

Critical Analysis of Management of Fauji Foundation Educational Institutions

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Abstract

This study was designed to critically analyze the Management System of Fauji Foundation educational institutions. The study was descriptive in nature and a survey was conducted for collection of data. The population of the study consisted Principals and Teachers of Fauji Foundation Model Schools. A convenient random sample of 15 Schools was drawn with equal participation of both the genders. Out of these schools 15 Principals 15Vice Principals and 62 Teachers were randomly selected. Questionnaire for the principals, and teachers were prepared to analyze the management system. The study indicated that, within the education management system of fauji foundation the schools were functioning for the welfare of their beneficiaries. Most of the schools were affiliated with their respective secondary boards. A unique system of education is being run in which students from middle and lower class families are studying under the same umbrella of fauji foundation. The study established that effective school performance requires visionary leadership, amongst others, and that there is a strong relationship between visionary leadership and transformational leadership, which is recommended for education leaders to boost the students 'performance.

Key Words: Education, Management, School, Skills, leadership, performance

Introduction

The concept of management is as old as human history. This phenomenon was evolved over years; early human beings organized their activities for hunting and for protecting themselves from wild animals. Beginning of organized human society gave basic form to management and organizational structure. In the recorded human history we find the examples of some current management techniques as far back as 5000 B.C when the ancient Sumerians used written records in assisting governmental operation. Pyramids of Egypt were the result planning, organizing, leading and controlling. So management is natural to man. It is an integral part of every human activity. Pietri, (2006) defined management as, "working with human financial and physical resources to achieve organizational objectives by performing the planning, organizing, leading and controlling functions". Early management theorists viewed management as an ability to work through others. But modern management does not depend only on human resources. The efforts towards effective management of schools are being made till to date so that these institutions can respond effectively to the growing needs for the educational social services. With the population explosion associated with technological advancement the need for educating maximum population has immensely enhanced the requirement of a large number of schools within existing crunched and limited resources. The massive need of schooling along with acute shortage of resources has resulted in the mushroom growth of education institutions without pre-requisite standards and effective monitoring/ evaluation system, which has enormously deteriorated the overall educational standards of attainment.

Educational management is the achievement of objectives through people; managers are responsible for the work of others. Bush and West-Burnham (1995) define the principles of management, which encompass, planning, , controlling, organizing, leading and evaluating. Managers lead, manage and administrate; they keep things going, cope with breakdown, initiate new activities and bring teams and activities together. More specifically, the key functions of school management are to manage policy, learning, people and resources. In practice, school managers create, maintain and develop conditions which enable effective learning to take place.

There are different management systems in educational institutions. The improvement of every institution revolves around its own management system. Management system has different styles. That style of management is said to be the best which helps the educational institution in possessing good reputation, good results, well discipline, regularity, punctuality and high morale of teachers. Management makes human efforts more productive. It brings better equipment plants, offices, products, services and human associations to our society. Improvements and progress are its constant watchwords. Management brings venture by combining the isolated events and disjointed information into meaningful relationship. These relationships then work to solve problems and complete goals. In Pakistan the educational infrastructure and institutions development was modified regularly since 1947. The structure was decentralized with the passage of time for its effectiveness. The planning was made to improve the educational activities in Pakistan. Proposals for a new educational policy, 1969 states about decentralization of educational administration. It described to cease the control of inspectorate on school.

The system was realized to change and decentralize it up to institution level. So the new education policy (1972-80, p.33) described about administrative set up in the country as, “the present educational administration set up in the country is inadequate and unnecessarily complicated by a variety of somewhat superficial tiers.” It was decided to formulate National, Provincial, and District and Institutional educational council for formulation, implementation and evaluation of education policies, consulting and planning. In 1972 regional offices were defunct and divisions established as implementation of new educational policy. National education policy of (1998-2010, p.122) has emphasized to improve the quality of education and achieved high literary rate with adaptation on non-formal system as supplementary of formal system.

Objectives of the Study

The objectives of the study were as following:

- i To analyze the management system of Fauji Foundation education system.
- ii To review the role of management for the performance of students at Secondary level.

