphatically:

"O people We created you from a single male and female couple and then divided you in nations and tribes so that you may recognize one another. Verily the most honorable among you in the sight of Allah is he who is most righteous of you."[49:13

The same type of views were expounded in the last address of the Prophet Muhammad which confirms that the standard of superiority is not race, region, rites, rituals or personal appearance but on the criterion of taqwa. It is kind of mental approach to be answerable to Allah for whatever deed we do which is the best remedy of the ills of the world of management.

The ideology raised in the above lines recommends that it is fact that all people are equal but they can excel, outshine, surmount and surpass over others by their actions, activities, enterprise, endeavors and occupations, but with condition of

righteousness and fear of Allah. In the present world it is observed that where there are fair chances for all they make more progress and development but the countries that follow nepotism, bribery and favoritism do not take the place of leading countries. Same is the case with majority of the Muslim countries but there are certainly some Muslim countries in general and developed countries particular which follow these golden rules of equal opportunity and commitment to their work.

2.3.4 Commitment in Islamic Management

The question of commitment always remained a burning issue in organizational management. Most of the managers believe that commitment can be generated by inculcating the spirit of devotion, loyalty and faithfulness that create motivation and resultantly commitment. They way managers do perform their duties and keep relationship with employees determine the level of motivation. Their courteous behavior, friendly manners and polite attitudes may generate motivation which Quran defines in the following words:

"If you (Prophet Muhammad) had been stern and fierce of heart they (the companions and followers) would have disappeared from around you. So pardon them and ask forgiveness for them and consult them in the conduct of affairs" [3:159]

Here in this *ayat,* a very candid clear idea and general rule has been presented that if you become stern and fierce than they will leave you. It is observed in human relation that if one gets harsh he gets harshness if he becomes polite he get polite behavior so much depends on one's own behavior. The same is the case with managers that if they treat their employee kindly, sympathetically then their worker do work in that spirit but if they get other treatment they will be apparently more efficient but when they are alone then they would not work whole heartedly. The last

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verses tell that they will disappear from you if you do not pay attention and interest to their matters with compassionate and participatory approach when you deal with them. A successful manager is one who is kind in heart and sympathetic in behaviors, leads the team from the front.

2.3.5 Full Use of Capacity in Islamic Management

Yet another golden rule tells us that there should be full use of capacity and strength because without full it will be wastage of the skills and expertise if it is not used fully. Once again Quran lays great stress on assigning the task as per the skill and capability of the workers.

"No soul shall have a burden laid on it greater than it can bear" [2:33] "On no soul doth Allah place a burden greater than it can bear (Pray) Our Lord! Lay not on us a burden greater than we have strength to bear." [2:286]

In the above *ayaat* it is emphasized that there should be burden according to the physical, mental and intellectual faculty of the people. Every individual in this world is unique in its capacity, genius, competency, faculty and strength so there should not be equal work for all but as per their efficiency and skill which is a modern example of good management. If a person is burdened with some task that he is unable to perform then he would either quit it and may cause damage to himself or the organization. Quran further comments on balancing the matters

"And the Firmament has He raised high, and He has set up the Balance (of Justice), in order that ye may not transgress (due) balance. So establish weight with justice and fall not short in the balance." [55:7-9]

The above mentioned *ayaat* exclusively advised human being to keep balance in all activities to have a smooth and successful life. The lesson is given as no one should be overburden whether it is men, animal or machines, then no one should be placed in under load whether machines or human being. A balance must be kept to have maximum productivity and employees' satisfaction.

The concept of structure study may be new in Pakistan but it is an accepted area world wide since the progress and development of material resources. The problem with developing countries is to utilize their human resources fully and with great care. The idea of human resource management has flourished rapidly during last two decades. This study will throw lights on this aspect with the current situation of the private sectors management structures

2.3.6   Key Model of Islamic Management

Kazmi (2005) states that in contrast, conventional management is the compendium of the concepts, theory, doctrine, and exercise in organizational studies that we find in the books of management studies. Customary organizations have developed in between the past about one century. They adopted different type of experiences in the field of education to amalgamate and promulgate the old conventional pattern of management. Presently, the issues like ethics, values, behavior in organizations and human resource management are prominent on the fabric of management horizon. Rehman and Al- Buraey (1992), Ali (1996), Aljunaid and Anwar (2009), made a great contribution to deduct and derive the golden principles of Quran and Sunnah and compare them with different aspects of modern management theories. Their writings are based on the organization control, performance evaluation and motivation of the workers through Islamic perspectives.

The first model is *falah*, that means service to community, emerges as a major concept being applied in Muslim-managed organizations. The key concepts presented by Holy Quran are the guiding beacons of light for the Muslim to follow them. Here are a few of them that are directly related to management. *Falah* is practiced by a bank in terms of propagating the Islamic management concepts to the community at large including the children of bank's member. Service to the community is done by practical steps such as charity for orphans and the poor, donating medical equipment to hospitals, donating horses, vehicles to mosques for transporting coffins, etc. A college reports the establishment of an organizational unit, under its public relations department, exclusively dedicated to community service. Interestingly, an organization that candidly accepts having a low pay structure reports motivating its employees through inculcating a spirit of *falah* among its employees.

The second model is *amal saleh* (pious acts) which is also seen as a component of practicing *falah*. This second model covers many aspects of human life in both worlds. *Amal saleh* is an act that one is accountable of what he does to others and to himself. Every single action, big or small, minor or major, will be rewarded if not in this world then in the world hereafter. It is promised by *Allah*.

The third model is *Sabr* (patience) that is also mentioned in this regard. Another organization sees *sabr* as inculcating full commitment and a positive attitude among its employees. *Sabr* is an act that Allah repeatedly mentioned in the Holy Quran that Allah is with those who hold *sabr*

The fourth model is *Tawbah*. This concept of atonement and repentance is reflected in the design of the domestic enquiry system in an organization that

encourages fixing responsibility and issuing warnings before final punitive action is taken thus offering opportunity to the employee to repent.

The fifth model *Adl*, the concept of justice, is seen as avoiding favoritism in the organization. It is placement of all people as per their skills, knowledge and efficiency. *Adl* is also practiced practically by offering a suggestion box scheme for the employees where they are free to make suggestions and complaints that are diligently looked into by the top management.

The sixth model is *Ikhlas,* the concept of sincerity that is practiced by considering work as worship that is also evident in the concept if *ibadah.*

The seventh model is *Amanah,* the concept of trust, which is practiced by an organization by doing away with the system of recording attendance through punch cards leaving it to the employees to be punctual and regular in reporting for work.

The eighth model is *Ihsan*, the concept of love of God, is interpreted by an organization as 'not fooling or shirking work when the boss is not around. The inculcation of an Islamic environment is facilitated through the means of several rites and rituals. The rites and rituals, as is widely accepted in the field of organizational culture, are an essential element in the cultural web of an organization. For instance, Johnson (1988) described a cultural web as having a number of elements such as control systems, structure, symbols, rituals and routines, and stories and myths. The Muslim-managed organizations in this study report several rites and rituals that are associated with Islamic practices. Rites and rituals are an essential element of worship practices in Islam.

Prayers in the form of *salat* or *namaaz*, fasting in the month of *Ramadhan*, pilgrimage in the form of *Haj* are three of the five pillars of Islam that are established rites and rituals practiced by Muslims. The Muslim-managed organizations consider incorporating the concept of *ibadah* in several ways. One of the principal means is of providing facilities for worship within their premises. Besides the compulsory prayers, several organizations have established routines in which recitation of the Quran is a part of the proceedings of formal meetings. For instance, the work day starts every morning with the recitation of selected *Surahs* (verses) from the Quran and ending with *Do'a* (prayers) in some organizations. Every formal meeting starts with the recitation of the *Surah Fateha* and ends with *Surah Asr*. Friday mornings are special when *Surah Yaseen* is recited during *tazkirahs* (discussions).

2.3.7 Incorporation of Islamic Management Models

In fact, there is surfeit of speechmaking, discussions, briefings, and other means of verbal communication in matters of establishment of rites and rituals as reported by all the Muslim-managed organizations. Often, new employees are required to attend orientation programs that include talks on Islamic work ethic. *Qayamullail*, staying in the mosque for a night or more for *ibadah* are practiced by some organizations. *Fardhul- Ain* (compulsory acts for everybody) courses are offered by some organizations which are in the form of training programs for employees. Central of many of these rituals is the idea of regularity and punctuality that is expected to contribute to better time management within organization. The behavioral benefits of the act of getting together to perform religious rites are also evident to these organization as they perceive them to be contributing to better employer-employee relations or engendering trust.

Leadership within organization is crucial in fabrication and execution of the organizational culture. The managers of these organizations are conversant with the ideas of servant leadership and guardian leadership though the style of leadership is decidedly in favor of guardian leadership. The top managers of these Muslim-managed organizations often have a strong Islamic background and they are enthusiastic about implementing many of the Islamic concepts. In one case, a respondent expresses appreciation of the Chairman as "he doesn't hesitate in helping arranging chairs or take care of other arrangements for the annual general meeting". Others express that the top management has a helping attitude, manifest a hands-on approach to decision making, and practice managing by walking around. These might be indications of a soft, paternalistic style of management within the Muslim-managed organizations. *Shura*, the collective decision making system, is widely practiced though there might be differences in details. An organization reports using *Shura* especially in matters concerning award of tenders for projects while another reports using *Shura* only for lower-level departments to avoid complications and facilitate implementation.

2.4   Different kind of Organizational Structures

The diversity of cultures and traditions required a separate type of management structures. That is why the advocates of organizational management proposed some of the structures that could be implemented as it is or with mild changes to meet the local requirements. The structures are time tested and practiced for a long period of time but as the time changes the needs and requirements of situation also changes so it depends upon the mangers that how they meet their own environmental requirements. Every organization, having more then one person, need

to have a management structure which could clearly define the roles and responsibilities they are to perform so that there is no confusion among workers. All organizational arrangement for different tasks keep its worker in an organization chart which guides personnel and visitors to know who is what and what are their duties. So this organization chart is usually either vertical or horizontal and sometime a mixture of both. The chart of organizational structures shows candid clear who is responsible and who is answerable to whom. These three type of management structures tall hierarchical, flat and matrix has been discussed in the coming pages.

2.4.1 Variation in Kind of Structures

Generally there are three types of variation, if incorporated, when combined, display how complicated the structures are. When there is more diversity in activities, varieties in occupation and multifarious functions then it requires more hierarchies. The size and magnitude also matters a lot in management structures.

1 The horizontal variation is the difference in horizontal management.The specialization, attributes to bifurcation of work into assignments and task and chores. It engages the decisions of developing maximum classified expertise in small fields, or extensively defined arrangements by a better elasticity. Suppose, in a school where there are different subjects and activities. It contains variety of specialized areas and interests that required horizontal structures to deal with each of the centers and department to perform well. Willy Nelly there is no other option for managers to adopt horizontal line of management.

2 Variations in vertical management alluded to classification of tasks as per level of authority or hierarchy. For instance, assignments are assigned on the basis of

command each entity. An organization may fall on any one category which is flat, low vertical complexity and tall or high vertical complexity.

3   Geographical location variation refers to the geographic location of different organizational activities, for example, in chain of schools where they have campuses across a province or several states or territories. Elements of structure that integrate the work of an organization coordinate and control work.

The systems that involve work are formalization which adverts to policies, procedures, and practice, rules and regulations, aims and objectives inform of printed material to control and keep personnel to abide by them with no hesitation and hindrance. As long as the use of the application of these formal matters starts the more formalization begin to take place. The professionalism flourishes and confidence of the managers boosted up to accomplish and type of tasks. Thus it would be good working environment in working area either it is a service providing organization or material producing factory. The term centralization imbibe the idea of leading chain of commands toward one centralized figure who the executive and decision making powers within a hierarchical organization which ensures the consistency of policies and plans. If it is left to middle management or below the top to another then it would result in time consuming and mostly internal controversies. It can be a flow from top command to second command and then to third command and so on. These types of organizations keep themselves away from uncertainty and unpredictability that means they pay more attention to their own work of training, market research and specialization to take it forward. The control span can be narrow as a few people under control of one or broad which have many employees with one manager. Standardization is another key modern concept that requires many systematic processes to carry on the activities and actions with quality control and

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meeting minimum criteria to proceed further. The above concepts of differentiation of structures further lead to the type of organizational structures.

2.4.2 Traditional Structures/ Hierarchical Organizations

Traditional structures in an organization are based on operative departments and division. The people working in this environment need to be obedient and strict followers of the organization rules and regulation. They usually have precise authority for each of the lines. All levels are answerable to their superiors so a tight working environment prevails in such type of organizations. Line Structure as its name connotes that posses a particular line of command. All the actions and activities come through a line which is from top to bottom. The communication is timely and reaches in excellent way. This structure is appropriate for small organization which had a few people working in small vicinity. The decision making is easy and it is done in informal way. It may have one or two departments so it becomes decentralized unit.

Hierarchical organization conserves employees into ranks at different stages; each one has one up to answer and one down to account for, except the bottom. A person holds a team that reports him and it get pyramid shape. For instance, a senior member might be responsible complete direction of process where as junior management will report to him of day to day work. In case of many layers the hierarchy has to be tall and in case of a few layers it may be called a flat. In the first case there is a narrow span of control, that means a manager having a few people closely supervising and restricting everyone responsibility remains active all the time but it is costly and it takes much time to decide because there are many layers that have to be consulted before final decisions.

In the figure 1 it is observed that are three managers and one head so the mangers control the workers and the managers are controlled by the head. It is a kind of traditional structure which reveals that there is no flexibility and management is tightly controlled by the head as well. In this way it would be easy to handle the workers and managers because there is a centralized unit and all the decision will take place by the head who is sole responsible for all activities and functions. The worker report to the manager and they are held accountable by the head.

