

A Comparative Analysis of Challenges in Secondary-Level Educational Management across Public and Private Sectors in Central Punjab

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Abstract

Head teachers are excellent role models because of the expertise they provide to their mentees. Additionally, it is acknowledged that head teachers in Pakistan encounter numerous instructional and educational challenges from the commencement of their professional duties at their respective schools. Discipline issues, professional inexperience (i.e., not knowing enough about the subject matter), a lack of professional skills and training, psychological problems related to the gap between ideals and reality, inadequate classroom space, overcrowding, and ineffective educational policies and programs are all highlighted in this study. Secondary school principals' management challenges are the focus of this research. College deans from both public and private institutions made up the study's universe. Public and private schools in the districts of Okara, Sahiwal, and Pakpattan were the focus of this study. The data was collected from 96 head male and female teachers using a self-structured questionnaire. The research method employed was multi-stage sampling. Their professional training left the educators dissatisfied. The study concluded that research has the potential not only to shed light on the real issues facing head teachers but also propose practical solutions that would help these educators grow professionally and positively impact the classroom.

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Introduction

Education is essential to develop one's full potential. It modifies human behaviour and performance in a viral fashion. The community learns how to better survive in the ever-changing, rapidly evolving world through the organized education process. As the world becomes dizzying, individuals must constantly improve to meet future demands. To shape a nation for the future, education is the most potent tool at a society's and a community's disposal (Al-Shami et al., 2021).

A person's quality of life can be enhanced in every area of their existence through the power of education. Teachers are among the many important people that the educational organization works with. Teachers are the unshakable foundation of any educational system. The full education system is delivered by the teacher's character, abilities, and comprehension (Islam et al., 2018).

A well-educated and competent citizenry is essential to every society's development, and good education administration is a prerequisite to this goal. Regarding secondary education in Central Punjab, the public and private sectors are equally influential. As we explore the difficulties of education administration in this area, it is crucial to consider the complex relationship between the two fields.

According to multiple studies (Alea et al., 2020), secondary education is important to a student's educational path. Nevertheless, there are other obstacles that secondary school administrators must overcome. These include problems with infrastructure, distribution of resources, quality of teachers, curriculum relevance, accessibility, and socioeconomic inequalities. When schools need more infrastructure, it might make learning more

difficult and affect students' results (Puspitarini, & Hanif, 2019). Public schools have less funding than private schools, which leads to wider gaps and lower academic standards (Ali et al., 2021). Students must be adequately prepared for the needs of the future workforce, and the success of this preparation depends on the curriculum (Winchester-Seeto, T. 2019). In addition, there are a number of factors that affect enrollment rates and access to school, which in turn contribute to educational opportunity inequities (Banerjee, M. 2020).

Studious plays a vital part in the educational systems of any country in the universe that values education. Some people deconstruct mythology and provide answers to the mysteries that guide the community's development system (Bhandari, K. N. 2021). When compared to other South Asian countries, Pakistan's educational system is among the best. Regarding academic quality, Pakistan is way down the list. One of the most prominent issues contributing to this phenomenon is the quality of education provided. Many problems plague Pakistani school teachers, which impacts the quality of education in the country as a whole (Ullah, et al., 2021).

The appealing slogan "right to educate" or "education for all" has not yet been fully understood, and it would never have been understood if it had been viewed as merely government activity. While the current educational strategy and policies do an excellent job of supporting and encouraging private sector schools, universities, and colleges, this only shows at the higher levels of education; elementary and secondary school education is still in a terrible state, and no one outside of the education system or related organizations seems to care about this.

Colleges and other educational institutions necessitate effective management and administration, which we must fully appreciate and comprehend. Education is the process of providing learners with knowledge, values, perspectives, and abilities through a structured curriculum in an effort to foster their potential as contributing members of society. In the context of education, management entails conceptualizing, planning, directing, and controlling the activities of a fundamentally rooted way of acting about concerning human and material resources, to accomplish group events of teaching, work, and observation efficiently and with little financial resources.

This study aims to shed light on the complex issues confronting public and private secondary school education administrators in Central Punjab. We hope that by reviewing a variety of research, we may shed light on how to improve students' educational experiences during this formative year by informing policies and actions. The objectives of the study were; to highlight the different management problems facing by the principals in Public and private sector at secondary level; to study the troubles faced in the current scenario; to identify different management /Administrative styles applied at secondary level.

Significance of the Study

The results might be useful for those in charge of public and private secondary school education in the nation in terms of preparing principals and vice principals to implement inclusive education programs. For educationists, scholars, and the general public, the report could be a valuable addition to the literature on inclusive education for consumption. The information gathered for the workplace based on experience might be

helpful to. Concerning the office activity issues faced by senior teaching staff in Central Punjab, various institutions and individuals were involved in the decision-making, general road-map-structuring, and implementation processes. Students aspiring to administrative roles were required to have relevant work experience.

