Collaborative Managerial Practices of Heads of Educational Institutions: Principals' and Students' Perspective

(Amalan Pengurusan Kolaboratif oleh Ketua Institusi Pendidikan:Perspektif Pengetua dan Pelajar)

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ABSTRACT

The study was designed to explore the managerial practices of secondary school principals in collaboration with different school stakeholders i.e. teachers, students and school councils. The population of the study comprised 41 principals of government secondary schools, 249 Secondary school teachers (SSTs), 3360 students of 10th class and 300 members of the school councils of government secondary schools (both boys and girls) in Wazirabad, Pakistan. 50 percentage principals, 40 percentage SSTs, 3 percentage students and 15% members of the school councils were taken as a sample of the study. Data was collected through different four questionnaire design on a five point rating scale. The questionnaires for teachers, students and school councils were developed to see their involvement in school management. The questionnaire for the secondary school principals was designed to find out to see their perceptions about the involvement of these stakeholders in school's management. The results of the students indicated that, the remaining stakeholders were not cooperating with the school management. It was recommended that all the stakeholders be provided equal opportunities to take an active part in the school management. This may be based on a formal mechanism for the collaborative efforts of all the stakeholders.

Keywords: Collaboration, Management, School stakeholders, School councils, Managerial practices

ABSTRAK

Kajian ini untuk meninjau amalan pengurusan sekolah menengah oleh pengetua dengan kerjasama guru, pelajar dan pihak pengurusan sekolah. Responden kajian ini terdiri daripada 41 pengetua sekolah menengah kerajaan, 249 guru-guru sekolah menengah, 3360 pelajar kelas 10 dan 300 ahli-ahli majlis sekolah-sekolah menengah kerajaan (kedua-dua kanak-kanak lelaki dan perempuan) di Wazirabad, Pakistan. Sebanyak 50 peratus pengetua, 40 peratus SST, 3 peratus pelajar-pelajar dan ahli-ahli 15 peratus daripada pihak pengurusan sekolah telah diambil sebagai sampel kajian. Data dikumpul melalui soal selidik. Soal selidik untuk guru-guru, pelajar-pelajar dan pihak pengurusan sekolah telah diedarkan untuk melihat penglibatan mereka dalam pengurusan sekolah. Soal selidik untuk pengetua sekolah menengah telah direka untuk melihat persepsi mereka dalam pengurusan sekolah. Hasil kajian menunjukkan bahawa pelajar-pelajar masih tidak bekerjasama dengan pihak pengurusan sekolah. Dicadangkan bahawa semua pihak yang berkepentingan diberikan peluang yang sama untuk mengambil bahagian dalam pengurusan sekolah. Ini boleh dilakukan dengan berdasarkan satu mekanisme rasmi untuk kerjasama daripada semua pihak yang berkepentingan.

Kata kunci: Pihak berkepentingan, Pengurusan, Pihak pengurusan sekolah, Amalan pengurusan

INTRODUCTION

Management is an important activity that converts disorganized human and physical resources into useful and effective results. According to Stoner (1997), "management is the process of planning, organizing, leading and controlling the organization members and by using all other organizational resources to achieve organizational goals". Saleem, (1997) While defining management is of the view that, "it is the process of coordinating and integrating work activities so that they are completed effectively and effectively with and through other people. Management of an educational institution

is also a complex phenomenon. According to Sultana, (2000), "educational management has to be geared to the solutions of the problems of quality, equity, utility and financial outlay in education. At the same time management a planning style has to be relevant and responsive to indigenous conditions". The major school management aspects such as academic management, personnel management, financial management, community relations and decision making give tough time to a school principal. The principal being the school manager essentially deals with various groups of people such as teachers, students, parents and other members of the society. Since the school management strives in bringing desired changes in the students' knowledge, skills and attitudes, it is interested to achieve the desired objectives by all means. For this purpose, the principal needs the society's cooperation for school management. Ramcharan, (2004), states that **"Educational management is a diverse and complex range of activities calling for the exercise of considerable knowledge, skill and judgment by individuals, but its practice is dependent on the culture of particular organizational settings."** The organizational setting in the school may vary according to managerial style which the head opts. The higher the participation of the stakeholders, the higher the achievement of the organization is there. For ensuring a successful management in the institution, the culture of good relationship of the principal to the teachers and other school society is very necessary. Mersham and Skinner (1999) appreciate interpersonal relationships by stating that "Good relationships between managers and subordinates and among peers are essential for success". Sound interpersonal relations are crucial for achieving the school objectives. The head of school may enhance the teachers' performance while getting them involved in the processes of decision making for almost all important aspects of management. Without the motivated participation of the teachers in the school management, educational goals can't be achieved.