Literature Review

Fauji Foundation is an independent legal entity, it is a charitable trust and entirely self-supporting welfare organization. Its aim is the welfare of its ex-servicemen and their families. It is providing the facilities of hospitals, educational and vocational centers. Originating from provincial post War Services Reconstruction Funds at the end of World War–II, the Fauji Foundation as at presents is constituted is Charitable Trust incorporated under the Charitable Endowments Act 1980 and is devoted exclusively to the welfare of Ex-service men of Armed Forces of Pakistan, their families and the wives and children of martyred. It is the largest welfare –cum industrial complex in Pakistan. The Fauji Foundation Education System (FFES) over the last 22 years has matured into a progressive, all-encompassing and a well-rounded system of Model Schools and Colleges, offering quality, English-medium education both in the urban and rural areas.

With the initial roll out of 34 Model Schools in 1988, the FFES has now grown to over hundred institutions located throughout the country. The wide spectrums of curricular, co-curricular and extra-curricular activities have resulted in making the student’s well-groomed individuals. Emphasis on character building and instilling a sense of responsibility in the children at a young age, are some of the hallmarks of the system. Another hallmark of the system is the subsidized fee structure. In order to provide the best possible educational opportunities to the children in less developed or socially disadvantaged areas, Fauji Foundation subsidizes the school fees for children throughout the country. In 2008-, this subsidy topped Rs. 250 Million. Fauji Foundation also provides educational stipends up to PhD level for concerned students studying in institutions other than of the FFES. Today, Fauji Foundation, with faculty strength of over 2000 and an annual budget of over Rs. 950 million for over 41,000 students can rightfully be proud of its contribution for promoting the cause of education in the country.

The results shown by the students at various Board of Intermediate & Secondary Education (BI&SE) examinations highlight the drive for excellence that FFIs promote. It shows that when the students reach young adulthood, they will be well prepared for professions of their choosing and positively contribute to making Pakistan a progressive, moderate and enlightened country, in response to the demands of the 21st century.

Model Schools

Realizing the need for providing quality education to the children of ex-servicemen in 1988. Fauji Foundation decided to establish 34 Model Schools all over the country. Later, the network was expanded to other areas. So far 98 such schools have been established. Out of these, 6 Schools have been upgraded to HSSC and 38 to secondary school level, although, these schools are primarily meant for the children of ex-servicemen. Yet in pursuance of Government's policy to promote quality education, seats have also been reserved for the wards of serving personnel of Armed Forces as well as civilians. The medium of instruction in these schools is English. To achieve the aim, efforts have been made to employ well educated and experienced faculty members. (Fauji Foundation, 2010)

Secondary Education

Secondary education is crucial stage in any education system. Secondary education has the unenviable privilege of occupying midway position between primary and higher education as a structure between childhood and adulthood. The secondary education is expected to play a terminal role in providing necessary manpower for the development of the country. Secondary education occupies the most critical position in any system of education Morsy (2005-p.14) has described that. "In any society the position of secondary education is generally paradoxical. It is expected to play a terminal role by providing manpower for the development of a country".

It generally serves a dual purpose as a terminal stage for a large number of students and preparatory stage for the higher education for those who wish to continue their further studies. The contents of the existing secondary education have been dominated by a curriculum of a general nature, which served mainly the purpose of preparation for higher education. According to Farooq (2006, p.9) the cycle of secondary education in our country is completed in 5 years. Secondary education influences the career development to the majority of youth. In order to provide quality education to the young beneficiaries and civilians Fauji Foundation has so far established one hundred and five (105) schools in all over Pakistan, most of them are in the rural areas of the country, with forty thousand Five hundred and forty one (40,541), students are studying in these schools.(Fauji Foundation, 2008).