The educational institutions that provided assistance covered: the chief government offices of education; the institutions' training programs followed that of the chief school heads and other governing individuals. It is believed that the head teacher's organization will benefit from the workplace discovery. It is the money of experienced educators who get together to talk about education policy with the government. Office activity problems and its interplay are named by the discovery. Finally, for educators with an eye towards achieving government-mandated excellence in education, the workplace discovery will pique their curiosity, concern, and observational powers.

Review of Related Literature

Issues encountered by public and private educational administrators in the secondary school sectors in the districts of Okara, Sahiwal, and Pakpattan are the primary subjects of this research. A thorough and well-planned research-based inquiry into the management problems faced by head teachers and potential solutions to these problems are included in the literature review. The overall educational infrastructure, particularly first instruction, is still ongoing due to its self-direction. Therefore, the state needed to be at a higher level in terms of possessing field-specific reading and writing tempo knowledge. In Pakistan, the literacy rate is drastically low, hovering around 50%. While this is lower than in countries like Sri Lanka

and India, 68% of men and around 57% of women in this sample are literate.

A Framework for Educational Administration

The role of the education overseer has changed since its 1987 inception, when it was still known as overseer. Particularly among individuals who advocate for an inverse perspective on education management, Taylor's research from 1947 remains a topic of conversation regarding the chief division of music and its technical managers. Hatchuel & Segrestin (2019), whose theories on management apply across cultures, were another significant contributor to the field of study for company managers—prevailing, as discussed in Weber's (1947) research on monopolized government-run organizations. With varying results, these studies honed the exterior of educational institutions and sought to make them more useful to schools and universities.

The area of educational management encompasses both the theory and practice of overseeing educational institutions. There are no definitive claims about the control because its development has relied heavily on many other disciplines to carry out its mandate, such as sociology, politics, the ability to manage production, supply, and consumption, and general administration and management.

An essential aspect of educational management is formulating educational policies and programs per established norms and objectives. The procedure for determining the goals and objectives of an institution or school: In some cases, the chief executive officer or head makes these decisions; from time to time, members of the organization with similar positions make these decisions; and occasionally, there may

be a small group of interested but unskilled individuals. The goals of educational management are:

1. Getting a goal for the organization.
2. Make the organization's planning, organizing, and application processes better.
3. Maintaining a positive public image of the institute while also creating and improving its appearance.
4. Optimal use of human resources (administrative officials, technical workers, and beginners) to maximize structural competency and efficiency.
5. Job satisfaction is ensured by creating and maintaining a workplace that is both welcoming and consistent.
6. Streamlining interpersonal interactions by avoiding conflicts and tensions.
7. Gathering the general population into a coalition

Public and Private Sector Management

Private sector involvement in education is crucial in providing high-quality education. A respectable proportion of first-year students attend private schools, making up 34% of the overall enrollment. In contrast to the private sector, which is more oriented towards developing new and varied types of company management structures, the public sector consists primarily of elements that are the same kind and are old and wise. Enterprises in both the public and private sectors have a responsibility to their stakeholders to find a middle ground between the two extremes; after all, no one wants to see their customers taken advantage of, and no one wants to see their shareholders' profits eroded. The principal of a school is responsible for meeting the needs of the institute's sponsor, the parents or guardians of the students, and

the school's instructional staff to ensure that the institution meets all of its requirements and more. Even if they are well-versed in the location's equipment and role, they encounter many daily challenges. These are the main challenges they encountered in running the institute.

Challenges in Educational Administration

People think the government school system is poorly run, underfunded, and undervalued because it does not respond well to people's needs. People from all walks of life have reservations about the quality of education provided by public schools (Malik, 2011). Many have made observations regarding the importance of the training punishment component of the institute's managing person. It is common for CEOs and heads to pass the buck to their subordinates when they state they don't like the thought of being authoritarian. Institutional controlling persons typically oppose disciplinarian roles due to a lack of time and the unpleasant duties associated with them, which can put a damper on otherwise desirable behaviour (Warner, M. K. 2009). The correct guiding principles of institutes can reduce disorderliness (Cronin-Wojdat, W. P. 2020).

Issue with money

Money is the lifeblood of any system. Even a little sum of money can have an impact on a company's growth and development (Gordy, S. L. 2004). Pakistan inherited a flawed educational system that was formerly financially crippled during its period of self-determination. After the first or main education system, the system became even more theoretically and physically weaker because it did not receive adequate funding from the government (Yang, 2019). At the present time, education expenditure accounts

for less than 2% of a country's gross domestic product (the GDP). When compared to Pakistan, Sri Lanka allocates 3.2% of its GDP to education, while Nepal, India, and Bangladesh all allocate 2.7%, 3.5%, and 3.5%, respectively. The system was also plagued by money-related corruption, which exacerbated the already-present flaws. The government and the system took action to improve the quality of education and the implementation of policy.

Employee-manager communication

Since the group's head or instructor can likely handle all the necessary tasks, the representative group inside the next first or chief school is inheritable. People in higher positions would be able to attract more qualified candidates if they were given the authority to accomplish the most critical tasks efficiently and on a regular basis. As a group leader, you should make sure that the authority you delegate is for more than just handing another similar-positioned individual a bunch of chores.