Figure 1
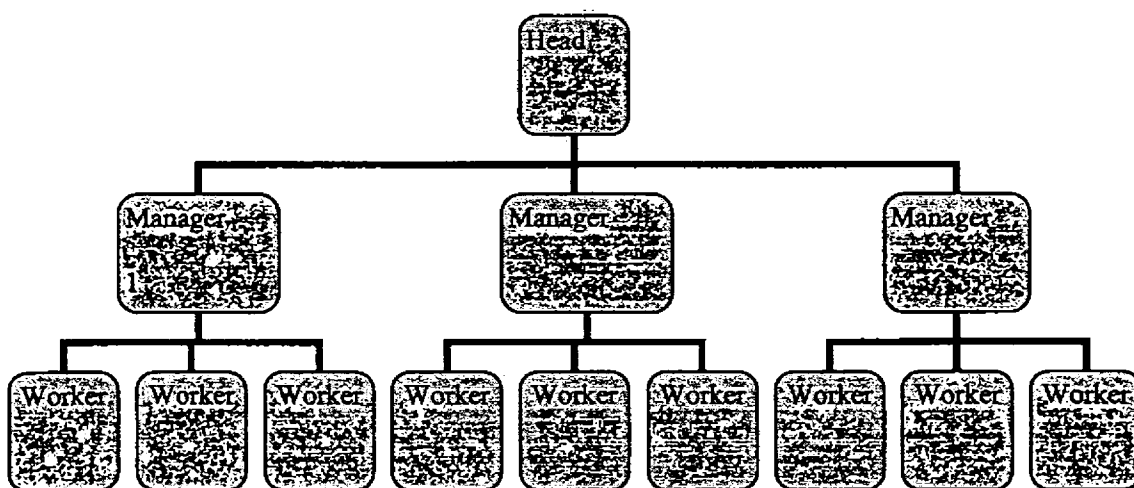
2.4.3 Functional structure/Flat Hierarchical Organizations

Functional structure or flat hierarchy the span of control is wider but chain of command is much shorter. As there are fewer layers in this type of organization. The two very important characteristics are improved communications and healthy team spirit but it can limit growth more layers are added and performance can go out of focus. Its structures are based on either product, customer groups' activity. It may have many layers same Unilever Brand in Pakistan. It is useful in other sense that it gives a separate brand and identity to different units. Everyone has clearly defined

duties and functions so it provides a crystal clear path for employees to make progress and reach at higher level of hierarchical ladder. It has some weak points too because most of the time controversy rises over budget allocation among divisions and departments. Sometimes hierarchies are bureaucratic and do not respond to the customer needs. Communication between divisions and department may be poor and decision making can be flawed that may hindered the progress of the business. Individual unit sometime work hard for their unit and business as whole suffers.

The flat organizational structures usually rank their personnel as per their performance. They are called as professionals. An organizational chart for function criterion comprises of its members as they perform their function. Another type of structure is divisional structures in an organization. They are further bifurcated by product structure and market structure. In the first type of structure the employees and works are classified into sections and sub sections as per the product they produce. In second type refers to the market where the goods are supplied, they have three departments selling unit, customer care unit and maintenance unit. The third type of structure is geographical structure which is fabricated by large organizations to cater the demands of the area quite well. They can be divided into zones and regions, each of the zone and region assigned market oriented products

Figure 2
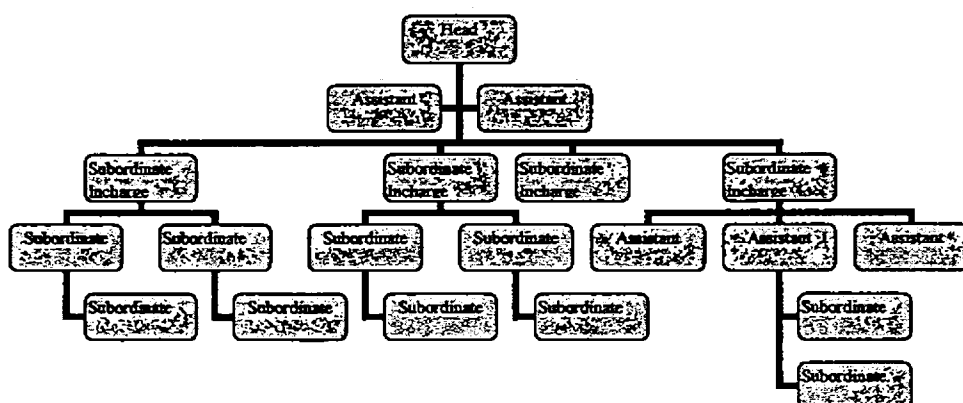
If figure 2 is deeply observed it is seen that there are many units, zone and departments, every in charge has four or five sub in charges so they report to the assistant head who may report to the head. It is impossible for head to have first hand information of the workers and employees. He gets only the information supplied by his subordinates who for one or the other reason do not tell him truth. The strikes and calls off are usually become a normal routine in such type of organization as we see in Pakistan Tele Communication Limited. Same is the case with some other big organizations in Pakistan like PIA. This style neither works smoothly nor it is productive in the modern world because people like democratic type of management where their aspirations are considered in proper manner.

2.4.4 Matrix Structures and Matrix Organizations

The entire major organizations of the world need to have some kind of structure formally or informally, that describes how they operate in the country. This structure guides the people who report whom and what level they operate. This organizational structure chart shows the flow downward of the management as who has to report to whom A matrix organizational chart is a specialized organizational chart that defines more complex structures. It has special characteristic to explain and expound the complex and complicated structure type. This structure the worker has to report two seniors' officials for the project they work for, one as head of the section and second the team leader or coordinator. Matrix organization coaxes efforts to function in cordial atmosphere in completing a project as per assigned tasks. It can be joint effort by the top as general manager to the heads of different projects and production units. The efforts of all the staff are coordinated and cooperated effectively and efficiently at each level to obtain the desired results. It causes a hassle free

functioning of the departments. There is more accountability by every link and duties sometimes overlap with their counterparts. Matrix structures are the most complex organizational structures that enhance effectiveness and efficiency. The best thing in an organization is to find out a suitable model of management structure that works best in it because if inappropriate model is selected then there would be many malfunctioning and may be a breakdown.

Below are two of the models that depicted the matrix management structure. It is useful on sense but dangerous in other sense because there are clashes within the system and mostly the flattering takes place and the head may take wrong action on the basis provided by one channel but he has to be very vigilant to take action and try to confirm the things.

Figure 3
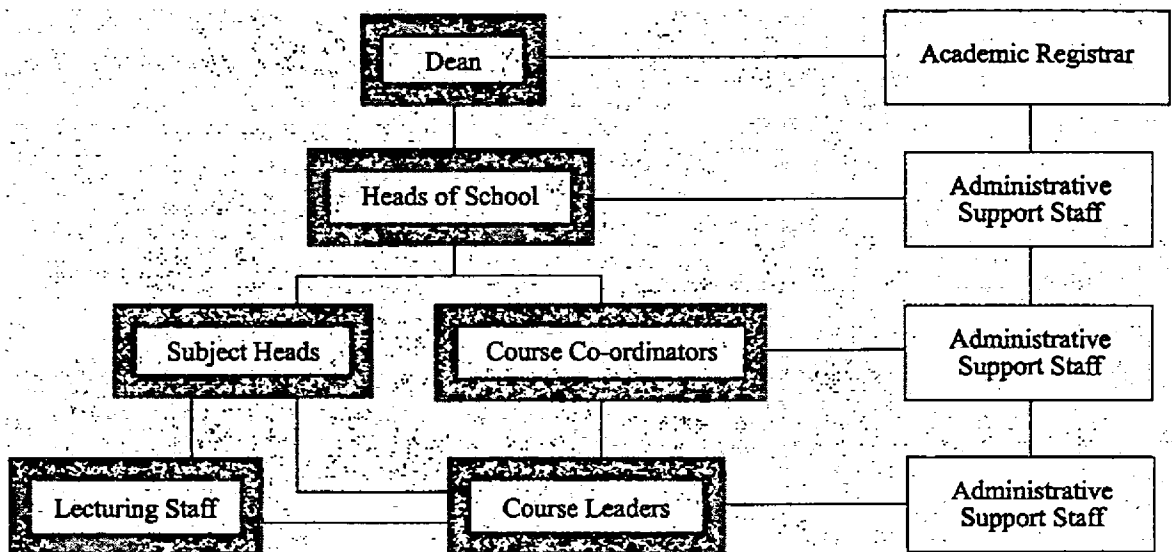
In figure 3 it is observed that there are two parallel streams and every stream has a head who suppose to report to the Dean. The other is lead by academic registrar who supervises administrative staff while teaching is headed by the Dean who controls all heads of the schools and other teaching faculty. It is kind of line

management. Dean depends only on the heads of schools and registrar but he did not have any other channel to inform him about the real happening in different places.

In figure 4 there is a pyramid management structure which tells that there is a strong line of commands and channels which reports to the CEO and below are three managers who report him so these two figures are totally different from each other. The second one has three different sources to know about the current situation while the first one relies on one person.

Figure 4
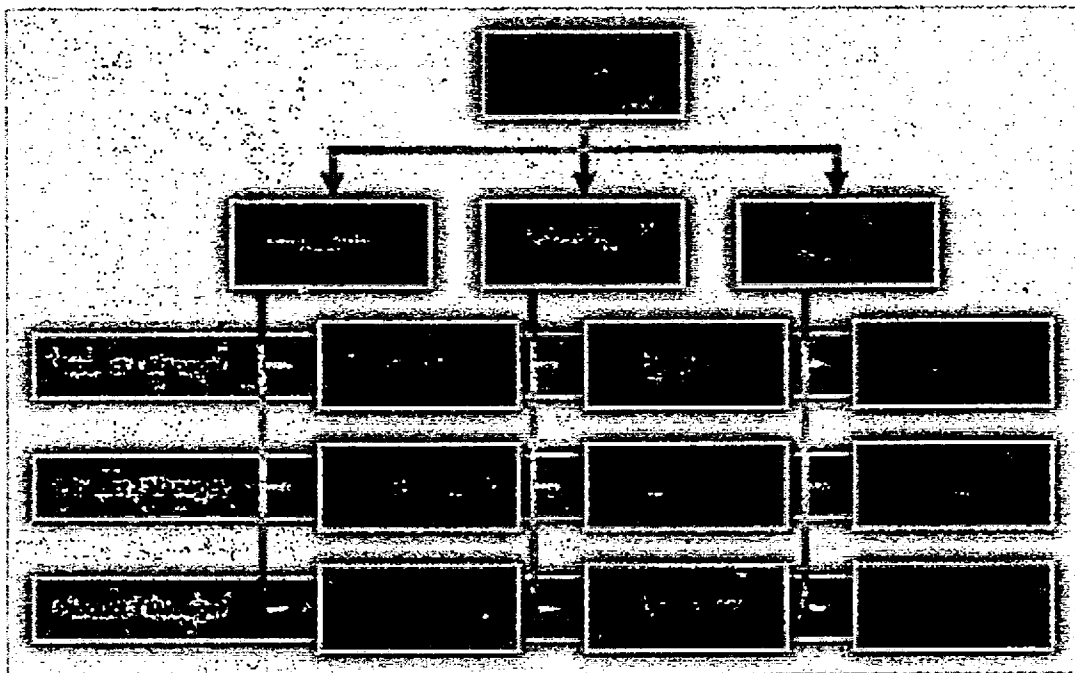
Generally a matrix organization holds group of cross functional personnel. These groups segregated to attain particular tasks and projects, may be in shape of a new product or a system which is headed by manager. These expert and experienced people are brought together for already defined purposes and objectives. They are handpicked people to play a specific role in the organization. The decisions are quick budget is allocated and they must complete it within time. The problems arise when workers have to report to two mangers at a time one is line manager and the other

project manager which creates confusion and conflicts with the organization. It is flexible in a sense that it allocates independence to the worker who may adopt what he thinks better, it is also motivating and encouraging for them but often it get very difficult to monitor and manage many people at the same time. There are many factors that influence and leave impact on structure. Although they are not the only factors but the majority of them are mentioned below.

1   Size: One of main factor that effect structure is the size of the organization. As big are the organization more are its chain of command and levels of hierarchy. Size does not stand for people only but it also covers geographical location and production unit that come under an organization umbrella.

2   Employee skills: This type of management structure is suitable for the organizations where there is educated worker and they have sense on responsibility and skill to work efficiently and effectively with a positive attitude and spirit.

3   Leadership Style: Leadership style matters a lot in an organization. A good leader always assigns duties and responsibilities to his workers so as to make them realize the fact that they are part of the organization not as subordinate. This spirit brings motivation and loyalty among workers to pay more attention to their work.

4   Business Objectives: Another important factor is the objective of the business if it expands quickly by merger or by setting up new endeavors then the span of control gets wider and unmanageable.

5   External Factors: If there is recession it also affects the structure as many jobs are cut down. Many people become redundant and the chains are wrapped up and it becomes a flat type of structure.

6   Technological invasion: Information technology has taken place many of the jobs that used to be done by people. It has reduced the need for large administration and layer of workers. It has made easy for every one to watch his organization from a thousand miles distance.

2.5   Management Functions

The question what management exactly does is complicated and intricate, as no single answer in correct. It functions differently in different places, in different organization and with different people. The management experts have concluded that there are four type of function that a management does in and organization. The management adopts these four key functions to obtain and achieve the desired goals and objectives. These four functions are applicable to all type of organizations with no exception of private schools.

2.5.1   Planning as Management function

Planning is the intentions of the organizations. It is something carried out for future safety and well being. Planning is imperative in all spheres of life from individuals planning to empires planning. It gives a thought what can be done and how it has to be done. A factory manager plans how to increase productivity and how to decrease cost so that he could earn more profits. A farmer plans how to cultivate land and at what time it needs fertilizers and water. Educationists plan how to contribute in the knowledge city. Planning comprises of short term, medium term and long term. It is strategic and tactical. It is designed to meet and implement the aspiration and expectation of the organization.

The first step toward planning is setting up goals and objectives which are mostly done by top management. In goals and objectives one has to be very careful because if unachievable or immeasurable goals are set then there is no way to get out of it. The objectives must be rational and measurable. The second step is to design strategies and approaches to attain these goals. The application of the scheme set out in planning needs to be handled with some strategy and technique. The third step is availability of resources, if there are lack sources then there will be a hurdle in implementation. The arrangement of the resources, their mobilization is a key to accomplish the goals. The fourth one is standardization, it necessary for the organization to keep quality standard so that the product could not be rejected by others. The fifth step is time, there must be a time limit for the project and it should be completed in time when time extends the expenses also increase.

In educational setting it is not possible to have all type of planning but it does need to have planning because policy framework is provided by the government, final examinations are set out by board and during this the manager or the principal has to create space to accomplishment of his planning to perform best in the exams and to attract more and more clientele by showing his performance, making ideas in concrete form, materializing them and controlling the external variables that may hindered his plan of action. He has perform at different level.

2.5.2   Organizing as Management Function

Organizing envisages the activity of putting things together to make them meaningful or practical. It is a process of allocating resources, assigning tasks and strives to accomplish organizational goals. It is mobilization of all available resources to organization sections to utilize them fully and completely. In organizing process

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choice of structures, organizational clientele, the products it brings to the market and services it renders to the people are key factors to achieve goals and targets. In a school administrative set up mostly it is seen the principal or the head is the sole organizers of the events so he does not need to find out higher level consultation but he decides then and there to implement. That makes private schools structure a unique entity and separate type of organization from other businesses. The schools that were chosen for the study are based on small organization which performs actively and efficiently.

5.5.3 Directing as Management Function

Directing is acting in the field. It is usually called as managing also. It is the full action of the manager which involves supervision, leadership and trend setting attitude to meet the newly arising challenges and problems. It not only telling people what to do and what not to do but more than that, he has to keep happy all the workers engaging them, giving them new ideals and motivating them at the same time to follow the pace of the world. He kept them informed of the organizational policies projects and other communication that need to be made. It is not like a watch dog that barks at if something happens or like school master who points out mistakes he has to lead them from the front and make them as teams, assign them tasks, empowered them and take them into confidence in decisions. It is he who found out the way out of trouble and oral appreciation on some occasion can do a better as it was observed.

