

**INFLUENCE OF “SCHOOL MANAGEMENT
MANUAL” ON IMPROVEMENT AT
SECONDARY SCHOOL LEVEL UNDER THE
FEDERAL DIRECTORATE OF EDUCATION**

BY

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES
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EDUCATION**

By

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the **thesis “Influence of “School Management Manual” On Improvement At Secondary School Level Under The Federal Directorate Of Education”** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Thesis Title: Influence of “School Management Manual” On Improvement at Secondary School Level under the Federal Directorate of Education

The qualitative descriptive study was undertaken to describe and interpret the practices and experiences of the secondary school heads in the context of School Management Manual and its influence on improving schools working under the Federal Directorate of Education Islamabad. The researcher used conceptual framework and purposive sampling technique to select twelve male and female participants for the study who are heading secondary schools in their respective sectors under the Federal Directorate of Education, Islamabad. To begin with, semi structured interview protocol and checklist for document analysis were used.

After the collection and analysis of data collection done through semi structured interviews and document analysis, it was found out that the schools are not following the guidelines of the School Management Manual, therefore, focused group discussion was consequently planned and conducted with the same participants to investigate the possible reasons for the shortfall in the practicing status and sought recommendations for improving its practical application in schools. The data collected through focused group discussion was transcribed and analyzed to generate themes and sub themes through qualitative content analysis.

The qualitative descriptive study design appropriately allowed thematic as well as content analysis to establish the understanding of the phenomenon under study. The findings of the study revealed that the School Management Manual could not influence improvement due to various reasons i.e. deficiency of resources of various kinds, overall resistance of teachers towards change and new initiatives, insufficient capacity building of teaching faculty and lack the required ownership from the higher management to implement the guiding principles of the School Management Manual. The research findings also concluded that regular and systematic capacity building of heads as well of teachers, provision of required human and physical resources, close supervision of the Federal Directorate of Education, Islamabad are essential to support school heads in improving the implementation status of the School Management Manual at secondary level.

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LIST OF ABBREVIATIONS

SMM	School Management Manual
PMERP	Prime Minister Education Reforms Program
FDE	Federal Directorate of Education Islamabad
AEO	Area Education Office
HR	Human Resource
SDGs	Sustainable Development Goals
FG	Federal Government
MOF E& PT	Ministry Of Federal Education and Professional Training
NOC	Non Objection Certificate
SDP	School Development Plan
ACR	Annual Confidential Report
APRs	Annual Performance Report
KPIs	Key Performance Indicators
DLP	Daily Lesson Plan
AGPR	Accountant General Pakistan Revenues
COVID	Corona Virus Disease
GPA	Grade Point Average
DDO	Drawing and Dispersing Officer
ESTA Code	Establishment Code
R&D	Research and Development
P&D	Planning and Development

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DEDICATION

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Schools are the places where the future generations of the society are nurtured and educated. Here, young minds are educated and enabled towards national and international success. Schools, like any other living organization, are also evolving to meet the expectations of all stakeholders. Hence, reforms, restructuring and changes in education are essential for improvement and attaining quality outputs. In the context of school improvement, the role of school heads is seen as nucleus for all activities i.e. academic, administrative, financial, human, and material resources management. The heads have to have some systematic framework or guidelines to manage the institutions. A substantial body of research outlines the role of aforementioned frameworks or manuals not only for managing the day to day school affairs but achieving the long term goals as well (Kalman, 2020).

Masud and Awan (2017) elaborate that in 2015, the Government of Pakistan introduced Prime Minister Education Support Program (PMERP) for improving the quality of education being imparted in Federal Government schools working under FDE (Federal Directorate of Education, Islamabad). The program introduced various interventions for qualitative and quantitative school improvement. One such intervention was the launch of “School Management Manual” which is a complete tool kit on policies, procedures and guidelines for school management from Kindergarten to the Secondary level. It elaborates the school management on three broad domains i.e. administrative role of school head, academic role of school head and human resource management. Since its launch till to date it has not been evaluated for its efficacy and effectiveness. As the aim of this manual was to help the school

heads improve their school management at various level, therefore, the present research intends to study its influence on school improvement.