The school management strives for the students' best future, so it becomes very important to involve the students and their parents in the development of their interest and discipline of the school. For solving the problems and everyday issues of the students, the head's meetings and discussion with students as well as with their parents becomes necessary. It, ultimately, proves to be beneficial for the students' educational progress as well as for the better management of the schoolStudents' involvement in the school management may result in their social growth which is a major theme of education. Again Boydston (1980) with reference to Dewey says that:

> If you have the end in view of forty or fifty children learning certain set lessons, to be recited to a teacher, your discipline must be devoted to securing that result. But if the end in view is the development of a spirit of social cooperation and community life, discipline must grow out of and be relative to such an aim.

The stakeholders of the schools are SSTs, students of 10th class, the members of the School Council (SC) and the head-teacher. SSTs are subject to teaching two secondary classes in the school. School Council is a legal body of the school management in the light of the notification issued by the concerned Secretary Education Schools, Govt. of the Punjab. The School Council of the schools consists of parents of the students, retired teachers, the philanthropists in the society, the person next to the head-teacher and the head-teacher of the school. All these groups form a school society. Their participative decision making is mostly accepted even by the upper authorities. The head of the school plays a major role in participative management. It is the school principal who may provide ample opportunities to the stakeholders to enhance their participation in the school management. Managers have an important in bringing democracy in their institutions. This can be done by different means. But an easy way it is developing inclusive and collaborative managerial practices. In this way all the stakeholders can take part in the overall improvement of the environment of educational institution. (Ramcharan, 2004) The significance of their collaborative role in the school management can't be overlooked. The stakeholders can participate in solving all the school concerned issues through their collaborative efforts. They can generate donations for school and handle the teachers' and students' concerned problems while involving them.

Collaborative management practices of the secondary school principals mean to take decisions by the head of the institute with the help and reasonable involvement of all the school stakeholders. It was supposed that in public sector secondary schools of Tehsil Wazirabad, collaborative management is either missing or requiring more attention to be improved. This study proposes to explore the collaborative managerial practices in secondary schools, identify their deficiencies, and suggest remedies to improve the collaboration for school management among the stakeholders of the schools. This study was conducted to achieve following objectives:

1. To explore the practices of the secondary school principals of working together with the students, the teachers, and the School Councils
2. To assess the participation of the teachers, the students and the school council in the management of secondary schools
3. To propose remedial suggestions to improve collaborative managerial practices in schools

RATIONALE OF THE STUDY

The working of educational institutions particularly in the public sector is more demanding. The single person job is not enough for good and smooth working. A team work with equal participation of all the important stakeholders is necessary. In spite of the fact that the role of different stakeholders is not acknowledged still they have to play very important role in the new scenario of educational institutions in the developing countries. The constitutional framework of the school management through school management councils is one of the big steps of the Government of Pakistan; which provide equal participation of the heads of institution, teachers, students, parents and community in the school's activities. In Pakistan there has not been conducted any such research to study the collaborative managerial practices in educational institutions. Keeping in view this background and the important roles of different stakeholders of educational institutions, the present study has been conducted. This study will provide an insight of the working of different partners (stakeholders)

in the educational institutions in Pakistan and will provide a base for future researches in the field

METHODOLOGY

Survey method was used to collect the data from respondents included in the study. The population of the study comprised 20 secondary school principals, 272 secondary school teachers (SSTs), 3360 students of 10th class and 300 members of the school councils. The samples of secondary school principals, SSTs, 10th class students and School Council (SC) members were drawn at 50%, 40%, 3% and 15% respectively. From a secondary school, the minimum one principal, three SSTs, five students and two school council members were provided questionnaires for getting their responses. The statistical data regarding number of secondary schools, SSTs, 10th class students and SC members were obtained from the office of the District Education Office (Secondary Education) Gujranwala. In order to collect data, four different questionnaires for four respective groups were constructed. First part of the questionnaire required personal information about the respondents and the second part of the questionnaire contained respondents' views about various aspects of collaborative management and their roles in the secondary schools. The questionnaires were developed after a thorough study of the related material and keeping in view the roles and responsibilities of all the various stakeholders of the school management. The questionnaires were revised and improved in the light of the comments and views of the experts. The researcher, along-with an assistant, went to sample schools and collected data by hand while face to face meeting with the subjects. The questionnaires received back were checked cleaned and codified by striking out ambiguous and contradictory responses. This process was followed by feeding the data into the computer with the help of SPSS 15.0 Software. The data were organized and presented in a tabular form. It further involved the DF (degree of freedom) and levels of significance for the interpretation of the results. The data were analyzed by applying chi square. The tabulated data are in the Annexure.