As earlier it has been discussed the school is small venture which makes its employees like a family unit so they mostly work with full motivation and dedication to beat the other schools in performance. The directing phase of management is not

fully in practice in these schools. The directions are conveyed by arrangements of meeting and issuing the notices to the teachers and other working staff.

2.5.4 Controlling as Management Function

The fourth function of management is controlling that means keeping the string of the process in hands. This process makes evaluation of whole action and suggests corrective measures to put the process on right track if it is found derail. In light of goals and objectives and it is imperative to have a continuous procedure to monitor the progress and commitment of the team to complete it within stipulated period. It also checks if there is any malfunctioning in any section or department then they make their efforts to remove it and overcome these problems through technical and scientific way. There are several activities that are a part of the controlling function. Controlling enhances setting standard of performance, allocating time, communicating with each lines supervising the managers and finding out the hindrances and wiping out them as soon as possible. The delays are minimized, faults are reduced, adequate equipments and sufficient workers are provided so that the process could be completed in time and in allotted resources. Controlling also refers to prevent wastages and leakages of the in the production process.

In school set up the controlling process goes in three ways. The assessment made by head teachers, coordinators and principal himself, the assessment made by co teachers or parents in form of comments at parents teachers meeting and then in examination where the performance of the teachers and administrators are well judged by public at large and concerned people like parents. The performance is checked in all three terms and board examination and nothing can be put under the carpet.

2.6   The skills Increase Efficiency

There are many skills that are prerequisite for and effective management in this modern world where science and technology had taken many roles which, in the past, were taken out by the people. These inventions had made management easier and more effective than in the past.

2.6.1   Managerial Skills

Managerial skill means to perform an action with full potential and capability. It demand learning, knowledge and know how of the managerial skills. Although there are certain skills that are blessed by birth but learning through environment can leave remarkable effects. It is not necessary that all managers have that skill but they should have the required ability of handling people. Some knowledge of psychology and sociology could help managers to handle the problems in better ways.   With advent of science and technology managerial skills have changed but basically a manager must possess these following skills that are communication skills, human skills, computer skills, time management skills and technical skills .Fault in any of the above skills may create hurdles and problems in the organization for the managements.

2.6.2   Communication as Managerial Skill

Communication is the most important aspect of human life. It is the faculty that differentiates human from animals although we do not understand them and they do not comprehend us both communicate and give messages to their fellows. In managerial skill it is very much important that the manager must possess communication skills. It can be verbal communication or written communication. A

good and effective communication is imperative for successful managers. He must be a patient listener of both sides that is by supervisors and workers. Arranging meeting, praising the workers and solving their genuine problems are part of communication. He has to bring in black and white what happens in the organization like reports, letters, memos, policy statements in precise and clear manner which should be grammatically correct and comprehendible by all and sundry.

2.6.3   Interpersonal Managerial Skills

Interpersonal skills are those skills which are compulsory for all the managers because they have to deal with different type and temperament of people. In most of the working places, the people are diversified and have different cultural background along with individualized personality traits. It is the responsibility of mangers that they should apprehend their cultural background and personality type so that they could manage and supervise them effectively and efficiently. Interpersonal skills are best learnt in working environments, books can provide information about psychology and personality traits but real application start in an organization.

2.6.4   Information Technology as Managerial skill

Information technology has advanced the managerial works and makes it infallible because today a large portion of our daily activities, either business or personal, is occupied by computer and information technology. One can not pass effective and successful life without knowing and using them. Big organizations, factories, warehouses, stores and offices are fully computerized. The work that needed a lot of time fifty years ago can be done in seconds because of computer which does many of our task within no time. Certainly there are some blunders committed by

computer but generally it is a useful a beneficial invention. A manger must have computer skills to keep things electronically updated with help of CCTV a manager can monitor and check the latest condition even without visiting the office. He can keep and an eye on staff from far away as well as by sitting simply in his office. For all this it is imperative to be computer literate and enough knowledge and skills to get full utilization of these gadgets.

2.6.5   Time-Management as Managerial Skills

Time, as it is said, is money so time management is one of the most crucial factor in meeting goals and targets. A manager has to allot time to various projects and activities. Time is very important for managers because they have adjust it if there are some interruption by callers, workers' problem, unexpected visits and mostly the meeting which require an extra time but a good mangers make arrangements within the time limits. The best way to manage time is setting priorities and ranking them then perform according to their rank so important works must be done first of all then the other.

2.6.6   Professional Operational Skills

Professional skills contain those skills that develop professionalism in human generally and in mangers particularly. A professional manager knows what to do when to do it and how to do it. He keeps his eyes on current developments and his competitors movements so that he could preempt to reverse any challenge and charge. The most important is that the type work he is supervising he himself should posses its knowledge and information. A mechanical workshop manger should know mechanical work; a lawyer firm manager must know the law and a school manager

should have enough knowledge of teaching learning process. A manager who runs an educational institute must be able to have diverse skill, subject knowledge and other process that take place in the school vicinity. Therefore he needs to be more efficient, active and flexible because he has to manage educated people and the product is something that is human attitude which is most complex to handle. In addition he should be aware of the psychological aspects of human being and personality traits because he has to deal with the parents on one side and teacher on the other side which is difficult it he does not know the personality characteristics of the people.

2.5   Management and School Efficiency

According to Hodge, Anthony and Gales (1996) organizational structure alludes to the whole of activities and actions that assign different tasks to different labor. They divide the work in small chunks and then coordinate them. O'Neill (2006) further elaborates that organizational formation concentrates on one unit which carry out deciding matters, finalizing rules, keeping authority, providing communication and making work process as standardized.

Mintzberg (1979) states that the objective of formation criterion in work process is classification of work output and efficiency that remains prerequisite to meet the aspirated standard. Accomplishing these targets in the organization, the structures are developed. All units and section, departments and schools should envisage a management structure because these structures define hierarchy of the organization in form of chart. There is a diversity of these structures in an organization to organization but a few of the have unanimity also. It depends on many things like geographical location, the product they produce and the kind of labor they hired. The systematic arrangement of work displays the structures which varies everywhere. The

classification of work and division of labor enunciate the progress and performance of the organization. It has developed the idea of specialization and professionalism in world human market today. Schools are basically a small unit where principal is the manger and he holds most of the management functions. He keeps teachers of different subjects to run the teaching learning process smoothly and efficiently, but the recent idea of integrated curriculum may bring hurdle as the teachers are not ready to teach all subjects as they have different interests and skills so they want what suits them best.

2.7   Schools' Management Structures

In school management systems there exists four type of stream of structures Out of which public and private are two main forms while each one can be further classified into two. In public schools there are schools that are run by autonomous bodies and the state schools that have unanimous structure pattern. The private sector is very rich in type of management structures as there three main types of schools, the one that belong to chain of schools, the other that belong to individual owners and third that is run by NGOs. Most of the public schools have same structure pattern but in private sector there are varieties of structure.

Since Pakistan independance there were public and private both type of school but in 1974 the nationalisation policy discouraged the private schools and all the school under private management were taken over by the state. After a decade the government realised that it is not possible for the state to provided eduction to all and because of meagre resources and mismanagement so it allowed and encouraged private sector once again to run the schools. It grew up like mushrooms and took a reasonable share in educating masses.

During the first twenty years private schools were similar with public schools in pattern and format so during the first part of 1970s the nationalisation of private schools made them like public school because they got the same structure as earlier exist in government schools. In late seventies the state allowed private schools once again and made compulsion for them to get registered and recognised by the respective departments and boards. Due to inefficiency of state department there were created two more cadres registered and unregistered and recognised and unrecognised. The distinction between these two is very important because most of the census only the data of registered schools is available but no one knows about unregistered and unrecognised schools of the country.

The school management structure are homogenous in public sector where there are many unnecessary layers of command that starts form teachers at the bottom and education minister or education secretary at the end. In the middle there are provencial minister and secretary divisional directors and district education officer deputy education officer and ADOs and head master and principals. The chain of organisation is very long and takes many months and years to get some directive implemented but in private school there is not such conditon as most of the time the manger or principal is the competent authority to implement orders so it is a fast track administration and the problems are quickly solved. There is no political intervention as in public schools during appointments and admissions. The private sectors has many challanges and chance to grow as the social trends are in their favour but they need to keep them upto date and in touch with the modern world to carry on quality education in the respective schools. The future is uncertian and many developments, changes and technologies are emerging so it is the duty of their mangement to keep abridged with these advancement.

2.8   Review of Related Studies

In this section of the study some of the important works related to the management systems of education were discussed.

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

Iqbal (2005) explains that in Pakistan there are three levels of schools, elementary which comprises of class one to eight, secondary that includes 9th and 10th classes while higher secondary or college keeps 11th and 12th classes.

He further adds, the administrative set up as earlier discussed contains a long chain of commands which starts from education ministry and through provincial ministries leads to division and district and tehsil level then it goes to schools.

Caldwell (2002) says that the most of the institutions at secondary level are in the process of metamorphosis at large scales. This transformation is so rapid and prompt that it needs to be understood by all its magnitudes and a scheme should be established which prepare guidelines for knowledge and success that may be required to meet the current challenges. Beare (2001) suggested to detect the tendency of future endeavors and apprehend the way forward to it. Gibson and Davies (2008) supported the above thoughts of gigantic trends, big social changes which are continuous and constant in direction. The multi cultural society or polarization of civilization would have lasting results in coming years.

Caldwell (1992) recommended including centralized control of curriculum and accountability. It can be achieved by giving autonomy to schools and binding them to provide quality education including nation needs and aspirations. The world has become a global village so it educational requirement must be globalised and competitive to world human market. If we sow the seeds of problem solving, creativity and capacity for life long learning then they would be able to handle the world problems. In this decade schooling all over the world characterized by quality education, commodious of learning environment, incorporation of increasing up-to-date knowledge and demands of world market economy which requires to be vigilant and vibrant all the time.

Bentley (2000) presented a true picture of the scenario and commented that schools are agent of social change and cultural harmonization. The current schools teach advanced knowledge but they are unable to reverse change and stop transformation because these two are natural. The school role has become multiplied if we compared it the past because they have to fight in many fronts and they are still serving some of the values which are extinct in the social fabric.

2.8.1   Streams of Education System

The huge gulf in different system of education in Pakistan demanded to ensure uniformity in education system at all levels. There exist elite schools like Frobel's, City Schools, Beacon House, Educators and Roots along with the other private schools, Army Public Schools, Fauji Foundation Schools and on the other hand government schools and madrasa schools. It has created different classes and prevented the student from lower classes to enter in any professional college or organization that requires proficiency in English language and other subjects. The fundamental rights as enshrined in constitution of Pakistan to provide equal

opportunity for all children. The madrassa had another type of educational institutional set up which provides limited approach to different subjects. The students studying in madrasa are very much aloof on the whole education fabric. As already discussed, this multi pattern education has developed very wide gap in social set up which need to be addressed. There are certainly some cadet colleges which, in some way, cater the demands of very small section of society but they are few and now they charge money as well. A new chain of schools in Punjab with title of 'Danish School System' has been established by government of Punjab to cater and provide opportunity to intelligent students from lower strata of society which may console the poor and lower middle class children.

There are many factors that cause discrimination among the students of different classes. Management of the schools, allocation of resources, foreign curricula and trained teachers bring quality education. English is a major criterion in white collar jobs in the market which is available to government schools from class six while in private schools it is taught from class nursery. The schools have been divided into elite and non elite as per their efficiency and results. English has become a major factor in creating discrimination among students. Local languages have become faded and they are about to extinct. Location of the schools also matters a lot because if it is situated in city it will have more facilities and people will have more option but if they are located in remote area they the people either have no opportunity or a single choice. Most of the private schools are set up in urban areas but rural areas are ignored by both the government and the society so the immigration toward cities in alarmingly high that cause many other problem than education. Madrassa plays another type of function where the student only get job in religious services, and they are misfit at any other place of work. It created social conflict and

confusion and there is a directionless education in the country. These problems need urgent interest of the ruling people to solve them otherwise it would bring unimaginable upheaval and social uprising against the elite and ruling class that may create chaos in different region of the country.

2.8.2 Building up of Management and Planning

Teaching is an art and this art can be learnt by exercising. In post modern era the major focus of the nation in on development of training the managers and planning for future. In Pakistan people are unprepared because they have become indifferent to state policies as their opinion is always ignored by the authorities. Planning usually takes time and it is apart from teaching. Most of the developing countries have developed a special cadre for educational managers and administrators. If we talk about Pakistan there is no such arrangement for educational administrators, head teachers and at higher level District Education Officers, Executive education officers. They are selected through education cadre just only depending on their experience not qualification and background. They have badly struck hard and many schools have very low results ratio.

For good planning, it is imperative to have basic data about that area and there should be evaluation indicators which could tell us about our planning and management skills. As quality input is increased the output will be improved automatically that is invisible in the present time and in near future.

The private schools are striving hard to achieve quality education, how much they are successful is a controversial because data shows that they perform better then the public schools but there are certain malfunctions in them as well. These schools must be closely monitored and their output must be evaluated qualitatively and

quantitatively. Even though the private schools are closely checked by parents and their competitors, the board results are another parameter, admission to high class colleges and qualifying entry tests as well.

2.8.3 Role of Management Structures in Schools

The traditional role of educational management has, therefore, come to be reconsidered and reexamined in the framework of present social demands and aspiration. It must be recognized on a systematic basis. As it has been seen that there is a rapid expansion and changes that have been taking place in education in both public and private sectors. Management needs to seek constantly to improve its ways and means of functioning and it should also provide its employees what they need to excel. Managers' training is one of the areas which are mostly neglected particularly in education. It is imperative to provide them opportunities for orientation and training of their managerial skills. Educational administrators that take part in the courses designed to improve professionalism, got a great rhythm and spirit when they returned back from these courses. They exercise what they have learnt there and apply those innovative ideas they grasped in their training sessions.

Iqbal (2005) concluded his research on comparative study on organization structure of public and private schools by saying that the leadership style which is based on task and work with addition of authority in both public and private schools had a great effect on school performance. He further added that the private schools management was found more effective than public schools management. He supported the comparative study of Mehmood (1994) on the basis of gender, private, public and its effect on the management style and performance.

Arshad (2003) concluded his study on organizational structure and school effectiveness stated that adaptive culture and constructive culture were the most common culture styles of secondary schools which indicated that organizational culture of our secondary schools is quite conducive. The school either public or private having adaptive culture had been the most effective which was also supported by Kotter and Hessket (1992), Frankline (1994) and Fisher (1998).

Khan (2002) concludes that the task oriented and people oriented style reflect the behavior of the leader as high on relationship. Burns (1994) concluded that the tasks oriented and leadership styles were prevailing in different setting of the schools in all type of public and private institutions.