Deficit in career advancement opportunities

A teacher's knowledge must be updated constantly because teaching is a profession that requires constant attention. Teachers need to be on the cutting edge of new ideas, observations, and societal shifts so that their students can keep up with the ever-evolving body of knowledge. The process of development and grooming is effectively steered by educators who acquire up-to-date knowledge, cultivate their talents, and become proficient in their craft. They are better able to learn and educate others. Teaching requires a high level of expertise. In society and on Earth, fresh changes are constantly popping into people's heads

(Nadeem, 2021). In order to maintain a constant state of growth, educators must constantly test new hypotheses, gather fresh data, and make new observations (Chuaungo, 2022).

Missing educational materials and facilities

It seems like the head teacher is having a lot of trouble with the teaching procedure because of the low amount of teaching and learning that assists in schools. Essential resources, such boards and books, are still missing from several institutes. A lot of schools and libraries lack classrooms and study areas. The idea of ground is only a plan for the students' physical and mental development. More difficulties have arisen for principals as a result of this situation, since they are unable to provide their students with more opportunities for learning and growth. The instructors are planning to finish their lessons ahead of schedule. Under these circumstances, educators are unable to establish a normative setting conducive to purposeful learning in the classroom (Mujahid, & Tatlah, 2022). An effective educator, in most cases, will have the interpersonal skills necessary to forge close bonds with their students.

Additional course load

Teacher burnout is on the rise in Pakistani schools due to ineffective management, according to Suleman, et al., (2021). In addition to the government's lack of knowledge about instructors' abilities to learn the ropes, a lack of work measurements in some institutions is a direct result of teachers' own lack of training. There is life without the expanding walking stick in a small number of institutes. Other educators in the schools will have additional challenges as a result of

having to teach a larger number of classes than is typical for them.

Supervision absent

The goal of supervision is to help educators grow professionally and to ensure that both students and instructors are meeting expectations. In contrast, in Pakistan the process of supervision is embodied by the little practical items of checkout. A sense of terror may develop in the minds of educators as a result of the oversight process (Schueller, 2007). In their role as kings and queens, the directors of work treat their instructors as medicinal pastes and commoners. There is now widespread scepticism and resistance to this overarching agenda among educators.

Teamwork and collaboration

There is no hierarchical structure in Pakistan's educational system. The lack of strong news among the agreement maker, instructors, guardian, and town has allowed this difficult question to decay. Due to the system's inadequate ordering, the interested parties have been led astray (Sheriff, 2017). Educators are always on the receiving end of people's generosity in all areas, including the completion of tasks outlined in lesson plans and other educational agreements. Teachers are involved solely in the implementation phase, excluding any form of improvement. This culminates in a society's blame-game evolution as an artistic endeavor.

Issues with structure and management

In Pakistan, out of 154000 primary schools, only 42000 teachers work in urban areas. There aren't enough classrooms at most of these schools to meet the demands of today's increasingly diverse student body and administrative staff (Saani, J. I. 2019). According to both professional and business

managers, as well as high-level teachers, this location has a negative impact on school quality. There has been a decline in the quality of education and an increase in the number of incidents where pupils have had to learn under trees because schools lack basic infrastructure like toilets, showers, classrooms, and other necessities. There are a lot of folks in the Punjab, Sindh, and Baluchistan regions who aren't ready to send their kids to school. They are either too poor, too busy, or both to participate in the arts, pursue education, or form groups based on land-for-work and landowners (Rasheed, 2004).

Research Methodology

The purpose of the research was to examine the challenges experienced by secondary school principals in terms of management. The primary goal of this data analysis is to guarantee that great education is still an aspiration due to the shortage of classroom and professional resources for educators. The data analysis results highlight the urgent need to address the management issues faced by head teachers. This will help the education system, teachers, and students most of all. Research needs, including questions and objectives, informed the selection and implementation of the research design. The workplace approach is laid out in a statement together with instructions on how to make observations, the location of the workplace, the target group, and one or more designs. In addition, it details the tools used for making observations on the job, how to operate those tools, how to gather information, techniques for keeping one's own thoughts and feelings organized, and how to apply those facts and observations expertly, among other things. This study used a quantitative approach. The research was conducted by administering questionnaires to secondary school head

teachers from both public and private institutions. Quantitative analysis of the data was used to achieve the results. In order to gather information, a questionnaire using a Likert scale design was developed for use by principals of secondary schools. Heads of secondary schools were individually handed the question sheets.

The 95 male and female secondary school principals from 48 rural and 48 urban schools in the Okara, Sahiwal, and Pakpattan districts made up the study's population. We chose the schools and principals using a stratified selection method. The facts of this workplace include the usage of question forms to promote self-control. In order to meet the requirements of this study, the data was quantitatively analyzed. The data was entered into the computer and analyzed using the SPSS software when the data collection and processing were finished. Use of accounting statistics, such as number of times rates on a hundred and measures of middle tendency, helped break the facts down into simpler sections. The observations were conducted using SPSS, a statistical package for grouping science. Data was tabulated, graphed, tabled, and presented across maps and tabulations after being decomposed into simpler components.