FINDINGS

Forty Heads reflected their opinions about the role and working of the SST, Students and School Councils while sharing managerial practices with them. The calculated value of χ^2 of respondents (11.5) (10) (12.5) (11.5) (11.5) (9.5) (10.5) & (14) were greater than the table value (9.488) for α = 0.05 and df = 4. This shows that the agreement of the respondents with the statements "The students take keen interest in their academic activities", "The students provide feedback of the teachers' performance to the principal ", "The teachers show their commitment in teaching to the students", "The teachers take the responsibility of the extra assignments willingly", "The teachers are cooperative to the principal in the financial management", "The teachers satisfy the parents on their queries", "The school council helps the principal control absenteeism of the school staff.", "The school council helps promoting good relations between the school and the society" were statistically significant. The calculated value of χ^2 of respondents (4) and (2.5) were less than the table value (9.488) for α = 0.05 and df = 4. This revealed that the agreement of the respondents with the statements "the students motivate their parents to contribute donations to the schools" and "the school council helps generating donations for the school" were statistically not significant.

TABLE 1. Principals' opinions regarding students, teachers and school cuncil's role and their participation in the school management

Item	Result	1	2	3	4	5	Chi Square Value
The students take keen interest in their academic activities.	F	2	9	1	6	2	11.5
	%	10	45	5	30	10	
The students provide true feedback of teachers' performance.	F	3	9	5	2	1	10
	%	15	45	25	10	5	
The students motivate their parents to give donations to the schools.	F	1	5	3	6	5	4
	%	5	25	15	30	25	
The teachers show their commitment in teaching to the students.	F	2	6	3	9	0	12.5
	%	10	30	15	45	-	
The teachers take the responsibility of the extra assignments willingly.	F	1	5	6	8	0	11.5
	%	5	25	30	40	-	
The teachers are cooperative in the financial management.	F	6	9	2	2	1	11.5
	%	30	45	10	10	5	
The teachers satisfy the parents on their queries.	F	6	8	3	3	0	9.5
	%	30	40	15	15	-	
The school councils help in controlling absenteeism of staff.	F	0	3	4	9	4	10.5
	%	-	15	20	45	20	
The school council helps generating donations for the school.	F	4	6	2	5	3	2.5
	%	20	30	10	25	15	
The school council helps in promoting relations with society.	F	2	10	4	4	0	14
	%	10	50	20	20	-	

1 = Strongly angree; 2 Agree ; 3 = Uncertain; 4 = Disagree; 5 = Strongly disagree

Sixty Secondary School Teachers responded to the questionnaire for SSTs. The SSTs reflected their opinions about the school managers' shared managerial practices with the teachers. The calculated value of χ^2 of respondents (58.7) (18.8) (25.8) (11) (12.5) (10.8) (8.7) (10.8) (25.5) (12) were greater than the table value (9.488) for $\alpha = 0.05$ and DF = 4. These indicated that the agreement of the respondents with the statement "the principal involves the teachers in the admission process at school." "the principal consults the teachers to solve the students' academic problems", "the principal utilizes the Faroog-e-Taleem Fund through purchase-committee of the teachers", "the principal assigns the task of annual physical verification of the school property to the teachers", "the principal involves the teachers to generate donations from the society for the school", "the principal ask the teachers to collect data regarding social, economic and cultural background of the

concerned students", "the principal seeks the teachers' help to contact with the influential groups of the society for the welfare of the school", "the principal involves the teachers in decision-making for school administration" and "the principal assigns the powers of conducting internal examinations to the teachers" were statistically significant.