A major problem in managers' development is the lack of opportunity for them to identify, with those who have more experience, power and skills than they have. Most of the senior educational managers do not give enough time and thought to working with their juniors. The climate in educational institutes is not tolerant of mistakes but an individual's needs to learn from his seniors so he has to bear the brunt of the rivalry between bosses and subordinates. The private school that researcher has selected are not from long chain of schools that have more complex and complicated structure but the schools that have top to bottom management available at the school to solve and improve the efficiency of the schools, so they have a narrow structure type because they are independent entities and run by an individuals. They are not part of large management groups, so there is no procedural delay in official decisions. These types of management structures have many advantages because there is no unionism, no grouping and no delays. Pakistan being a federal state has passed eighteen amendments in 2010 to delivered powers to provinces and the subject of education has been given to the provinces which seem to be a good action. As a

provincial subject the provincial ministry will be responsible for education. So it has got a bit narrow chain of commands but it will take time.

Raza (2010) argues that the education is a provincial subject and to make organization effective and purposeful the administration of education should be decentralized.

Shami and Hussain (2005) describe the role of the federal education ministry and its complicated administrative bodies that cause a delay in policy implementation

World Bank (2007) report considered unsteady management creates hurdles in improvement of public schools performances. There are certain governments in the world which have invited private organization to solve this problem. They are given a school or a whole district to manage them and they did it successfully. They were given contractual responsibilities like financial management, planning and leadership. They brought some benefit which included professional skills and newer ideas that reduced bureaucratic delays and union intervention. There was no political influence on them so they work as they like it. World Bank (2007) report further adds that the private sector is growing very fast as their number grew up during last decade. It became 32000 to 47000 in just five years time which tells how rapid they made progress. During the same period it is witnessed that every third child was enrolled in private schools. The government schools are now competing even though they are better equipped with human and material resources in rural areas too. Only the disadvantage these schools have is they are mostly located in urban areas but there is significant movement toward rural population too.

Shami and Khawaja (2004) concludes the following characteristics of private sectors;

i.   100% of the private schools are running coeducation classes up to secondary level in Rawalpindi Islamabad. Majority of the schools are in urban areas.

ii.   In the private schools Federal or provincial syllabus is adopted with combination of books form other private publishers.

iii. Physical facilities like light, water, latrine and boundary wall was available there, only in Rawalpindi 52% schools have boundary wall.

iv.   As far as other facilities were concerned, 61% schools had Science Lab. 65% play ground and Computer Lab. Whereas 77% had library facility for their students.

v.   A quire reasonable number of teachers amounting (4962) were in the teaching profession in the sample schools. It was further found that female had got more opportunities than male of getting the job in private schools.

vi.   The growth ratio was high enough as 14 % growth rate recorded during 2000-2004.

vii. Astonishing results were that the growth rate at primary level was 13% in 2002, which reduced to 12% in 2004. The middle level growth increased from 14% in 2000 to 17% in 2004 and at secondary level it increased from 16% to 17% during this period. However, the enrolment at higher secondary increased from 24% to 30% from 2002-2004.

viii. There were 152 schools managed by individuals that mean they establish schools for self employment.

Andrabi and Khawaja (2002) supported private schools and argued that though the teachers are not formally trained but they have a low teacher students ratio which provide them an opportunity to get training and skills through experiences. The expenditure per student is Rs.195. 64% schools were registered.

2.8.4 Contribution of Private Schools in Education

Private schooling world over is growing fast, same is the case of Pakistan. Private schools camouflage people from all strata of society.The role of government are not wiped out because they are the major financer of the education and policy providers. The quality education is imparted only by the private sectors. The role and responsibilities of the private organization are different in different countries because it depends on the contract what government require form these NGOs.

The concept of Public Private Partnership (PPP) has been growing fast in recent past which proved to be result oriented for short term. In this segment the government provides some share or subsidies to private organization. So there is drift from public provided education to public funded education. Many countries had very good experience of this type of scheme like Netherlands, Chille, Gambia and Kenya. Some experiments were made in Pakistan but they did not bring desired result as the contracts were given no on merit but on personal links.

2.8.5 Effective Management in Private Schools

World Bank (2007) states that the public-private schooling gap appears to be very large in recent surveys. Firstly, the survey presents the academic performance of both public and private schools, the students of private schools score higher than the public schools even they belong to same area. The subjects included English, Urdu

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and Mathematics. In all the subjects, the students from private schools perform quite better than the students of public schools. The scores of private schools are high because they use maximum teaching aids available to them but public sector never bothers to pick out what they have in stores for students. The report comments that the thing private sector provide in Rs 1 public sector provides in Rs 3.

Secondly, the expenditures gap is quite high as the money spent on each child in public sector is alarmingly higher than the money spent on a child in private sector. A private school charge monthly one day wages of a labor but in public sector the same service is provide with double rate of it which is an eye opening for the policy makers of the country.

Thirdly, the student teacher ratio is lower than the public sectors schools and better infrastructure than public schools. Although the buildings are very large in public sector schools but they do not have reasonable equipments apart from black board and desks like water toilet and seating arrangement. The private schools save the cost but not at the cost of students' education. They reasonable manage all the required facilities to the staff and students.

2.8.6   Management Incentives for Private School in Punjab

Anwar (2010) chairman, Task Force For Punjab Private Education Sector Reform recommended to provide free books to the students of private schools who charge less than a thousand fee. By enhancing the idea of 'free education' this facility will be provided across the board. An independent and autonomous body, with the name of "Punjab Private Education Promotion and Regulatory Authority"(PPERA), having eight members from private and seven from public sector to be formed.

The selection of the chairman will be elected by the members of the board of governors that further confirm its sovereignty. This body will present one window operation for private schools and look after all the matter pertaining to these schools. It will develop by laws and facilitate the private sector schools in the functioning.

Although the reaction from the private sector is split as some of the organization of private schools did not accept the proposal but quite a large number of schools were agreed to play their role for improvement of the private sector schools. In this way it is possible that the private ghost schools that do not exist but they collect money form donor agencies and international organizations or even if they are working they charge high level of fees by the students would be wiped out and a cleansing process would start. It is high time to handle this problem because in this way many legitimate and deserving schools are left out because they do not belong to any of the political parties, or they do not have access to these donor agencies and organizations.

2.9   Examination System at Secondary Level

Shah (2003) says examinations are part and parcel of the entire education system. The basic role examination play in educational process can be appreciated from the fact that good examinations motivate pupils, help them know their strengths and weaknesses and provide opportunities to the teacher to try new methods to improve the teaching learning situation. They serve as means to an end. The objectives of examinations are mainly dependent upon the aims of education. If education aims at producing personal to fill job, in clerical cadre, the examinations will be set and administered as to achieve this aim. If education is to produce good citizens, patriots creative and freely thinking human beings, examinations will test the

development of these qualities and abilities in the examinees. The nature of examinations will be determined by the curricula and goals of education.

Secondary education is a crucial stage in the development of an individual and it has its own requirements for education of the student reaching the stage of adolescence. At this stage an individual is full of his capabilities. Keeping in view the importance of this stage the educationists have set the specific objectives for secondary education. It is the stage of preparing the individual for work force. The Pupils keep an utmost desire to become the useful citizen in the society. The evaluation process has its specific nature at this stage and in most of the countries the public examination system is introduced formally at this stage. The importance of the adolescent stage of the individual, the value of the time period, its implication in teaching curriculum which may make him a useful citizen and market oriented individuals cannot be denied.

Secondary education in Pakistan is comprised of two stages. First stage to call secondary stage, which includes 9th and 10th class, Second stage is called higher secondary stage which includes 11th and 12th classes. 9th and 10th classes are taught in secondary schools whereas 11th and 12th classes are taught in higher secondary schools, inter colleges and degree colleges. Secondary education is a second step towards higher education and most of the education activities depend on the manpower educated in the sphere of secondary education. In order to get good quality of secondary education it is necessary to create a better educational atmosphere in the schools by providing highly qualified and dedicated teachers, dynamic curricula effective system of training and supervision and meaningful system of education and

examinations. It is common experience that we talk too much and do too little. Wish the process could be reversed.

Examinations at secondary and higher secondary stages is conducted by various boards of intermediate and secondary education in Pakistan. The curriculum at higher secondary stage being taught in different provinces is almost the same. The minimum qualification for teachers at higher secondary stage is M.Sc. Academic year starts from April and lasts till March. There are five Urdu, English, Math, Islamiat and Pak studies for secondary and four compulsory subjects Urdu, English Islamiat and Pakistan studies for higher secondary stage in Pakistan, while a large number of elective subjects are offered to students from which they have to choose three subjects.

After independence universities were to take the examination but later on the board of intermediate and secondary education were established to conduct and carry out examinations at secondary and higher secondary level.

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

The Federal Ministry of education established Federal Board of Intermediate & Secondary Education (FBISE) Islamabad under FBISE ACT 1975, as an autonomous body. It was assigned the financial and administrative powers to organize, regulate, develop, arrange examinations and control the board matters. Its Jurisdiction included Capital Territory all over Pakistan, Federally administered northern areas and overseas.It also covered the army cantt and garrison area.

2.10.1   Roles and Responsibilities of the Board

Federal Board of Intermediate and Secondary Education as per its charter perform the following roles:

1   Affiliate institutions imparting Secondary School Certificate and Higher Secondary School Certificate level education within Pakistan and abroad.

2   Prescribe courses of instructions for different subjects at SSC and HSSC level.

3   Ensure provision of requisite facilities in the affiliated institutions

4   Hold exams, appoint examiners and supervisory staff

5   Institute measures to promote physical well being of students

6   Secondary School Certificate Examination

2.10.2   Examination System

Examination is a measuring instrument intended to verify both a candidate's value and value of the teaching he has received. It is an indicator of the training given and received. It is to measure what has been accomplished during the period of study, to weigh each candidate's sum of knowledge and appraise his ability. It looks like target incentive, motive or stimulant. It provides motives for the teachers and a spur for the pupils' examination conditions and orientates the entire teaching process

Britannica (2007) states that the educational examination is the assessment of person's performance when confronted with a series of questions, problems or tasks set him in order to ascertain the amount of knowledge that he has acquired, the extent to which he is able to utilize it or the quality and effectiveness of the skills he has

developed

Gronlund and Linn, (1990) has given the concept of examination in these words and says that the term examination usually refers to a formal set piece kind of assessment. Typically one or more three hours papers have to be worked. In any system of education the major instrument by which the objectives of education at national level can be measured, is in the form of examinations, and provides a yardstick to measure the abilities of students for future education and further decisions relating to his career.

According to the National Education Policy (2009) the assessment systems are quality measures that cater to a number of requirements of the education system. These can be used to measure overall system efficiency as well as individual student's performance for movement in the education system.

In Pakistan the boards conduct annual and supplementary examination but supplementary examination is only open to the students who have compartments in annual examination. Federal board has introduced a different pattern of papers to bring quality in education by minimizing the chance of rote learning which is very common in our education system. During last three years board has successfully conducted this new pattern. The question papers are blend of objective and subjective type which requires thorough study of the subjects.

2.10.3   Conditions of Eligibility (Regular candidates)

The board has set some conditions for eligibility of students. A student must have got registered with the board at SSC level during the academic year or before commencement of examination. He/ she should have good conduct, character and satisfactorily performed during the academic year. He/ she should have attended more

than 75% classes. He/she must have completed the course work and practical work too. He/ she should have correct date of birth and submitted the required fee in the board account.

2.10.4   Gazette Publication

The board published results gazettes yearly and send them to affiliated schools these gazettes keep information about results of institutions as well as the individual. It gives results percentage of the schools, subject percentage and science and arts group percentage. The data about results percentage is extract of the schools to compare with the management structure scores. The Gazette for the year 2008, 2009 and 2010 were taken to find out the academic performance. The gazette format is intelligible because it provides schools result as institution wise in percentage from, it also gives information of the result as the number of students obtained A+ , A, B+,B, C and D, additionally it gives information of subject wise result and grades.

This study will look at schools management structures of private sectors, the difference among them and effectiveness of management structure in enhancement and improvement of their board results in Pakistani situation. This is an effort to make analysis of the methods adopted to work and lead, to manage the teachers need and support staff for their academic and professional development. Analysis of correlation between management structures and their performance will be brought into black and white. The results were given in form of percentage which includes all type of groups appearing in the board examination. The results are combined male and female as most of the schools run coeducation classes even though they had separate campuses but in board examination they are recognized as coeducation institutes.

CHAPTER THREE

METHODS AND PROCEDURES

The research was a descriptive and documentary analysis study conducted by analyzing different document available to the researcher. Pearson r was used to calculate the relationship of different variables. The other components of methodology are discussed in the below lines.

3.1 Population

The private secondary schools of Rawalpindi and Islamabad city, affiliated with Federal Board of Intermediate and Secondary Education Islamabad by the title of "private schools" formed the population of the study. The definition of the private schools is the schools 'that had got affiliation five years ago, they charge less than two thousand fee per month and they are still functioning in Rawalpindi and Islamabad urban area. These schools were 30 in number. The whole population was selected as sample. The sample represents 100% of the population

3.2 Sample of the Study

Sample of the study consisted of 30 schools selected out of 30 using universal sampling technique by considering five years affiliation period basic criteria which reduced the population to thirty. As the sample consisted of the whole population therefore, universal sampling technique was used. The sample covered all urban areas of Rawalpindi and Islamabad. It was necessary for the sample to have at least five years previous record. It also includes all groups appearing in the board examination held during last three years.

3.3   Sources of Data and Research Tools

It was a documentary study in which the following sources were used to collect data pertaining to the research topic.

- Prospectus of the schools

- Brochures, Handouts

- The board gazettes for the years 2008,2009,2010

First of all the management structures were extracted from the documents of the schools and they were ranked as they got the score. The total found numbers of the structures were seven. These structures were presented in from of figures 5-12 and the steps identified were also displayed. Then a measurement scale was developed on the information provided in the documents which kept eight general heads and sixteen subheads to measure the management structures of the schools.

The format of the measurement scale mentioned in appendix was developed as a first step. It was based on the questions of what exist there in the school. The questions like 'Does the institution have secondary level classes or it runs higher secondary level classes too? In the first case 1 is given and in the second case 2 is given. The maximum score a school got in one item is 3 and minimum it got is1.If a characteristic does not exist then the school gets 0. Ahead is the Measurement scale, the school names were abridged due to lack of space but they were mentioned in the second table which became the final shape of data.

The second step was to calculate the management structure scores by adding all the score obtained by every individual school. The third step was to change this score

into percentage form as we have results in this format also. The fourth step was to split the score into low score management structure schools and high score management structure schools. The sample was split into two halves by placing the data into descending order and median is used as splitting point.

The fifth step was that the groups were split on assuming the academic achievements as independent variable and structure score as independent variable. The Upper Achievement Group represents the schools that have 85 or more then 85 % academic performance average and the second group is Lower Achievement Group which represents the schools that had academic achievement average of 84% or below it .The relationship of the academic performance is calculated by finding out correlation of Academic Performance and Management Structure Scores.

3.4   Data Collection

The data was collected by getting prior permission from the head of the schools. The researcher visited total population to collect the printed material of the schools but most of the school did not have printed material with information about their management structures. It was a new experience that a large majority of the schools did not have prospectus. The researcher gathered information and got access to them by using personal links and sources. The obtained data was thoroughly observed and assessed to extract the information about the management structures of the sample schools.