Data Analysis

The survey sought to investigate the problems faced by educational management at secondary level. The questionnaires for the Principals, Head Teachers were prepared. Each questionnaire was analyzed separately. The researcher targeted 96 of schools in District Okara, sahiwal, Pakpattan. The self-control knowledge for computers was then put into signs, cleaned and entered into SPSS software to make a facts base that was subject to facts observations. With account statistics

such as rates on a hundred across tabulations, were used to make, be moving in, get at the details of and present the work-place

decisions in law. The results are given that have been got from the facts observations outcomes.

Table No. 1

The EDO, s and DEO, provide guidance to you on administrative and financial matters of your school.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
1	Male	7	22	0	14	3	3.35	1.25	-2.49
	Female	19	22	0	4	4	3.98	1.21	
df = 94							t-value at 0.05 = 0.014		

Table 1 Highlights mean score (3.35) of male teachers' response is less than the mean score (3.98) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-2.49) is lesser than the tabulated value (0.014). Thus, there is no significant difference between male and female teachers' responses that the EDOs and DEOs provide guidance to you on administrative and financial matters of your school. So majority of the female teachers' shows agreement with the statement.

Table No. 2

Under the new system the process of release of funds has become faster

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
2	Male	10	25	0	11	0	3.74	1.06	-0.49
	Female	16	24	0	4	5	3.85	1.258	
df = 94							t-value at 0.05 = 0.624		

Table 2 Highlights that the mean score (3.74) of male teachers' response is less than the mean score (3.85) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-0.49) is lesser than the tabulated value (0.624). Thus, there is no significant difference between male and female teachers' responses that under the new system the process of release of funds has become faster. So, majority of the female teachers shows agreement with the statement, under the new system the process of release of funds has become faster.

Table No. 3

Frequency of your usual visits to the EDOs and DEOs office for getting your problems resolved has decreased.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
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3	Male	13	16	0	14	3	3.41	1.39	0.247
	Female	12	19	1	11	6	3.48	1.36	
df = 93							t-value at 0.05 = 0.80		

Table 3 Highlights that the mean score (3.41) of male teachers' response is less than the mean score (3.48) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (0.247) is lesser than the tabulated value (0.80). Thus, there is no important point or amount different between male and female teachers moves that number of times of your general goes to the EDO's and DEO's office for getting your problems worked out has decreased. Majority of the female teachers shows agreement with the statement, number of times of your general goes to the EDO's and DEO's office for getting your problems worked out has dropped.

Table No. 4

The preparation of school developmental budget has simplified under the new system.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
4	Male	13	18	0	14	1	3.60	1.256	-1.39
	Female	14	27	1	5	2	3.93	1.048	
df = 94							t-value at 0.05 = 0.16		

Table 4 Highlights that the mean score (3.60) of male teachers' response is less than the mean score (3.93) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-1.39) is greater than the tabulated value (0.167). Thus, there is no significant difference between male and female teachers' responses that the preparation of school developmental budget has simplified under the new system. Majority of the female teacher's shows agreement with the statement, The readying of school a stage in development payments outline has made-simple under the new system.

Table No. 5

The new system has resulted in a better overseeing of about education activities at the organization level.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
5	Male	1	8	3	24	10	3.83	1.018	-0.34
	Female	0	5	0	27	17	3.899	1.00	
df = 94							t-value at 0.05 = 0.72		

Table 5 Highlights that the mean score (3.83) of male teachers' response is less than the mean score (3.89) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-0.34) is lesser than the tabulated value (0.72). Thus, there is no important point or amount different between the genders of teachers' responses that the new system has resulted in a better overseeing of about education activities at the organization level. Majority of the female teachers' shows agreement

with the statement, the new system has resulted in a better overseeing of about education activities at the organization level.

Table No. 6

You are more independent in decision making regarding the improvement of instruction in your institution.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
6	Male	10	24	3	8	1	3.74	1.062	-2.03
	Female	17	27	0	5	0	4.137	0.86	

df = 94

t-value at 0.05 = 4.49

Table 6 Highlights that the mean score (3.74) of male teachers' response is less than the mean score (4.13) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-2.03) is lesser than the tabulated value (4.49). Thus, there is no important point or amount different between the genders of teachers' responses that you are freer in decision making about the development of coaching in your institute. Majority of the female teacher's shows agreement with the statement, you are freer in decision making about the development of coaching in your institute.

Table No. 7

You are in a better position to implement the rules and regulation in the school.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
7	Male	17	25	0	5	0	4.15	0.89	0.26
	Female	17	26	0	6	0	4.09	0.91	

df = 94

t-value at 0.05 = 0.78

Table 7 Highlights that the mean score (4.15) of male teachers' response is greater than the mean score (4.09) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (0.26) is greater than the tabulated value (0.78). Thus, there is no important point or amount different between the genders of teachers' responses that you are freer in decision making about the rules and regulation in the school. So Majority of the male teachers' shows agreement with the statement, you are in a better position to implement the rules and regulation in the school.