Educational Management

It is a ground reality and an undeniable fact that, management system has a central and most important role in the improvement of students' academic performance at secondary school level. The role of an education manager is complex and varies / according to situation, authorities, staff and locality. Every educational manager is different in capacity, efficiency, manners of working, and mentality. But an educational manager has a key position at secondary school level and the improvement of students' academic performance depend upon his true spirits, good relation with higher authorities, and subordinate staff, student's parents and community. Moreover he has to classify and make himself aware of the real problems and their form and nature. The role of the educational manager at present is not too different from the past, but at present educational manager has to apply modern techniques, methods and skills so as to prepare modern generation for meeting the challenges of the age of science and technology. He has to prepare the young generation for practical life, such as to develop the ways of dealing with fellow human beings, undertake responsibilities to face unexpected situations, to develop the sense of integrity so as to become a good citizen. For this purpose an educational manager has to manage and welcome the parents and other agencies to assist, evaluate and make suggestions for the improvement of students' performance. The most important thing for an educational manager is to utilize his time in such a way so as to perform his multi form duties well. For these multi form duties and activities of the school programme he needs proper planning and organization so as to perform it in routine and in time. A well-organized schools programme brings personnel, time, space, student and other resources together and direct them towards specified goods. In addition to the above an educational manager keeps a vigilant eye upon factors concerning curricular and co-curricular activities. Such factors include condition of science practical, laboratory, equipment in the laboratory, physical facilities, library books, sports activities etc.

Process of Management and Skills

The process of effective management passes through planning, organizing, leading and controlling. Many management thinkers agree on these four processes of management. Any extended list can be covered under as the sub process of these four main processes. Every level and type of management works through these processes but they may be carried out in different ways depending upon the structure of the organization, the type of people in it, demand of the situation and available resources. With sound ability of using skills an Educational manager can perform his duties to produce predetermined results. A skill is an ability or proficiency in performing a particular task. Roert and Edward. (2005, p.11) have devised various management skills i.e. i. Technical skill: the ability to use specific knowledge. Techniques and resources in performing work. ii. Analytical Skills: This skill involves using scientific approaches or techniques to solve management problems. In essence, it is an ability to identify key factors, how they interrelate and the role they play in the situation. iii. Decision Making Skill: All management must make decision or choose from among alternative and the quality of these decisions determines their degree of effectiveness. iv. Human Relation Skills: The human relations skill is essential at every organizational level of management: it is reflection of a manager's leadership abilities. v. Communication Skills: Effective communication the written and oral transmission of common understanding is vital for effective management performance. vi. Conceptual Skills: This is the ability to see the big picture, the complexities of the overall organization, and how that various parts fit together. vii. School Management: School management closely deals with a number of important issues that has a direct bearing on the effectiveness of school administration, and ultimately relates to the student's outcome..

Methodology

All 102 Schools of Fauji Foundation in Pakistan were the population of this study. The sample of the study comprised 15 principals, 15 vice-principals and 62 teachers. In order to collect data a questionnaire for the principals and teachers was developed. Apart from it, the students' annual result was also analyzed. Data collected through Questionnaire were tabulated, classified, analyzed and interpreted with the help of percentage. As the questionnaire was a closed ended and choices were given in the form of Agree, Disagree, for the analysis of data Agree was represented by "Y", Disagree was represented by "N".

Findings

The results indicates that majority of teachers are involved in the planning process of school activities. Most of the respondents are of the opinion that they have regular meetings with the principals as scheduled in the academic calendar. The results showed that there is favoritism in the schools. The school management accommodates most of its teachers according to their subject, qualification and experience, while few of them have different ideas. It indicates that the teachers are guided by the principal about their assigned duties and few of them are not satisfied with the instructions or guidance given to them about their duties. The results revealed that school management is working hard to do better at SSC level. It is evident from the results that nearly all teachers do complete their syllabus in time. The results indicate that most of the teachers having the concept of extra coaching for higher classes for the achievement of quality results. It revealed that school management have PTA meetings for the improvement of students' academic and other aspects of study. Most of the teachers have improved their qualification after joining Fauji Foundation. Results indicated that most of the teachers have gone through training during their service in Fauji Foundation and they have also improved their teaching skills after the training. There is a system of reward/incentive for producing quality results, but a small group was not satisfied with the laid down criteria for achieving that reward/incentive. Students' achievement at secondary Level of Fauji Foundation Model Schools is, that the 57 average no of students appeared in 2008 to 2010, average passed 57, and average fail 01 and pass percentage were 99. The average 24 students obtained A⁺, 14 obtained A, while 13 obtained B rests of them passed C Grade and average GPA of these students were 4.86. Students' achievement at Secondary Level of Regular Affiliated Schools is that the 4958 average no of students appeared in 2008 to 2010, average passed 4168, and average fail 790 and pass percentage were 85.