3.5   The Scale for Measuring Management Structures

The following scale was developed to measure the management structures of the schools that later helped to find out the relationship between management

structure of the sample schools and their academic performance. The Management Structure Scores for each of the school obtained is mentioned in the last column of the scale. There were different type of scores each school structure obtained. The minimum score was thirteen and maximum score was nineteen out of total twenty two. This score was transformed into percentage to compare with the academic performance. The management structure scores were put in descending order and median is used to split them into two halves. In last the academic achievement was placed in descending order and comparison was made.

Figure 5   the Scale for Measuring Management Structures

School Name / Urban Area	School / S.S.C 1	Level 3 / H.S.S.C 2	Diversity 3 / Gender 1	Professional 2	Community / Sports 1	Participation 3 / Co-curricular 2	Type of / Vertical 1	Management 3 / Horizontal 2	Counseling / Individual 1	Committee 3 / Group 2	Rules and / For students 1	Regulation 3 / General 2	Established 3 / 5 Years 1	10 Years 2	Admin body1 / Numbers 1	Score 22 / Total score 22
1. ANC	1	2	1	2	1	2	1	2	1	0	1	2	1	0	1	18
2. QSA	1	2	1	2	1	2	1	2	1	0	1	2	0	2	1	19

3.6   Data Analysis

The collected data was arranged and organized in numeric forms to be utilized in PASW (SPSS 18) creating two separate groups by ranking them low scores management structure and high scores management structure. Pearson r

$$\rho_{X,Y} = \frac{E(XY) - E(X)E(Y)}{\sqrt{E(X^2) - (E(X))^2}\sqrt{E(Y^2) - (E(Y))^2}}.$$

with two tail significance level was used to find out the relationship between the two groups. The relationship ranges from -1 to + 1. In the first four steps the management structure scores was independent variable and results were dependent variables while in fifth step the results were made independent variables while management structure score was dependent variable.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter contains description and analysis of the data. The total population was 30 and the sample was taken as whole of the population which formed 100 % of the population. The researcher developed a measurement scale by thorough and critical analysis of the respective documents and later ranked them into two groups on the basis of their Management Structure Scores. These groups were Low Management Structure Scores Group and High Management Structure Scores Group by first putting them in descending order and using median as a splitting point. Another group was derived on the basis of academic results of the schools. These groups were Upper Achievement Result Group and Lower Achievement Result Group. This group was split by first keeping results scores in descending order and using median as a separating point. In the measurement scale the structure score was changed into percentage form as the results were also in this form, then the whole data was put into PASW (SPSS) statistics software to find out the relationship between them. Analysis of data is presented in the following pages.

4.1 Step: 1   Identification of Management Structures in Private Sector Schools

The following are model management structures that were extracted out of the prospectus and other documents. They are seven in numbers presented in organizational chart form. The first one is highest scores management structure and they are presented in hierarchical way and top most is first and lower most is at the bottom. In this way they have been ranked too.

Pattern A   Figure 6
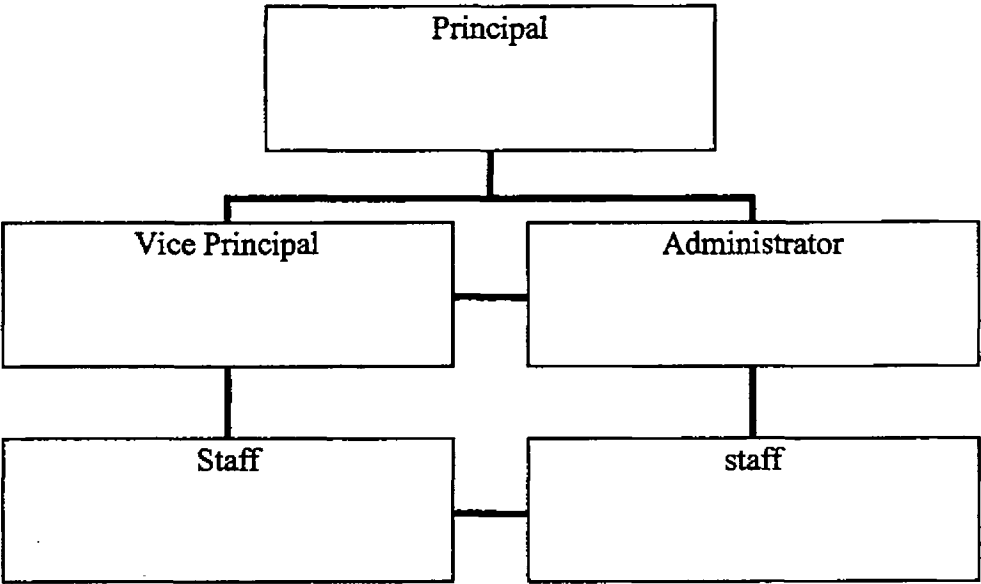
Pattern B   Figure 7
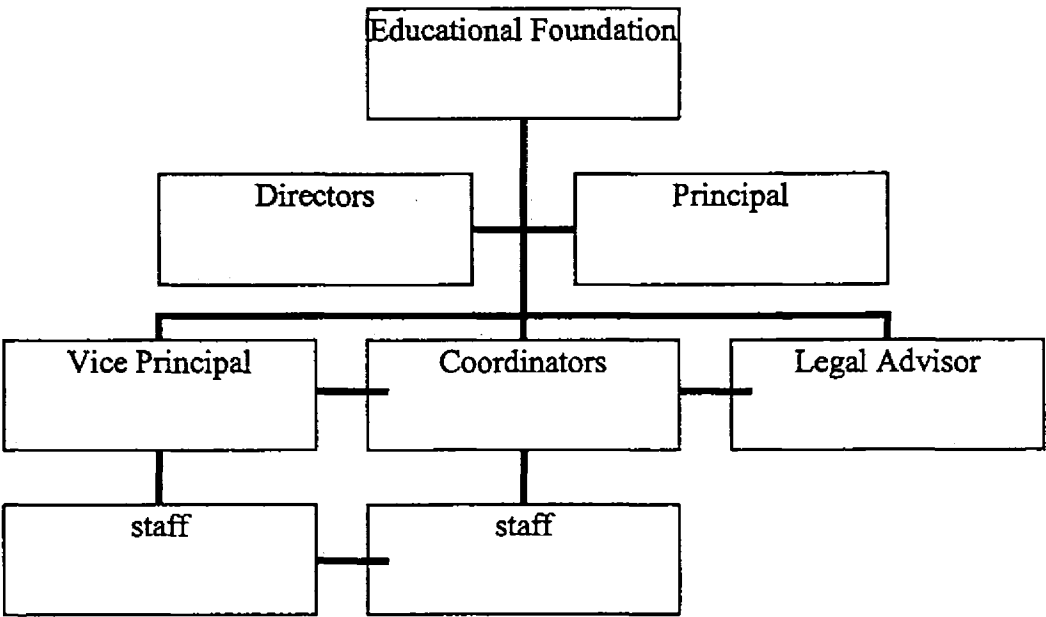
Pattern C Figure 8

Pattern D Figure 9

75
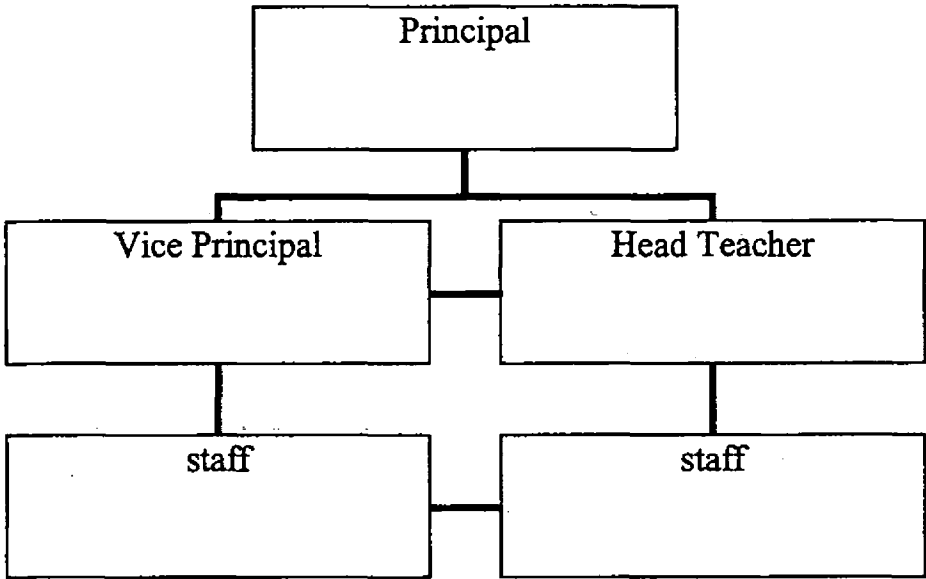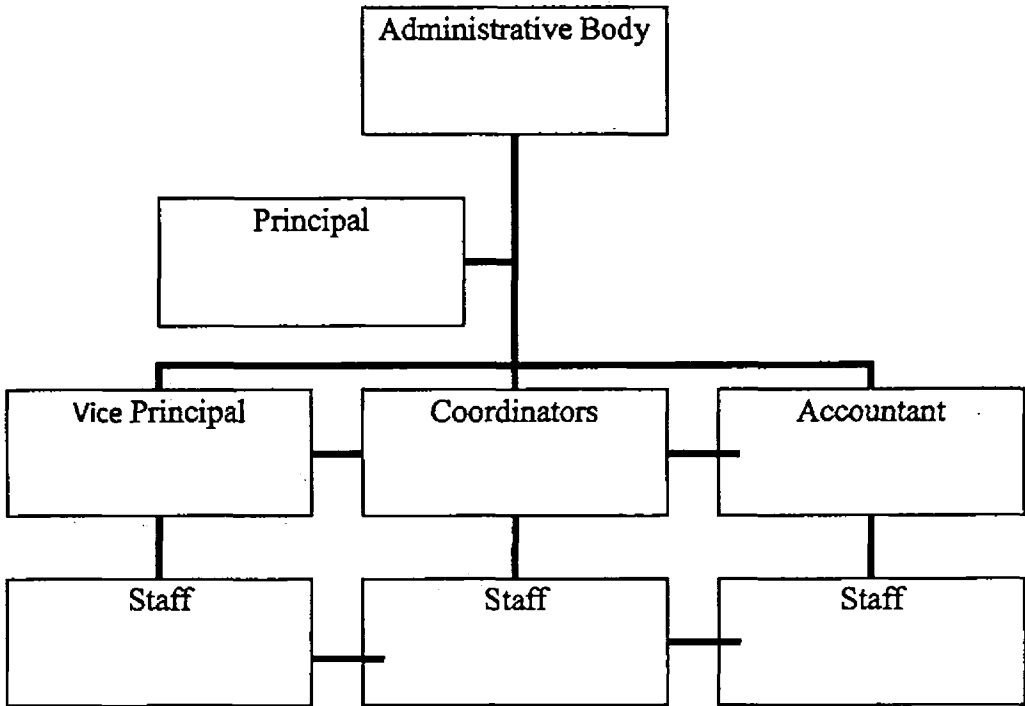
Pattern   E   Figure 10
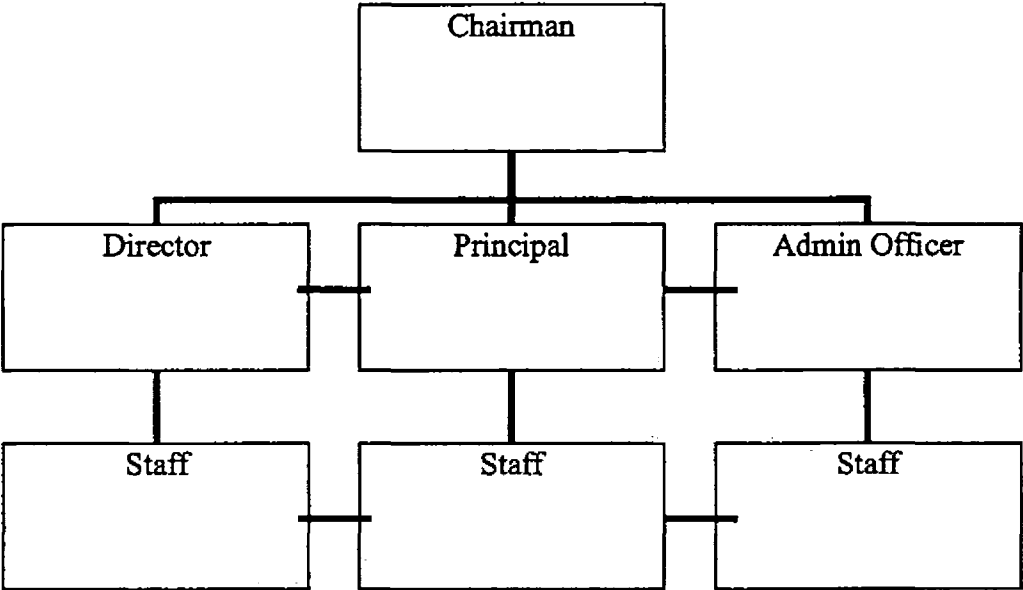
Pattern   F   Figure 11