The study also aimed at gathering data from 100 sample students. The students were asked about the principals' involving the students in academic management, personnel management, financial management, community relations development and decision making processes in schools. The calculated value of χ^2 of respondents (30.8) (26.9) (32.1) (11.3) (32.5) (48.5) (30.5) (15.9) (20.5) (8.5) is greater than the table value (9.488) for $\alpha = 0.05$ and DF = 4. These show that the agreement of the respondents with the statement "the principal involves the monitors to report the academic

TABLE 2. Opinion of secondary school teachers about school management

Item	Result	1	2	3	4	5	Chi Square Value
The Principals involve teachers in students admission process.	F	26	27	3	3	1	58.7
	%	43	45	5	5	2	
The principal consults teachers to solve the students' academic problems.	F	5	83	5	7	-	18.8
	%	14	24	10	7	5	
The principal utilizes the Faroog-e-Taleem Funds through purchase-committee of the teachers.	F	23	40	17	12	8	
	%	15	31	13	30	10	
The principal assigns the task of annual physical verification of the school property to the teachers.	F	6	25	14	13	2	25.8
	%	10	42	23	28	3	
The principal involves the teachers to generate donations from the society.	F	5	20	15	12	8	11
	%	8.	33	25	20	13	
The principal ask the teachers to collect data regarding social, economic and cultural background of the concerned students.	F	8	9	17	20	6	12.5
	%	13	15	28	33	10	
The principal arranges teacher-parents meetings continuously.	F	5	10	20	15	10	10.8
	%	8.3	16	33	25	17	
The principal seeks the teachers' help to contact with the influential groups of the society for the welfare of the school.	F	8	20	8	14	10	8.7
	%	13	33	13	23	17	
The principal involves the teachers in decision-making for school administration.	F	7	16	14	18	5	10.8
	%	18	27	23	30	8.3	
The principal empower teachers for conducting internal examinations.	F	7	24	16	12	1	25.5
	%	12	40	27	20	2	

1 = Strongly angree; 2 Agree ; 3 = Uncertain; 4 = Disagree; 5 = Strongly disagree

performance of the students" "the principal makes the teachers attend the classes assigned to them accordingly", "the principal involves the class-monitors to maintain the classroom discipline", "the principal takes feedback from the students on the teachers' performance", "the principal finances the needy students", "the principal keeps in view the students' educational needs in the utilization of Faroog-e-Taleem-Fund" , "the principal likes to conduct meetings with the students", "students feel free in discussing their problems with the principal" and "the principal involves the students to maintain the school discipline" were statistically significant. The calculated value of χ^2 of respondents (8.5) was less than the table value (9.488) for $\alpha = 0.05$ and DF = 4. This indicated that the agreement of the respondents with the statement "the principal accepts the students' choices in designing the co-curricular activities." was not significant.

The following analysis reflects the responses given by the School Council about the principals' managerial practices. The calculated value of χ^2

of respondents (22.9) (12.7) (16.9) (14.9) (38) (37.5) (50.4) (26) were greater than the table value (9.488) for $\alpha = 0.05$ and df = 4. These revealed that the agreement of the respondents with the statement "the principal allows the school council to participate in educational activities.", "the principal seeks assistance from the school council to mend the problem-children" "the principal consults the school council to arrange temporary staff", "the principal consults the school council in the utilization of the Faroog-e-Taleem-Fund (FTF)", "the principal facilitates the school council to audit the school accounts at any time,", "the principal holds meetings with the school council regularly", "the principal promotes the relations with the parents through school council", "the principal involves the school council in making decisions on the major school issues" and "the principal honors the suggestions of the school council for hygienic and conducive atmosphere at school" are significant. The calculated value of χ^2 of respondents (5.1) was less than the table value