1.2 Rationale of the Study

Reforms and change are essential to achieve improvement, quality and progression. School improvement is an approach which aims at the effective management of administrative, academic, human, material and financial aspects of the school to ensure enhanced learning outcomes (Richter 2019 & Kalman 2020).

According to Masud & Awan (2017) PMERP (Prime Minister Education Reforms Program) was institutionalized in 2015 to improve the quality of all aspects of the school i.e. overall governance, teaching and learning, infrastructure, capacity building of teachers. In this regard, many soft and hard interventions were provided which were provision of IT lab in schools, construction of new classrooms, renovation of school building, provision of school buses for student's pick and drop, capacity building sessions for the teachers across grade levels and the provision of "School Management Manual" for school heads. The program completed its intended span of three years and ended in 2018. (Government of Pakistan Capital Administration and Development Division, 2016)

Hopkins & West (2002), Fullan (2014) and Sinay & Rayan (2016) suggested that all external as well as internal educational interventions target the improvement of quality either implicitly or explicitly. Moreover, qualitative or quantitative impact evaluations of the reforms programs are essential in determining the worth of the change initiatives and establish ways for further improvement. The stakeholders get informed about the efficacy and future perspectives.

A close reading of the National Education Policies of Pakistan shows that the provision of appropriate conditions for effective teaching and learning has always been the priority at government level. However, there are two main causes for the under performance of the education sector. The first is the commitment gap and the other is the implementation gap. According to the Ministry of Education and Professional Training Government of Pakistan (2018), the provision of the quality education to the learners has been the foremost priority of all national education policies and frameworks. The draft of education policy (2017- 2025) recognizes the dire need to uplift the education system through systemic change (Burki & Hathaway 2005). Consequently, in the national education policy framework 2018, four national educational priorities have been chalked out in the i.e. dealing with out of school children and making efforts to bring them to schools, designing and implementing uniform curriculum, improving the quality of education and enhancing the access and relevance of skill training. The third national priority of improving the quality of education directly relates to this proposed study which intends to analyze the extent to which the schools have improved in various aspect of management after the advent of “School Management Manual”

Addressing the key priority of provision of quality education, the Ministry of Federal Education and Professional Training has established the minimum standards of quality education for the education system of Pakistan. This policy document is very inclusive and gives detailed guidelines about the standards for teachers, students, curriculum, textbooks and school environment etc. However, there is no provision for school heads in terms of the guidelines for school management (Ministry of Federal Education & Professional Training Government of Pakistan, 2016). The “School Management Manual” outlines the role of the school head in three main domains i.e. administrative domain, academic domain and the

domain of human resource management. It can be accessed at <https://drive.google.com/file/d/1cinhJeq7vLK644DgYeK9pNunlKv63pSL/view?usp=sharing>

Vision 2025 was formulated by the Ministry of Development, Planning and Reform, Pakistan in 2014. It serves as a road map for the future progress of the country. The vision is founded on seven pillars which are aligned with SDGs (Sustainable Development Goals) and serve as guide towards their achievement. The third pillar of governance talks about the uplift of the overall governance of private sector. The sixth pillar of knowledge economy is related to the qualitative and quantitative expansion of knowledge at all levels of education. These two pillars are explicitly linked with goal four of sustainable development which is about the provision of quality education (Ministry of Development, Planning and Reform Government of Pakistan, 2014). The improvement of school is an indicator of the quality education being imparted in the institutions. The proposed study intends to examine the influence of “School Management Manual” which was primarily introduced to enhance the quality of school management to uplift the teaching and learning process at school.

Masud & Awan (2017) and Academy of Educational Planning and Management Ministry of Federal Education and Professional Training Government of Pakistan Islamabad (2018) state that there were two types of schools working under the control of Federal Directorate of education Islamabad. One stream was of Islamabad Model Schools and the other was of Federal Government Schools. Islamabad Model Schools were less in number and they were better in terms of resources, provision of education and overall productivity. In comparison, the F.G schools were more in number, but deficient in resources, academic and administrative management and overall quality. In 2011, the nomenclature of the F.G schools was changed and they got named as Islamabad Model Schools. However, the change of the

name could not bring out any sustainable improvement in these 400+ schools. There was a dire need to improve the quality of education being imparted in these schools.