Pattern G   Figure 12

```
              +---------------------+
              |      Chairman       |
              |                     |
              |                     |
              +----------+----------+
                         |
        +----------------+----------------+
        |                                 |
+---------------+               +------------------+
|   Principal   |               |   Admin Officer  |
|               +---+       +---+                  |
|               |   |       |   |                  |
+-------+-------+   +-------+   +--------+---------+
        |                               |
+---------------+               +------------------+
|     Staff     |               |      Staff       |
|               +---+       +---+                  |
|               |   |       |   |                  |
+---------------+   +-------+   +------------------+
```
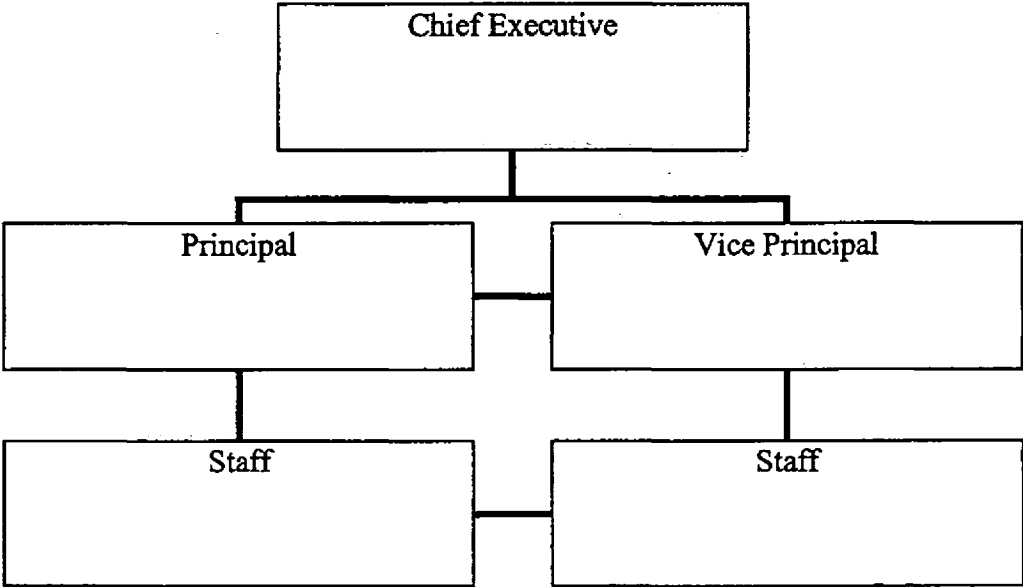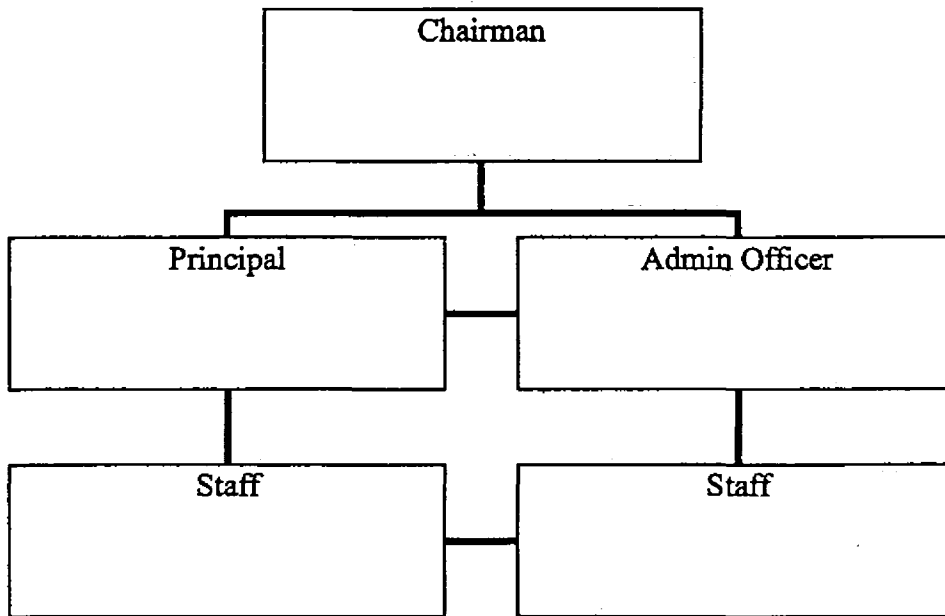
This group is the lowest one in management structure scores because it does not have

vertical and horizontal layer of the management.

4.2   Step 2   Relationship of Management Structures Scores
             and Results of the last three years

The table 1 presents the raw data and its first column shows the serial numbers,

the second bears name of the schools, the third column is for Management Structure

Score while the next three column show the results of the last three years.

First of all the first three basic research questions were tested in the following

tables. The next table shows result in first column and second column shows the

relationship of the results and management structure of the schools and the last

column shows the total number of the respondent schools. The table was constructed manually to present the data

Table 1   Management Structure Scores and Years Wise Results

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

26	63.64	100.00	25.00	00.00
27	59.09	75.00	66.67	80.00
28	59.09	44.83	65.96	93.10
29	59.09	21.05	45.45	100.00
30	59.09	00.00	37.50	57.14

Table 2   Correlation of Management Structure Score and Years Wise Results

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

**Significance level .05

4.2.1   Structure Scores and Results 2008

The table 2 row 1 is about the Management Structure Scores and the results. It displayed that there is significant correlation between management structure and the board results of the schools during the year 2008. The question was 'Is there any relationship between management structure scores and results for the year 2008? This question was tested which proved to be true as this relationship can be seen in the table 2 row 1. The relationship is .705 which is significant. The numbers of the respondent were 30. There is no missing value as all of them got their students appeared in the board examination. The following curve in the figure 13 shows that there is a relation as most of the dots are close to the line.

Figure 13

RESULT2008
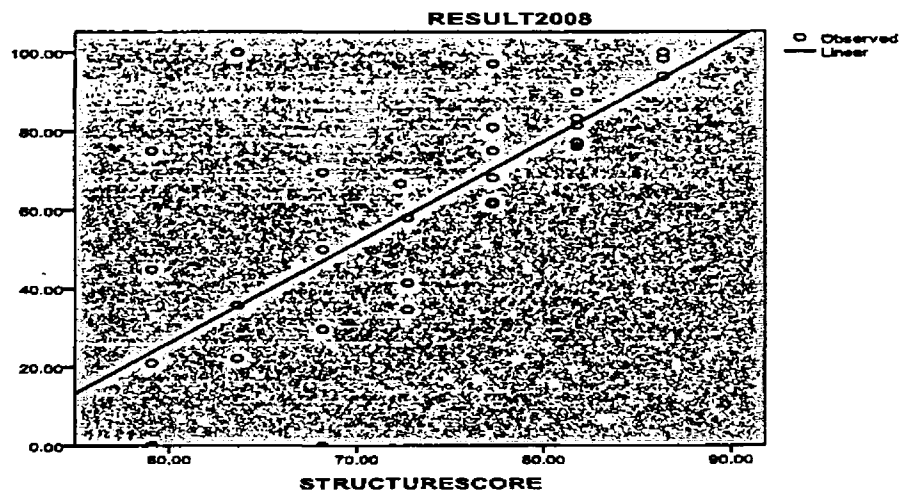
4.2.2 Structure Score and Results 2009

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

Figure 14

RESULT2009
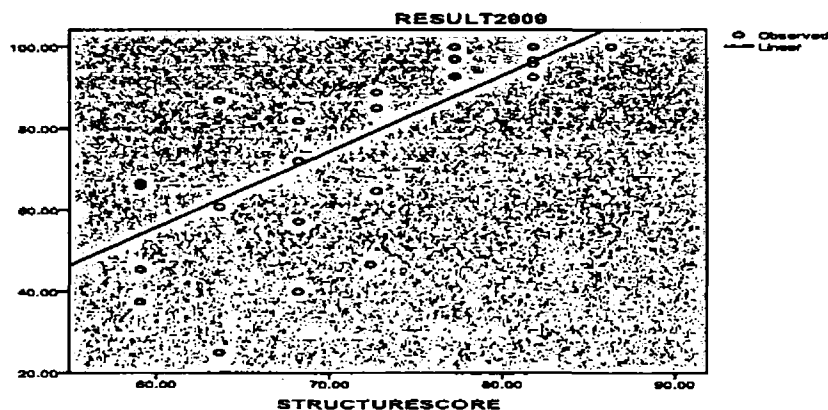
4.2.3   Structure Score and Results 2010

In the table 2 row 3 shows the relationship of management structure scores and the results for the year 2010. It is once again crystal clear that there is a significant relationship between management structure scores and the academic performance for the year 2010. Two tail tests are used to find significance. The structure scores stand out prominently at .533. All the three rows proved the positive correlation between management structure scores and the results of the last three years that is 2008, 2009 and 2010. The relationship is positive as it is bending toward +1, so it can be said that there exist a positive significant relationship as shown in the figure.

Figure 15
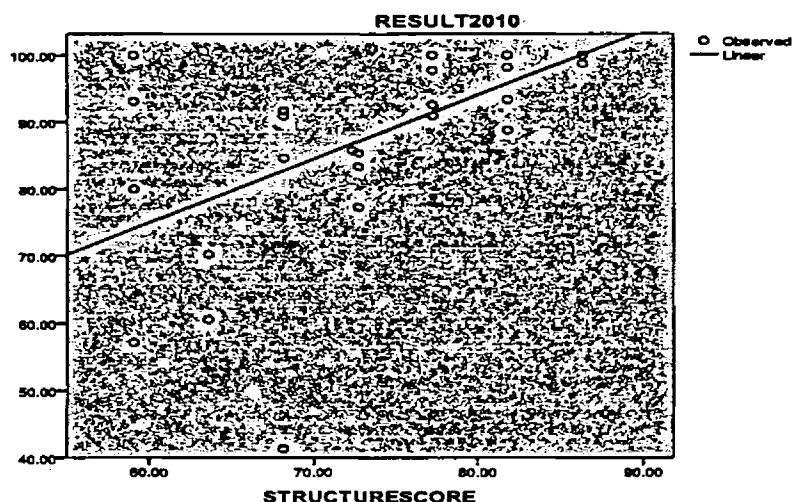
4.3 Step 3: Relationship of Management Structure Score and Mean Score of all Results

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

Table 3   Correlation of Management Structure Scores and Mean Scores of all
           the Results

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

**Significance level .05

In the table 3 the first column is about management structure score the second

column is of the correlation and the third is of the total number of the respondents.

The second row is of the mean score of the results in first column while in second

column the correlation is presented and the third column is of the total number of the

students. The table 3 shows that there is a significant relationship between

management structure score and the mean score of the results which is .828. The

relationship is positive as shown in the figure 16.

Figure 16
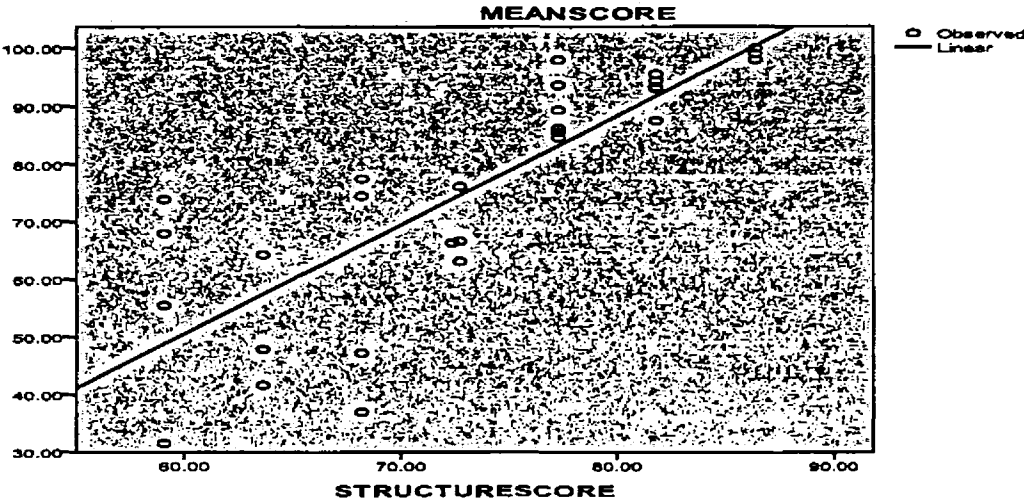
4.4 Step 4: Group wise Relationship of High Management Structure Score group and Low Management Structure Score group with Academic Performance

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

Table 4   High Management Structure Scores Group

S.No	High .Scores Group	Results or Academic performance 2008	Result or cademic performance 2009	Result or Academic performance 2010
1	86.37	94.00	100.00	100.00
2	86.37	100.00	100.00	100.00
3	86.37	98.41	100.00	98.75
4	86.37	100.00	100.00	100.00
5	81.82	92.31	76.19	98.15
6	81.82	90.00	100.00	93.33
7	81.82	81.84	100.00	98.15
8	81.82	83.33	95.83	100.00
9	81.82	77.19	96.72	88.74
10	77.28	97.06	96.97	100.00
11	77.28	80.95	100.00	100.00
12	77.28	68.18	100.00	100.00
13	77.28	75.00	92.83	90.91
14	77.28	61.97	97.10	97.73
15	77.28	61.54	100.00	92.57

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Table 5   Low Management Structure Scores Group

S.No	Low Management Structure Scores group	Result or Academic performance 2008	Result or Academic performance 2009	Result or Academic performance 2010
16	72.73	58.00	85.00	85.37
17	72.73	34.62	88.89	77.27
18	72.73	41.38	64.71	83.33
19	72.73	66.67	46.67	85.71
20	68.18	69.57	72.00	90.91
21	68.18	50.00	81.82	91.67
22	68.18	00.00	57.20	84.62
23	68.18	29.63	40.00	41.38
24	63.64	35.71	86.87	70.27
25	63.64	22.22	60.78	60.61
26	63.64	100.00	25.00	00.00
27	59.09	75.00	66.67	80.00
28	59.09	44.83	65.96	93.10
29	59.09	21.05	45.45	100.00
30	59.09	00.00	37.50	57.14

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

Table 6   Correlation of High Management structure Score Group and Low Management Structures Score Group with Year wise Results

Results	Relationship of High Management Scores Group with Year wise results	Relationship of Low Management Scores Group with Year Wise results	Numbers Per Group
2008	.747**	.135	15
2009	.100	.352	15
2010	.267	.126	15

**Significance level .05

The table 6 describes the relationship between two groups split out by using median. The first row of the table shows the titles of each column. The first column represents results, the second displays the relationship of high management score group, the third column portrait the relationship of low management structure score group and the fourth column gives us the number of respondents. The relationship is positive as it is bending toward +1, so it can be said that there exist is positive relationship between management structure score and the results of the schools. It is observed that the relationship between high management structure score and the academic performance 2008 is significant while the rest of the relations are

positive. In low management structure score the relationship is positive although it fluctuates in different results.

4.4.1 Relationship of Group wise Management Score and Results 2008

Figure 17
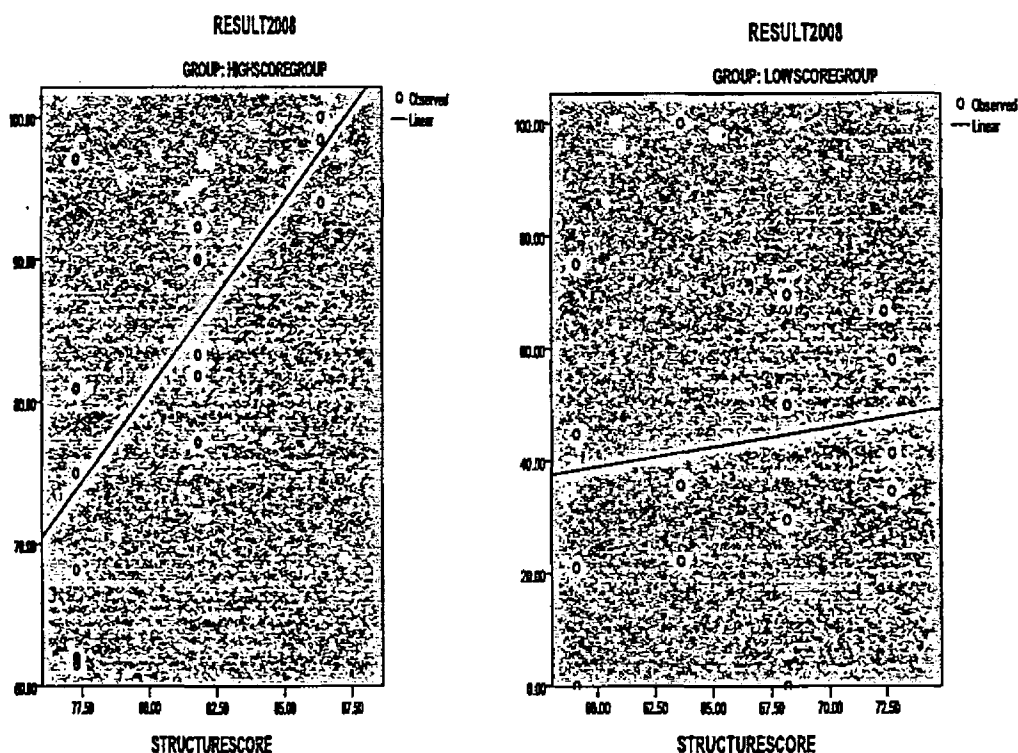
In the table 6 row 1, the relationship between high management scores and low management scores was tested and it was observed that there is a significant relationship between high management scores group and their results as shown .It is .747. The total number of sample is 15. When it is compared to low structure scores group it is observed that there is low relationship between low structure scores group and its results and its correlation coefficient is .135. The relationship is positive .The same data shown in the figure 17 makes the picture clearer as most of the scores fall on the line but in low management structure scores the scores are scattered.