Table No. 8

You are now in a better position to solve the problems of your staff at institutional level.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
8	Male	20	20	0	6	0	4.16	-973	0.47
	Female	16	27	0	6	0	4.08	0.90	

df = 94

t-value at 0.05 = 0.63

Table 8 Highlights that the mean score (4.16) of male teachers' response is greater than the mean score (4.08) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (0.47) is lesser than the tabulated value (0.63). Thus, there is no significant difference between male and female teachers' responses that you are now in a better position to solve the problems of your staff at institutional level. Majority of the male teachers shows agreement with the statement; you are now in a better position to solve the problems of your staff at institutional level.

Table No. 9

You are in an enhanced situation to create essential changes in syllabus according to the local requirements.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
9	Male	11	17	0	10	8	3.27	1.486	0.185
	Female	12	18	0	7	12	3.22	1.571	
df = 94							t-value at 0.05 = 0.85		

Table 9 Highlights that the mean score (3.27) of male teachers' response is greater than the mean score (3.22) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (0.185) is lesser than the tabulated value (0.85). Thus, there no is significant difference between male and female teachers' responses that you are in an enhanced situation to create essential changes in syllabus according to the local requirements. So majority of the male teachers shows agreement with the statement; you are in an enhanced situation to create essential changes in syllabus according to the local requirements.

Table No. 10

Getting teachers in a related regulations for your school has happened to easier.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
10	Male	10	34	0	0	2	4.08	0.783	-0.44
	Female	16	30	0	1	2	4.16	0.874	
df = 94							t-value at 0.05 = 0.65		

Table 10 Highlights that the mean score (4.08) of male teachers' response is less than the mean score (4.16) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-0.44) is lesser than the tabulated value (0.65). Thus, there is no important point or amount different between the genders of teachers' responses that getting teachers in a related regulation and field for your school has happened to easier. Majority of the female teachers shows agreement with the statement, getting teachers in a related regulation and field for your school has happened to easier.

Table No. 11

You are in an enhanced situation to make sure accomplishment of syllabus in your institute.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
11	Male	9	21	2	8	6	3.41	1.343	-0.42
	Female	8	30	0	2	9	3.52	1.34	
df = 94							t-value at 0.05 = 0.67		

Table 11 Highlights that the mean score (3.41) of male teachers' response is less than the mean score (3.52) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-0.42) is lesser than the tabulated value (0.67). Thus, there is no important point or amount different between the genders of teachers' responses that you are in an enhanced situation to make sure accomplishment of syllabus in your institute. So majority of the female teacher's shows agreement with the statement, you are in an enhanced situation to make sure accomplishment of syllabus in your institute.

Table No. 12

You are in front of troubles in association with in service preparation of your teachers

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
12	Male	23	21	0	1	1	4.38	-802	2.59
	Female	19	30	0	0	0	4.38	0.49	
df = 94							t-value at 0.05 = 0.97		

Table 12 Highlights that the mean score (4.38) of male teachers' response is equal than the mean score (4.38) of the female teachers' response that shows that equally of male and female teachers are inclined toward agreement with the statement. The calculated value (2.59) is greater than the tabulated value (0.97). Thus, there is no important point or amount different between the genders of teachers' responses that you are in front of troubles in association with in service preparation of your teachers. Equally of the male and female teacher's shows agreement with the statement, you are in front of troubles in association with in service preparation of your teachers.

Table No. 13

You have more time to make available supervision to your school staff.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
13	Male	20	22	0	4	0	4.25	0.85	1.597
	Female	13	28	3	3	2	3.96	0.97	
df = 94							t-value at 0.05 = -114		

Table 13 Highlights that the mean score (4.25) of male teachers' response is greater than the mean score (3.96) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (1.597) is greater than the tabulated value (-114). Thus, there is important point or amount different between the genders

of teachers' responses that you have more time to make available supervision to your school staff. So majority of the male teacher's shows agreement with the statement, you have more time to make available supervision to your school staff.

Table No. 14

Regularity of service correlated troubles faced by workforce of your school has reduced.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
14	Male	11	24	0	8	3	3.70	1.20	-2.16
	Female	17	28	0	3	1	4.16	0.874	
df = 94							t-value at 0.05 = 3.30		

Table 14 Highlights that the mean score (3.70) of male teachers' response is less than the mean score (4.16) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-2.16) is lesser than the tabulated value (3.30). Thus, there is no important point or amount different between the genders of teachers' responses that regularity of service correlated troubles faced by workforce of your school has reduced. So majority of the female teacher's shows agreement with the statement, regularity of service correlated troubles faced by workforce of your school has reduced.

Table No. 15

MEAs visits of the schools are satisfactory.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
15	Male	15	24	0	4	3	3.96	1.13	-1.83
	Female	18	30	0	0	1	4.29	0.68	
df = 94							t-value at 0.05 = 7.00		

Table 15 Highlights that the mean score (3.96) of male teachers' response is less than the mean score (4.29) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-1.83) is lesser than the tabulated value (7.00). Thus, there is no important point or amount different between the genders of teachers' responses that MEAs visits of the schools are satisfactory. So majority of the female teacher's shows agreement with the statement, MEAs visits of the schools are satisfactory.