TABLE 3. Students responses about school management

Item	Result	1	2	3	4	5	Chi Square Value
The principal involves the monitors to report the academic performance of the students.	F	9	30	7	35	19	30.8
	%	9	30	7	35	19	
The principal makes the teachers attend the classes assigned to them accordingly.	F	38	25	15	10	12	26.9
	%	38	25	15	10	12	
The principal involves the class-monitors to maintain the classroom discipline.	F	39	18	24	14	5	32.1
	%	39	18	24	14	5	
The principal takes feedback from the students on the teachers' performance.	F	12	31	22	14	21	11.3
	%	12	31	22	14	21	
The principal finances the needy students.	F	42	16	10	19	13	32.5
	%	42	16	10	19	13	
The principal keeps in view the students' educational needs in the utilization of Faroog-e-Taleem Fund.	F	9	7	18	20	46	48.5
	%	9	7	18	20	46	
The principal likes to conduct meetings with the students.	F	12	43	19	20	6	30.5
	%	12	43	19	20	6	
Students feel free in discussing their problems with the principal.	F	13	32	10	25	20	15.9
	%	13	32	10	25	20	
The principal accepts the students' choices in designing the co-curricular activities.	F	12	16	20	23	29	8.5
	%	12	16	20	23	29	
The principal involves the students to maintain the school discipline.	F	31	29	20	12	8	20.5
	%	31	29	20	12	8	

\1 = Strongly angree; 2 Agree ; 3 = Uncertain; 4 = Disagree; 5 = Strongly disagree

TABLE 4. SMCs member responses about school management

Item	Result	1	2	3	4	5	Chi Square Value
The principal allows the school council to participate in educational activities.	F	5	6	10	21	3	22.9
	%	11	13	22	47	7	
The principal considers the recommendations of the school council against any irregularity in teaching.	F	7	12	5	8	13	5.1
	%	16	27	11	18	29	
The principal seeks assistance from the school council to mend the problem-children.	F	3	13	4	10	15	12.7
	%	7	29	9	22	33	
The principal consults the school council to arrange temporary staff.	F	5	11	19	5	5	16.9
	%	11	24	42	11	11	
The principal consults the school council in the utilization of the Faroog-e-Taleem-Fund (FTF).	F	19	7	4	7	8	14.9
	%	42	16	9	16	18	
The principal facilitates the school council to audit the school accounts at any time.	F	3	25	4	9	4	38
	%	7	56	9	20	9	
The principal holds meetings with the school council regularly.	F	2	23	–	12	8	37.3
	%	4	51	–	27	18	
The principal promotes the relations with the parents through school council.	F	4	28	5	5	3	50.4
	%	9	6	11	11	7	
The principal involves the school council in making decisions on the major school issues.	F	6	12	21	3	3	26
	%	13	3	47	7	7	
The principal honors the suggestions of the school council for hygienic and conducive atmosphere at school.	F	12	29	1	1	2	65.1
	%	27	64	2	2	4	

1 = Strongly angree; 2 Agree ; 3 = Uncertain; 4 = Disagree; 5 = Strongly disagree

(9.488) for $\alpha = 0.05$ and df = 4. This indicated that the agreement of the respondents with the statement "the principal considers the recommendations of the school council against any irregularity in teaching." was not significant.

DISCUSSION AND CONCLUSION

The conclusions of the study indicated that the students of secondary schools participated in the academic activities, personnel management, community relations and decision making but not in the generation of school funds. The principals provided opportunities to the students to perform their participative roles for managing student affairs, and involving the community in the school affairs. However the students could not do the job of generating funds as in developing country like Pakistan, the socio and economic position of the parents and community is not well and they are least interested in providing funds to schools. Moreover there are no such traditions in sponsoring any school's activity by the community or direct donations. The teachers helped the principals in financial management and developing community relations but they were less motivated in their basic and necessary academic responsibilities, personnel management and adoption of the school heads' decisions. Different studies also support that teachers like to perform additional work or activities but try to ignore their basic academic work as well avoid the heads' directives. The members of school council jointly worked with the Principals, for developing

school-community relations and decision-making for resolving different issues of schools. But on the other hand they were less interested in financial management, school academics and personnel management. This is also supported by the study conducted by Nadeem, (2011) entitled, Evaluation of the School Management Committees working at secondary Schools in Pakistan. The study also concluded that the principals involved the teachers in academic management, general decision making at school and partially in financial management. The principals handled school's personnel without teachers' proper sharing in personnel management. The results of the study are also supported by the study of Hussain, (2011) titled, Training Need Assessment of the Heads of Secondary Education. It is recommended that the Principals may ensure active involvement of the teachers in school's affairs particularly, the teachers may be motivated to executive their basic job. The principals may involve the School Councils in addressing the issues related to the both students and teachers, and ensure its more participation in financial matters of the schools. It is recommended that the Principals may arrange teacher-parents meetings on regular basis for the development of school-community relations. Students' involvement in the decisions concerning their curricular and co-curricular activities may be ensured by the principals.

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