4.4.2 Relationship of Management Scores and Results 2009

Figure 18
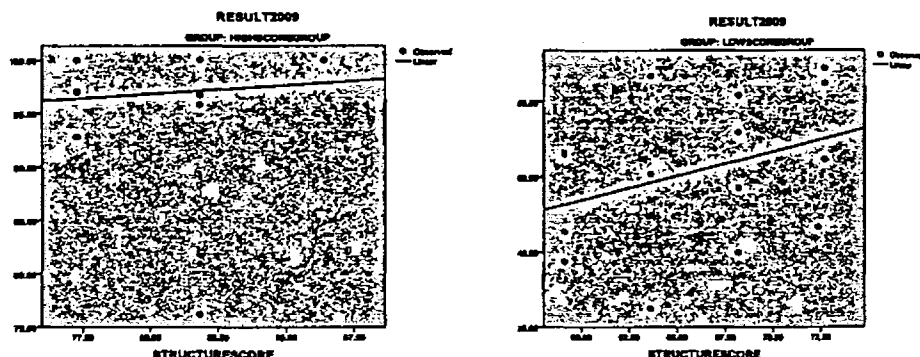
In the table 6 row 2 it was observed that there is a low correlation between high management scores group and the results of 2009. Its correlation coefficient is .100. The question whether there is a relation between high structure scores group and low structure score group, it appeared that there is a relationship but it is not significant. The low structure scores group relation in 2009 result is slightly better as it is .352. So it can be said that the low management structure have high correlation than the high management structure scores group. It seems that the results are unusual.

4.4.3 Relationship Management Score and Results 2010

Figure 19
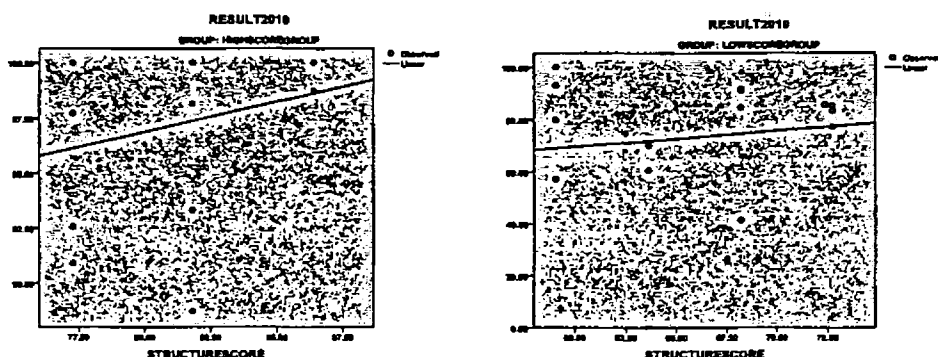
In the table 6 row 3 there is a relationship between high management structure scores group and the results of 2010. The high scores group has correlation coefficient .267. The third column shows relation between low management score group and the result 2010. It is proved that there is low relationship between low management scores group and result 2010. It is .126. In group wise comparison it is observed in the linear graph that there is a relationship as some of the score fall close to the line.

4.5   Step 5: Groups Relation of Mean Score and Results

Table 7   Correlation of mean scores of High Management Structure Scores Group and Low Management Structure Scores Group

Relationship of Group Type with	Mean Score	N
High Management Structure Score Group	.732**	15
Low Management Structure Score Group	.307	15

**Significance level .05

Figure 20
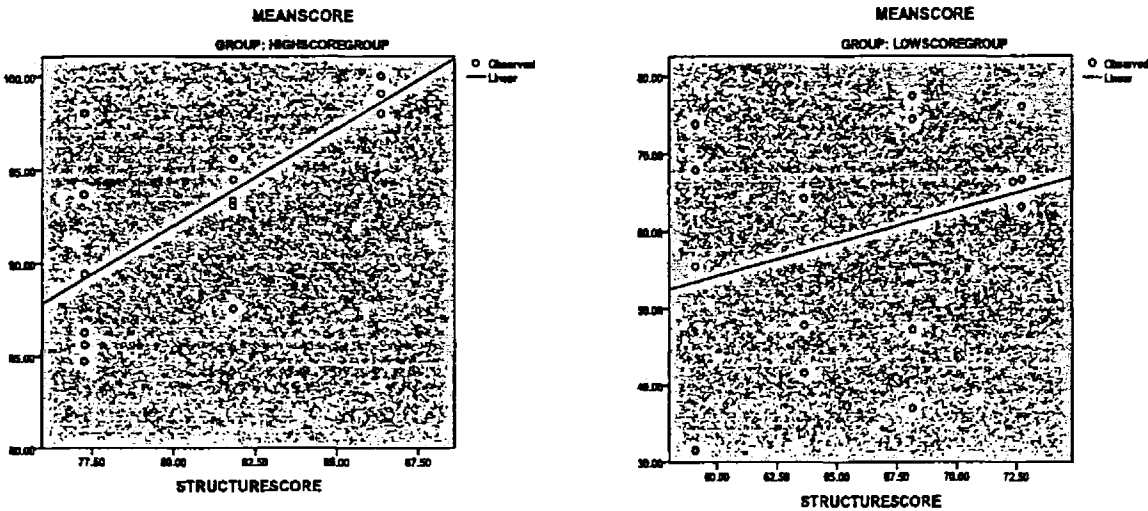
The table 7 tells another story which is about relationship of high management structure scores group and low management structure scores group with the mean

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score of all results. There are three rows and three columns. The first row is about group type, mean score and total numbers of respondents. In this table it was found out that there is a relationship between management Scores and Mean scores of all the results of the school. The group that were created as per their management scores in the form of high management scores and low management scores clearly displayed that the high management scores group had significant relationship while low scores group had a low relationship. The relationship of high structure scores group and Mean scores of the results is .732 which is significant while the low score structure group and the mean scores of the results is .307 that tells the different story and it had low relationship which has further been supported by the figures 20.

4.6 Step 6: Upper Achievement Result Group Relationship with Management Structure Scores

Table 8   Relationship of Upper Achievement Result group in 2008 and Lower Achievement result group with Management structure scores group

Group wise Relationship with	Management Structure Score
Upper Achievement in Result 2008	.376
Lower Achievement in Result 2008	.691*

Table 9   Upper Achievement Result Group in 2008

S.NO	Upper Academic performance 2008	Management Structure Score
1	100.00	86.37
2	100.00	86.37
3	100.00	63.64
4	98.41	86.37
5	97.06	77.28
6	94.00	86.37
7	90.00	81.82
8	83.33	81.82
9	81.48	81.82
10	80.95	77.28
11	77.19	81.82
12	76.19	81.82
13	75.00	77.28
14	75.00	59.09
15	69.59	68.18

Table 10   Lower Achievement Result Group in 2008

S.No	Low Academic performance 2008	Management Structure Score
1	68.18	77.28
2	66.67	72.37
3	61.97	77.28
4	61.54	77.28
5	58.00	72.73
6	50.00	68.18
7	44.83	59.09
8	41.38	72.73
9	35.71	63.64
10	34.62	72.73
11	29.63	68.18
12	22.22	63.64
13	21.05	59.09
14	0.0	68.18
15	0.00	59.09

Here the group were split in a differnt way on the basis of their results in different years. The two groups were Upper Achievement result group and lower Achievement result group, their relation with the management structure scores is culculated and presented here. Here the independent variable is results and dependent variable is structure scores.

In this table it is observed that there is low relation of Upper Achievement result group with management structure scores, but there is a significant relationship of lower Achievement result group with the management structure scores. This

difference is due to the change of paper pattern in federal board examination during 2008 which deprived many students from getting higher marks in examination.Lower Achievement result group relation is significant because this scheme did not affect them as their results were usually the same. It affected the high achievement group.

Table 11   Upper Achievement Result Group in 2009

S.No	Upper Academic performance 2009	Management Structure Scores
1	100.00	86.37
2	100.00	86.37
3	100.00	86.37
4	100.00	86.37
5	100.00	81.82
6	100.00	81.82
7	100.00	77.28
8	100.00	77,28
9	100.00	77.28
10	97.00	61.97
11	96.97	77.28
12	96.72	81.82
13	95.83	81.82
14	92.83	77.28
15	92.71	81.82

Table 12   Relationship of Upper and lower Achievement Result group in 2009

Group wise relationship with	Management Structure Scores
Upper Achievement in Result 2009	.303
Lower Achievement in Result 2009	.352

Table 13   Lower Achievement Result Group

S.No	LowAcademic performance 2009	Management Structure Score
1	88.89	72.73
2	86.87	63.64
3	85.00	72.73
4	81.82	68.18
5	72.00	68.18
6	66.67	59.09
7	65.96	59.09
8	64.71	72.73
9	60.78	63.64
10	57.20	68.18
11	46.67	72.37
12	45.45	59.09
13	40.00	68.18
14	37.50	59.09
15	25.00	63.64

Table 11 and 13, the first column show results or academic performance and second column show the management structure score. Then using these two tables table no 12 is generated which show that the relationship between Upper Achievement Result group in 2009 and management strucute score which is .303 and it is not very much different from the previous one. It shows a positive relation but not significant.In second column the relationship between lower achievement group and their management structure score is determined which is .352 It shows that second group has high relation as compare to the first group because High Achievement group relation score is lower than the Low Achievement group.It can be interpreted as the change of syllabus and new scheme of studies with new paper pattern.The small scale schools or the schools that have low management score managed it well and their students got better results than the upper achievement group.

Table 14   Relationship of Upper and Lower Achievement Result group in 2010

Group	Management Structure Score
Upper Achievement in Result 2010	.300
Lower Achievement in Result 2010	.505

In this table 14 which is based on table 15 and 16 determines that there is a positive relationship both type of achievement groups and their management structure scores, but the upper achievement group show comparatively slight relationship than the lower achievement group.

Table 15   Upper Achievement Result Group

S.No	Upper Achievement 2010	Management Structure Score
1	100.00	86.37
2	100.00	86.37
3	100.00	86.37
4	100.00	81.82
5	100.00	77.28
6	100.00	77.28
7	100.00	77.28
8	100.00	59.09
9	98.75	86.37
10	98.15	81.82
11	98.15	81.82
12	97.73	77.28
13	93.33	81.82
14	93.10	59.09
15	92.57	77.28

Table 16 Achievement Result Group

S.No	Result 2010	Management Structure Score
1	91.67	68.18
2	90.91	77.28
3	90.91	68.18
4	88.74	81.82
5	85.71	72.37
6	85.37	72.73
7	84.62	68.18
8	83.33	72.73
9	80.00	59.09
10	77.27	72.73
11	70.27	63.64
12	60.61	63.64
13	57.14	59.09
14	41.38	68.18
15	00.00	63.64

Table 14 shows that the relationship of Upper Achievement Result group with management structure scores is .300 but the Lower Achievement Result group is at .505 which expresses that the Lower Achievement Result group performed quite well and their relationship with management is obviously more than the other group. The reason is that the lower achievement structure scores have a small numbers of students as regular students in board examination so the structures do not have major impact. It can be observed in evening academies and coaching centers.

4.7 Discussion

The formal education processes is going on and on through out the world where two types of educational institutions are established, they are public schools and private schools. The public sectors schools have a set and homogeneous management structures which is followed by all the public sectors schools while in private sectors there are many varieties of school management structures. These structures play very effective role and provide result oriented education in the present era. Except a few, the world class education or quality education is mostly imparted by these private sector schools all over the world.

The research study was designed to find out the different type of management structures, the relationship between private schools management structures and their academic performance in the board examinations at secondary school level. It also determined the relationship of high scores management structure and low scores management structures with result scores of the sample schools.

The study revealed that there were seven different types of management structures in the sample schools. There was a significant correlation between management structure score and the academic performance of the schools in the results of different years in the board examinations.

The study disclosed that the schools that have high management structure scores were better performer than those that have a low management structure which proved that the management is the key to success. It further found that the schools that have more horizontal management structure perform better than those where management structure are vertical because they have direct link with working staff

and the students so they know where the problem lies and take immediate action rather then keep it pending on top level management meeting.

The study revealed that the high management structure score group is significantly correlated than the low management structure score group which shows that management is a key to perform better in results. When the data was analyzed another way it was confirmed that upper achievement group proved to be significantly correlated with their Management Structure Scores but Lower Achievement group is not significantly correlated with their management structure score

The management play a key role in the performance of the students so the organizational management structures impact on educational learning and achievement is quite clear as Goodland & Soder (1990), Andrew (1989) also found in their research that leadership style of principal was one of the factors that correlate of effective schools. Andrew & Morifield (1990) reviewed and presented research studies on effective leadership for effective urban schools' performance. Ranjana (1985) confirmed that school effectiveness in the relation of organizational climate in the intermediate colleges. The study compared some management aspects with students' performance.

Mehmood (1994) study concluded that secondary school heads' task oriented and people oriented behavior had positive influence in relation to secondary school students' academic performance.

The results of this study showed that there is a relationship between management structure which is in accordance with the view of the Kotter (1990), Lavine &Lazotte (1990), D.Roche (1987), Frankline (1994), and Fisher (1998).

The finding of Harris (1992), Kalra (1997), Marie (1995), and Mccurtain (1988) provided evidences for relationship of organizational structures with performance of the students.

The findings of the study of Gazala (2003), Mehmood (2003), Arshad (2003) Iqbal (2005) and Raza (2010) confirmed most of the findings about performance of school heads in private and public sectors. The climatic effect on teaching learning process is also discussed in detail.

It is observed during the study that most of the school do not like to share their administrative set up and they feel it as a business secret. Many of the school send only the intelligent students in board exams and rest of the students are sent as private student. Some of the schools got appeared less than ten students so their results are quite good as compared to the schools who got appeared hundred students. The board should make and arrangement to overcome this problem by physically visiting the schools and checking their registration returns when they are sent to them.