The average 1049 students obtained A⁺, 1067 obtained A, while 1141 obtained B rest of them passed C and D Grades and average GPA of these students were 3.49.

Conclusion and Discussion

Most of the Fauji Foundation Model Schools have conducive environment, where management efficiently achieving its objectives by utilizing the potential of teachers. Teacher and management have good working relationship and subordinate staff can easily communicate to their Heads. Majority of the teachers are trained and they are using their teaching skills for achieving better results. Some teachers required training being new inductees. Parents teachers meeting is the key element of the system which shows positive results for the improvement of the students' performance in all spheres of life. Most of the teachers have improved their qualification after joining service which is a healthy sign of a dynamic system. The results of SSC level shows that management system achieve high GPA, it also indicate that performance of Fauji Foundation is much better than the other regular affiliated schools of Pakistan. Fauji Foundation Education System has a vast network of schools, but enrollment is less, it may be increased, so that more people can get benefit from the system. Sign of favoritism may be removed. New teachers may be trained immediately after induction so that they get familiar with the system as soon as possible. System of reward/incentive may be improved so that every teacher has the chance to get, irrespective of his/her teaching level, i.e. Secondary middle or primary.

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Table 1: Heads' Opinions

S.No	STATEMENT	RESULTS			
		Yes	%	No	%
1	You plan activities in your school	82	89	10	11
2	You are involved in planning processes of school activities?	76	84	13	14
3	Principal/Teaching Faculty meetings were held regularly/ as scheduled	80	89	10	12
4	You easily communicate with your principal/ Vice Principal	90	98	0	0
5	There is favoritism in your school	80	87	10	11
6	You have periods with respect to your qualification subject and experience	70	76	17	18
7	You are guided by the principal after duties assigned	80	87	10	11
8	There are special efforts made with regard to academic achievement at SSC level	82	89	8	9
9	You finish your syllabus in time	86	93	2	2
10.	There is extra coaching for higher classes	78	85	12	13
11.	PTA, (parents, teachers association) meetings are held for the improvement of students' performance	78	87	12	13
12.	You have improved your qualification after joining Fauji foundation	60	65	30	36
13.	You have any In-service training	80	87	10	11
14.	You have improved your teaching skills after gone through training	86	94	2	2
15.	There is reward/ Incentive for quality results	72	78	18	20
16	You are satisfied with the Reward/ Incentive Criteria	56	61	14	15

Table 2: Rank Correlation (rho)

Sr. No.	X(Yes)	Y(No)	Rank(X)	Rank(Y)	D(Rank(X)-Rank(Y))	D ²
1.	82	10	4.5	10.5	-6	36
2.	76	13	11	6	5	25
3.	80	10	7	10.5	-3.5	12.25
4.	90	0	1	16	-15	225
5.	40	45	16	1	15	225
6.	70	17	13	4	9	81
7.	80	10	7	10.5	-3.5	12.25
8.	82	8	4.5	13	-8.5	72.25
9.	86	4	2.5	14.5	-12	144
10.	78	12	9.5	7.5	2	4
11.	78	12	9.5	7.5	2	4
12.	60	30	14	3	11	121
13.	80	10	7	10.5	-3.5	12.25
14.	86	4	2.5	14.5	12	144
15.	72	18	12	5	7	49
16.	56	14	15	2	13	169
						$\sum D^2 = 1336$

Table 3: Analysis of Results at SSC level

YEARS(2 008-10)	Fauji Foundation Model Schools of Pakistan										
	Appear r	Pass	Fail	Pass %	A ⁺	A	B	C	D	E	GPA
Average	57	57	33	99	24	14	13	6	-	-	4.86

Source :(Result Gazette, *Federal Board of Intermediate & Secondary Education (FBI&SE), Islamabad, Pakistan.2008, 2009 &2010*)

Table 4: Students Achievement at Secondary Level of Affiliated schools

YEARS(20 08-10)	Regular Affiliated Schools										
	Appear r	Pass	Fail	Pass %	A ⁺	A	B	C	D	E	GPA
Average	4958	4168	790	85	1049	1067	1141	763	142	-	3.49

Source :(Result Gazette, *Federal Board of Intermediate & Secondary Education (FBI&SE), Islamabad, Pakistan.2008, 2009 &2010*)