Table No. 16

Increased of the stipend is increasing the enrolment of students.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
16	Male	21	21	0	3	1	4.25	-929	-1.77
	Female	26	23	0	0	0	4.53	-504	
df = 94							t-value at 0.05 = -80		

Table 16 Highlights that the mean score (4.25) of male teachers' response is less than the mean score (4.53) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-1.77) is lesser than the tabulated value (-80). Thus, there is important point or amount different between the genders of teachers' responses that Increased of the stipend is increasing the enrolment of students. So, majority of the female teachers shows agreement with the statement, and Increased of the stipend is increasing the enrolment of students.

Table No. 17

All the responsibilities are handover to the heads instead of staff and parents.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
17	Male	15	27	4	0	0	4.24	0.60	-2.04
	Female	29	17	2	1	0	4.50	0.68	
df = 94							t-value at 0.05 = 4.29		

Table 17 Highlights that the mean score (4.24) of male teachers' response is less than the mean score (4.50) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-2.04) is lesser than the tabulated value (4.29). Thus, there is important point or amount different between the genders of teachers' responses that all the responsibilities are handover to the heads instead of staff and parents. So, majority of the female teachers shows agreement with the statement, all the responsibilities are handover to the heads instead of staff and parents.

Table No. 18

The Head- Teacher- Student liaison is best attain through usual meeting session.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t- test
18	Male	24	21	0	1	0	4.48	0.623	0.39
	Female	23	25	0	1	0	4.42	0.61	
df = 94							t-value at 0.05 = 0.69		

Table 18 Highlights that the mean score (4.48) of male teachers' response is greater than the mean score (4.42) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (0.39) is lesser than the tabulated value (0.69). Thus, there is no important point or amount different between the genders of teachers' responses that the Head- Teacher- Student liaison is best attain through usual meeting session. So, majority of the male teachers shows agreement with the statement, the Head- Teacher- Student liaison is best attain through usual meeting session.

Table No. 19

Bureaucratic policies should not be severely implemented to increase declared objective of the organization.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
19	Male	19	24	0	3	0	4.28	0.77	-2.00
	Female	27	22	0	0	0	4.54	0.503	

df = 94

t-value at 0.05 = 4.80

Table 19 Highlights that the mean score (4.28) of male teachers' response is less than the mean score (4.54) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-2.00) is lesser than the tabulated value (4.80). Thus, there is no important point or amount different between the genders of teachers' responses that bureaucratic policies should not be severely implemented to increase declared objective of the organization. So, majority of the female teachers shows agreement with the statement; bureaucratic policies should not be severely implemented to increase declared objective of the organization.

Table No. 20

The School Heads see to the benefits of the trainer and trainees.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
20	Male	22	22	0	2	0	4.38	0.71	0.35
	Female	17	32	0	0	0	4.34	0.48	

df = 94

t-value at 0.05 = 0.72

Table 20 Highlights that the mean score (4.38) of male teachers' response is greater than the mean score (4.34) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (0.35) is lesser than the tabulated value (0.72). Thus, there is no important point or amount different between the gender of teachers' responses that the School Heads see to the benefits of the trainer and trainees. So, majority of the male teacher's shows agreement with the statement, the School Heads see to the benefits of the trainer and trainees.

Table No. 21

The skill level of teacher's participation in the decision-making procedure will encourage teachers and develop the student's educational achievements.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
21	Male	8	34	0	2	2	3.96	0.86	-1.21
	Female	11	36	2	0	0	4.13	0.61	

df = 94

t-value at 0.05 = 0.22

Table 21 Highlights that the mean score (3.96) of male teachers' response is less than the mean score (4.13) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-1.21) is lesser than the tabulated value (0.22). Thus, there is no important point or amount different between the genders of teachers' responses that the skill level of teacher's participation in the decision-

making procedure will encourage teachers and develop the student's educational achievements. So, majority of the female teachers shows agreement with the statement, the skill level of teacher's participation in the decision-making procedure will encourage teachers and develop the student's educational achievements.

Table No. 22

The Head formulate each member of employees to be pertinent in the organization of the school.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t-test
22	Male	12	26	0	6	2	3.87	1.087	-3.33
	Female	25	23	0	1	0	4.46	0.61	
df = 94							t-value at 0.05 = 0.001		

Table 22 Highlights that the mean score (3.87) of male teachers' response is less than the mean score (4.46) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-3.33) is greater than the tabulated value (0.001). Thus, there is important point or amount different between the genders of teachers' responses that the Head formulate each member of employees to be pertinent in the organization of the school. So, majority of the female teacher's shows agreement with the statement, the Head formulate each member of employees to be pertinent in the organization.