The private schools do work hard as they have a pressure of the parents as well as other competitors in the locality. They try their best to manage better results for their schools. Most of the schools run evening classes and summer camps free of charge just to make their results better. This effort should be appreciated and encouraged to practice by public schools too.

The selected schools mostly offered admission to the academically weak students and they work hard and improve their studies while most of the elite schools or the chain of schools get only the better students and then they work a little. Many of the schools get struck off the students who do not get good marks in send up

exams. It must be made compulsory for all schools they if a student has been enrolled for sixty percent of the academic session then his/her admission must be sent as a regular student.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains four sections, the summary of the study, findings of the study, conclusions and recommendations of the study.

5.1   Summary

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

The population of the study consisted of all the secondary and higher secondary schools affiliated by the title of 'private schools' There were two levels of schools, secondary school and higher secondary schools. The target population was taken out of the urban area. As the schools that were affiliated with federal board for last five years were the population of the study and the sample was the total population which makes 100% of the sample.

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

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

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

5.2   Findings of the Study

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

1   There are seven types of structures that were identified in the schools documents.

2   These structures show that out of each five schools there is a variety of structures that made them different from each other.

3   There was a significant relationship of .705** between management score and the academic performance of the schools in the result 2008.

4   A significant relationship of .766** was present in the management Structure scores and the school results in board examination for the year 2009.

5   There was a significant relationship of .533** between management Structure scores of the schools and their respective results in 2010.

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

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

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

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

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

11   Then the groups were split by upper achievement group and lower achievement group.

12   There is a weak relationship of the upper achievement group and management structures when achievement is independent variable.

13   Lower achievement group is strongly related to management structure scores.

14   Another important fact is learnt that most of the schools especially secondary level do not have prospectus. Out of every five schools the researcher could get only one.

15   The principals or administrators do not want to disclose their business secrets general public or their market competitors.

16   The majority of the schools are in the rented buildings so they have to face many administrative problems.

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

5.3   Conclusions

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

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

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

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

4   The schools that have more horizontal management structure perform better than those where management structure are vertical because they have direct link with working staff and the students so they know where the problem lies

and take immediate action rather then keep it pending on top level management meeting.

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

6   Upper Achievement group proved to be weakly correlated with their Management Structure Scores.

7   Lower Achievement group is strongly correlated with their management structure score.

5.4   Recommendations of the Study

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

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

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

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

3   The rules and regulation of the schools might be publicized and displayed.

4   The board can impose a strict condition to send all the enrolled students of the school.

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

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

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

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

9   It may be made compulsory for every school to have a candid clear rules and regulation for students and teachers.

10   As it is found out those private schools do not have sports ground so a joint sports centre for 15 schools may be provided by government to have physical exercise and sports and games galas to encourage and motivate students for sports and games.

11   Most of the schools were in rented building so the management has to face many problems in changing building and their own addresses so the recommendation of task force of private sector in Punjab may also be implemented an acted upon immediately and rental laws may be made school management friendly.

5.5   Recommendations for Future Researchers

1   Management Structures and performance in Sports, Games and other co curricular activities in private sector schools.

2   Comparison of Management Structures of Public and private sectors schools and their performance.

3   Management structure of chain of schools and their Academic Performance.

4   Role of Management structures of Private sector schools in rural and urban areas.

5   Management structure and gender wise students performance.

6   Gender wise analysis of management structures and their performance.

7   Management structures in Private schools and their competency level.

8   The management structures in urban and rural area and their academic achievements.

9   The Management Structures with a larger sample.

10   The management structures of the colleges and their performance in results.

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Appendix A

List of Private Schools

1   STANDARD ENGLISH HIGH SCHOOL, TENCH BHATTA, RAWALPINDI (SES)

2   ANAM GIRLS HIGH SCHOOL AND COLLEGE, RAWAL TOWN, RAWALPINDI (AGC)

3   SHINING STAR PUBLIC SCHOOL, ALLAMA IQBAL COLONY, RAWALPINDI (SSPS)

4   TITANS MERRY DALE PUBLIC SCHOOL, KAMALABAD ROAD, RAWALPINDI (TMD)

5   QASIM HALL SCHOOL SYSTEM, GHAZIABAD, RAWALPINDI (QHSS)

6   GLORIOUS ENGLISH HIGH SCHOOL DHOKE SYYEDAN RWP (GEHS)

7   GATWAY HIGH SCHOOL, ALLAMA IQBAL COLONY, RAWALPINDI (GHS)

8   GRAMMAR HIGH SCHOOL, TULSA ROAD LALAZAR, RAWALPINDI (GHST)

9   NATIONAL SCHOOL, I/10 ISLAMABAD (NS)

10   HIRA SECONDARY SCHOOL, KHAWAJA CORPORATION, ADIALA ROAD, RAWALPINDI (HSSK)

11   QUALITY SECONDARY SCHOOL, MISRIAL ROAD, RAWALPINDI (QSM)

12   RAINBOW PUBLIC HIGH SCHOOL, HARLEY STREET, RAWALPINDI (RPHS)

13   ISLAMIC IDEOLOGICAL SCHOOL, MISRIAL ROAD, RAWALPINDI (IIDS)

14   MODERN PUBLIC SECONDARY SCHOOL, TULSA ROAD, RAWALPINDI (MPSS)

15   QUAID SCIENCE ACADEMY , LANE NO 6 QUAID –E- AZAM COLONY DHAMIAL RAWALPINDI (QSA)

16   ALQALAM PUBLIC HIGH SCHOOL, PEOPLES COLONY, RAWALPINDI (AQPHS)

17   GHAZALI COLLEGE FOR WOMEN AND SCHOOL, BHARA KAU, ISLAMABAD (GCWS)

18   TREND SETTERS HIGH SCHOOL, ADIALA ROAD, RAWALPINDI (TSHS)

19   LEADER PUBLIC SCHOOL, JEHANGIR ROAD, RAWALPINDI (LPS)

20   PAKISTAN NATIONAL SCHOOL SYSTEM, MEHRABAD, PESHWAR ROAD RAWALPINIDI (PNSS)

21   SILVER LINE SCHOOL SYSTEM, NEAR AYUB PARK GT ROAD RAWALPINDI (SLSS)

22   NATION MONTESSORI AND HIGH SCHOOL, JEWARA DHAMIAL ROAD, RAWALPINDI (NMHS)

23   SULTAN BAHU FOUNDATION SCHOOL SYSTEM, KALMA CHOKE DHAMIAL ROAD, RAWALPINDI (SBFSS)

24   KARLOT SECONDARY SCHOOL AND COLLEG, BHARA KAU ISL (KSC)

25   HIRA SECONDARY SCHOOL AFSHAN COLONY RWP (HSSA)

26   MODERN LANGUAGE SCHOOL I/10 ISLAMABD (MLSI)

27   HAPPY DALE SECONDARY SCHOOL SIR SYED ROAD RWP (HDS)

28   ALNOOR HIGH SCHOOL AND COLLEGE BHARA KAU ISL (ANHS)

29   PAKLAND PUBLIC SCHOOL PESHAWAR ROAD RWP (PLPS)

30   NEW RAWALPINDI GRAMMAR SCHOOL QUAID-E-AZAM COLONY RWP (NRGS)

Appendix B

Table 1 Measurement scale

Urban Area	School Level 3		Diversity 3		Community Participation 3		Type of Management 3		Counselling 3		Rules and Regulation 3		Established 3 4d		Admin body 1	Score 22
	S.S.C 1	H.S.S.C 2	Gender 1	Professional 2	Sports 1	Co-curricular 2	Vertical 1	Horizontal 2	Individual 1	Group 2	For students 1	General 2	5 Years 1	10 Years 2	Numbers 1	Total score 22
1. ANC	1	2	1	0	1	0	1	2	1	0	0	2	1	0	1	13
2. QSA	1	2	1	2	1	2	1	2	1	0	1	2	0	2	1	19
3. TSHS	1	0	1	0	1	2	1	2	0	2	1	2	0	2	1	16
4. NSC	1	2	1	0	1	0	1	2	0	2	1	2	1	0	1	15
5. AGC	1	2	1	2	1	2	1	2	0	0	1	2	0	2	1	18
6. MLS	1	0	1	2	1	2	1	2	1	0	1	2	0	2	1	17
7. KSSC	1	2	1	2	0	2	1	2	1	0	1	2	1	0	1	17
8. NMS	1	0	1	0	1	2	1	2	0	0	1	2	0	2	1	14
9. PNS	1	0	1	2	1	2	1	2	0	0	1	2	0	2	1	16
10. QSMR	1	0	1	2	1	2	1	2	1	2	1	2	0	2	1	19
11. TMD	1	0	1	0	1	2	1	2	0	2	1	2	0	2	1	16
12. IIDS	1	0	1	2	1	2	1	2	1	2	1	2	0	2	1	19
13. HDS	1	0	1	2	1	2	1	2	0	2	0	2	0	2	1	17
14. GCWS	1	2	1	0	1	2	1	2	0	0	1	2	1	0	1	15

15.HSSK	1	0	0	2	1	2	1	2	0	2	1	2	0	2	1	17
16 SSPS	1	0	1	2	1	2	1	2	0	2	1	2	0	2	1	18
17 SES	1	0	1	2	1	2	1	2	1	2	1	2	0	2	1	19
18 AQPS	1	0	1	2	1	2	1	2	0	2	1	2	0	2	1	18
19 GWHS	1	0	1	2	1	2	1	2	1	0	1	0	1	0	1	14
20. GEHS	1	0	1	2	1	2	1	2	0	2	1	2	0	2	1	18
21. QHSS	1	0	1	0	1	2	1	2	0	2	1	2	0	2	1	16
22. SLSS	1	0	1	2	1	2	1	2	0	0	1	2	0	2	1	16
23. PPSS	1	0	1	0	1	2	1	2	0	0	1	2	0	2	0	13
24. GSTR	1	2	1	0	1	2	1	2	0	2	1	2	0	2	1	18
25. SBFSS	1	0	1	0	1	2	1	0	0	2	1	2	1	0	1	13
26. HSSA	1	0	0	2	1	2	1	2	0	2	1	2	0	2	1	17
27. RFSS	1	0	1	2	1	2	1	2	0	2	1	2	1	0	1	17
28. NRGS	1	0	1	0	1	2	1	2	1	0	1	2	1	0	1	14
29. LPS	1	0	1	0	1	2	1	2	0	2	1	2	1	0	1	15
30. MPSS	1	0	1	0	1	2	1	2	0	2	1	2	1	0	1	15

Appendix C

Table 2   Measurement scale

School Name	Management Score %	Result 2008	Result 2009	Result 2010
STANDARD ENGLISH SCHOOL TENCH BHATTA RWP (SES)	81.82	98.41	100.00	98.75
ANAM GIRLS COLLEGE RAWAL TOWN RWP (AGC)	81.82	83.33	95.83	100.00
SHINING STAR PUBLIC SCHOOL ALLAMA IQBAL COLONY (SSPS)	81.82	77.19	96.72	88.74
TITANS MERRY DALE PUBLIC SCHOOL KAMALABAD RD RWP (TMD)	72.73	58.00	85.00	85.37
QASIM HALL SCHOOL SYSTEM GHAZIABAD RWP (QHSS)	72.73	41.38	64.71	83.33
GLORIOUS ENGLISH HIGH SCHOOL DHOKE SYYEDAN RWP (GEHS)	77.28	76.19	92.31	98.15
GATWAY HIGH SCHOOL ALLAMA IQBAL COLONY RWP (GHS)	72.73	100.0	25.00	00.00
GRAMMAR SCHOOL TULSA ROAD LALAZAR RWP (GSTR)	81.82	81.48	100.00	00.00
NATIONAL SCHOOL AND COLLEGE I/10 ISLAMABAD (NSC)	63.64	00	57.20	84.62
.HIRA SECONDARY SCHOOL KHAWAJA CORPORATION ADIALA ROAD RWP (HSSK)	77.28	97.00	96.00	100.00
QUALITY SECPNDARY SCHOOL MISRIAL ROAD RWP (QSSM)	77.28	100.0	100.00	100.00
RAINBOW PUBLIC HIGH SCHOOL HARLEY STREET RWP (RPHS)	77.28	80.95	100.00	100.00
ISLAMIC IDEOLOGICAL SCHOOL MISRIAL ROAD RWP (IIDS)	81.82	100.0	100.0	100.00
MODERN PUBLIC SECONDARY SCHOOL TULSA ROAD RP (MPSS)	72.73	29.63	40.00	41.38

QUAID SCIENCE ACADEMY DHAMIAL RWP (QSA)	19	77.28	94.00	100.00	100.00
ALQALAM PUBLIC SCHOOL PEOPLES COLONY RWP (AQPS)	18	77.28	90.00	100.00	93.33
GHAZALI COLLEGE FOR WOMEN AND SCHOOL BHARA KAU ISLAMABAD (GCW)	15	86.37	66.67	72.00	90.91
TREND SETTERS HIGH SCHOOL ADIALA RD RWP (TSHS)	16	72.73	66.67	46.67	85.71
LEADER PUBLIC SCHOOL JEHANGIR ROAD RWP (LPS)	14	63.64	50.00	81.82	91.67
PAKISTAN NATIONAL SCHOOL SYSTEM MEHRABAD RWP (PNSS)	16	72.73	34.62	88.89	77.23
SILVER LINE SCHOOL SYSTEM NEAR AYUB PARK GT ROAD RWP (SLSS)	16	72.73	67.65	63.64	87.50
NATION MONTESSORI AND HIGH SCHOOL JEWARA RWP (NMHS)	14	63.64	35.71	86.87	70.27
SULTAN BAHU FOUNDATION SCHOOL SYSTEM KALMA CHOKE RWP (SBFS)	16	72.73	21.05	45.45	100.00
KARLOT SECONDARY SCHOOL AND COLLEG BHARA KAU ISLAMABAD (KSS)	17	77.28	61.97	97.10	97.73
HIRA SECONDARY SCHOOL AFSHAN COLONY RWP (HSSA)	17	77.28	68.18	100.00	100.00
MODERN LANGUAGE SCHOOL I/10 ISLAMABD (MLSI)	14	63.64	75.00	92.83	90.91
HAPPY DALE SECONDARY SCHOOL SIR SYED ROAD RWP (HDS)	13	59.09	61.54	100.0	92.57
ALNOOR HIGH SCHOOL AND COLLEGE BHARA KAU ISL (AHS)	13	59.09	00	37.5	57.14
PAKLAND PUBLIC SCHOOL PESHAWAR ROAD RWP (PPSP)	13	59.09	44.83	65.96	93.10
NEW RAWALPINDI GRAMMAR SCHOOL QUAID-E-AZAM COLONY RWP (NRGS)	16	72.73	22.22	60.78	60.61

Appendix D

Result Gazette by Federal Board of Intermediate and Secondary Education Islamabad

1 **Result Gazette of FBISE Islamabad**   **2008**

2 **Result Gazette of FBISE Islamabad**   **2009**

3 **Result Gazette of FBISE Islamabad**   **2010**