Table No. 23

Strict implementation of policies between students and teachers guide to obtaining improved educational results

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t. test
23	Male	16	23	2	5	0	4.08	0.91	-2.27
	Female	24	24	0	1	0	4.45	0.61	
df = 94							t-value at 0.05 = 2.50		

Table 23 Highlights that the mean score (4.08) of male teachers' response is less than the mean score (4.45) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-2.27) is lesser than the tabulated value (2.50). Thus, there is no important point or amount different between the genders of teachers' responses that strict implementation of policies between students and teachers guide to obtaining improved educational results. Majority of the female teachers shows agreement with the statement, strict implementation of policies between students and teachers guide to obtaining improved educational results.

Table No. 24

The Head gives confidence teachers to use their proposals on their profession.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t. test
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24	Male	21	24	0	1	0	4.41	0.61	-727
	Female	29	17	2	1	0	4.50	0.68	
df = 94							t-value at 0.05 = 0.46		

Table 24 Highlights that the mean score (4.41) of male teachers' response is less than the mean score (4.50) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-727) is lesser than the tabulated value (0.46). Thus, there is no important point or amount different between the genders of teachers' responses that the Head gives confidence teachers to use their proposals on their profession. So majority of the female teacher's shows agreement with the statement, the Head gives confidence teachers to use their proposals on their profession.

Table No. 25

Every one requires of the teacher and students are considered by the principals thus better educational presentation of the students.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t. test
25	Male	19	22	0	4	1	4.16	0.97	1.90
	Female	26	22	0	1	0	4.49	0.61	
df = 94							t-value at 0.05 = 5.99		

Table 25 Highlights that the mean score (4.16) of male teachers' response is less than the mean score (4.49) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (1.90) is lesser than the tabulated value (5.99). Thus, there is no important point or amount different between the genders of teachers' responses that everyone requires of the teacher and students are considered by the principals thus better educational presentation of the students. So majority of the female teachers' shows agreement with the statement, every one requires of the teacher and students are considered by the principals thus better educational presentation of the students.

Table No. 26

The principal provides teaching materials on time.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t. test
26	Male	23	21	0	2	0	4.41	0.71	-0.28
	Female	22	27	0	0	0	4.45	0.503	
df = 94							t-value at 0.05 = 0.77		

Table 26 Highlights that the mean score (4.41) of male teachers' response is less than the mean score (4.45) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-0.28) is lesser than the tabulated value (0.77). Thus, there is no important point or amount different between the genders of teachers' responses that the principal provides teaching materials on time. Majority

of the female teacher's shows agreement with the statement, the principal provides teaching materials on time.

Table No. 27

Direction of teachers and proceedings of teaching throughout the assignment improves better students output.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t.test
27	Male	24	21	0	1	0	4.48	0.623	-0.80
	Female	28	21	0	0	0	4.57	0.5	
df = 94							t-value at 0.05 = 0.42		

Table 27 Highlights that the mean score (4.48) of male teachers' response is less than the mean score (4.57) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-0.80) is lesser than the tabulated value (0.42). Thus, there is important point or amount different between the gender of teachers' responses that direction of teachers and proceedings of teaching throughout the assignment improves better students output. So, majority of the female teachers shows agreement with the statement, direction of teachers and proceedings of teaching throughout the assignment improves better students output.

Table No. 28

The public participation in the school management has optimistic result on the educational accomplishment of the students

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t. test
28	Male	30	16	0	0	0	4.65	0.48	-196
	Female	31	18	0	0	0	4.62	0.48	
df = 94							t-value at 0.05 = 0.84		

Table 28 Highlights that the mean score (4.65) of male teachers' response is greater than the mean score (4.62) of the female teachers' response that shows majority of male teachers are inclined toward agreement with the statement. The calculated value (-196) is lesser than the tabulated value (0.84). Thus, there is no important point or amount different between the genders of teachers' responses that the public participation in the school management has optimistic result on the educational accomplishment of the students. So, majority of the male teachers shows agreement with the statement, the public participation in the school management has optimistic result on the educational accomplishment of the students.

Table No. 29

Educational effort balances with community behavior in the school.

S. No.	Gender	SA	A	U	DA	SDA	Mean Score	SD	t. test
29	Male	19	27	0	0	0	4.41	-498	-1.143

Female	26	23	0	0	0	4.53	-504	
df = 94							t-value at 0.05 = 0.25	

Table 29 Highlights that the mean score (4.41) of male teachers' response is less than the mean score (4.53) of the female teachers' response that shows majority of female teachers are inclined toward agreement with the statement. The calculated value (-1.143) is lesser than the tabulated value (0.25). Thus, there is no important point or amount different between the genders of teachers' responses that educational effort balances with community behavior in the school. Majority of the female teachers shows agreement with the statement, educational effort balances with community behavior in the school.

Findings

Findings of the study are as under;

- The study found majority of female teachers (31) are inclined toward agreement with the statement that the EDOs and DEOs provide guidance to you on administrative and financial matters of your school.
- The study found majority of the female teachers' (40) are inclined toward agreement with the statement that under the new system the process of release of funds has become faster.
- The study found majority of the female teachers' (31) are inclined toward agreement with the statement that frequency of your usual visits to the EDOs and DEOs office for getting your troubles resolved has reduced.
- The study found majority of the female teachers (41) are inclined toward agreement with the declaration the groundwork of school developmental funds has cut down under the new system.
- The study found majority of the female teachers' (44) are inclined toward disagreement with the statement the new system has outcome in a better management of instructive actions at the organizational stage. So, majority of

the female teachers shows disagreement with the statement.

- The study found majority of the female teachers (44) are inclined toward agreement with the statement you are freer in decision making about the development of coaching in your institute.
- The study found majority of the female teachers (43) are inclined toward agreement with the statement you are more free in decision making about the development of coaching in your institute
- The study found majority of the female teachers (43) are inclined toward agreement with the statement you are more free in decision making about the development of coaching in your institute
- The study found majority of the female teachers (30) are inclined toward agreement with the statement you are in a better position to make necessary changes in curriculum according to the local needs.
- The study found majority of the female teachers (46) are inclined toward agreement with the statement getting teachers in a related regulation and field for your school has happened to easier.

- The study found majority of the female teachers (38) are inclined toward agreement with the statement you are in a enhanced situation to make sure accomplishment of syllabus in your institute.
- The study found majority of the female teachers (49) are inclined toward agreement with the statement you are in front of troubles in association with in service preparation of your teachers.
- The study found majority of the female teachers (41) are inclined toward agreement with the statement you have more time to make available supervision to your school staff.
- The study found majority of the female teachers (45) are inclined toward agreement with the statement regularity of service correlated troubles faced by workforce of your school has reduced.
- The study found majority of the female teachers (48) are inclined toward agreement with the statement MEAs visits of the schools are satisfactory.
- The study found majority of the female teachers (49) are inclined toward agreement with the statement Increased of the stipend is increasing the students enrollment.
- The study found majority of the female teachers (46) are inclined toward agreement with the statement all the responsibilities are hand over to the Heads instead of staff and parents.
- The study found majority of the female teachers (48) are inclined toward agreement with the statement the Head- Teacher- Student liaison is

best attain through usual meeting session.

- The study found majority of the female teachers (49) are inclined toward agreement with the statement bureaucratic policies should not be severely implemented to increase declared objective of the organization.
- The study found majority of the male teachers (49) are inclined toward agreement with the statement, the School Heads see to the benefits of the trainers and trainees.
- The study found majority of the female teachers (47) are inclined toward agreement with the statement the skill level of teacher's participation in the decision-making procedure will encourage teachers and develop the student's educational achievements.
- The study found majority of the female teachers (48) are inclined toward agreement with the statement the Head formulate each member of employees to be pertinent in the organization.
- The study found majority of the female teachers (48) are inclined toward agreement with the statement strict implementation of policies between students and teachers guide to obtaining improved educational results.
- The study found majority of the female teachers (46) are inclined toward agreement with the statement the Head gives confidence teachers to use their proposals on their profession.
- The study found majority of the female teachers (48) are inclined toward agreement with the statement that everyone requires of the teacher

and students are considered by the principals thus better educational presentation of the students.

- The study found majority of the female teachers (49) are inclined toward agreement with the statement the principal provides teaching materials on time.
- The study found majority of the female teachers (49) are inclined toward agreement with the statement direction of teachers and proceedings of teaching throughout the assignment improves better students output.
- The study found majority of the female teachers (49) are inclined toward agreement with the statement the public participation in the school management has optimistic result on the educational accomplishment of the students.
- The study found majority of the female teachers (49) are inclined toward agreement with the statement educational effort balances with community behavior in the school.

Conclusion

This study concludes that the EDOs and DEOs are there to help you with school finances and administration. According to the research, the new approach has made the process of releasing funds faster. According to the research, you aren't going to the EDOs' and DEOs' offices as often to have your issues addressed. Head teachers are having trouble with in-service training, according to the survey.

A head teacher can get by on a modest salary, provided they have at least three years of experience as a representative, have had sufficient training through in-arm training, and have the full backing of the authorities. Additionally, it is now quite evident that the Education Act A head teacher can get by on a modest salary, provided they have at least three years of experience as a representative, have had sufficient training through in-arm training, and have the full backing of the authorities. Additionally, it has become abundantly evident that the Education Act has to be reevaluated in order to raise questions about additional potential ways of efficiently punishing students. This is because principals continue to believe that implementing stringent disciplinary measures is a waste of time and resources. Reason being, a lot of educators fall short of expectations. It is clear from observations made at work that the majority of schools are severely understaffed; as a result, the Training and Education Service Commission ought to take action to ensure that schools that are severely understaffed are adequately staffed. To avoid appointing inexperienced teachers to leadership roles in the classroom, the government should regulate the amount of time principals spend in the role. This would guarantee that the school was able to make do with a minimal budget. We can also draw the conclusion that school business managers should unite all of their respective interest groups. This may shed light on their actions. The primary government education agencies should also take it upon themselves to train school principals and other school business managers.

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