On the consequent of Vision 2025, and addressing the national priority of quality education, PMERP (Prime Minister Education Reform Program) was launched in 2015 for the uplift and progress of the Islamabad Model Schools working under the administration of Federal Directorate of Education Islamabad. It was a three phased initiative for the span of three years (2015-2018). The program had multi-pronged approach of improving the infrastructure, quality of teaching, betterment of learning environment and provision of required facilities and resources. Alongside the provision and development of aforementioned facilities, PMERP felt the need for a comprehensive document which could help the school heads in systematic and progressive school management. Therefore, the idea of “School Management Manual” was conceived. The team of expert educationist, researchers and few in-service school heads were invited to prepare a detailed manual for the effective management and improvement of the schools. This manual is the first ever document of its kind for Public Sector schools and clearly defines the role of the school heads in three major domains of administrative management, academic management and human resource management. These three domains form three sections of the manual. Under the aforementioned three sections, elaborated guidelines, course of action and required frameworks are provided for school heads to follow and lead their schools towards improvement. In the area of administrative management, it outlines the role of school head from the day he/she joins the school and takes the charge. It provides the complete, procedural and step by step guidance to carry out the routine school activities i.e. managing the morning assembly, preparing monthly work plans, supervising the school discipline and managing the

external/internal communication. In the area of academic management, it helps in managing the prescribed curriculum, lesson planning and implementation, student assessment systems, preparing and monitoring of school development plan and managing in-house continuous professional development for teachers. In the area of human resource management, the manual outlines the details of performance management of the staff, performance appraisal of the staff and the handling of grievance of the staff. All these three area of school management are closely linked to school progression and improvement. The proper implementation of the manual will lead the schools towards effectiveness and efficiency (Masud & Awan 2017).

1.3 Statement of the Problem

In order to improve the outcomes of the schools, there has to have some framework or policy guidelines to be followed. This ensures the smooth functioning and enhances the overall productivity of the school. Sinay & Ryan (2016) & Naviwala (2016) assert that the school improvement is directly linked to the way administrative and academic affairs of the school are managed. The “School Management Manual” understudy is a prescriptive lens for the school heads to manage their schools in a systematic manner and achieve sustainable improvement.

A review of available literature indicates the paucity of research on evaluation of PMERP and it only concludes with one case study conducted by Masud and Awan in 2017. The main objective of the case study was to assess the effectiveness of the various interventions introduced by PMERP i.e. provision of school buses, the construction of new classrooms, training session conducted for the teachers of various levels and provision of IT labs for schools who didn't have the labs, construction of toilets and provision of other missing facilities. The study examined the role of the aforementioned interventions in

enhancing ownership in schools, increasing student enrollment and uplifting the motivational level of teachers and students. The data was collected from 22 schools of FDE where PMERP introduced these interventions. The study concluded that these interventions had positive impact on student enrolment and achievement. With the increased facilities, the motivational level of students and teachers has positively increased. The aforementioned case study is limited to evaluation of the provision of basic facilities and infrastructure improved by PMERP. There is no allusion made to this vital document i.e. “School Management Manual” which is a living document and a change agent for the schools. In order to bridge this gap in research literature, this study analyzed the influence of “School Management Manual” on improving the management practices of schools working under Federal Directorate of Education. A lot of time and resources have been invested in envisioning, drafting, and planning this manual. Moreover, all school heads from grade I-X officiating in 2018 were trained for its implementation. It is important to evaluate the effectiveness of the manual to determine its strengths as well as weakness and gauge its influence on school improvement which was the sole purpose of the PMERP in general and “School Management Manual” in particular. The researcher is also looking after one of the High School of FDE and using the “School Management Manual”. After the completion of PMERP in 2019, it is important to study the extent to which the schools were able to improve through its implementation at various fronts i.e. administrative management, academic management and human resource management. The present study was aimed to explore the influence of “School Management Manual” on school improvement with reference to administrative, academic and human resource management at secondary level

1.4 Research Objectives

This qualitative descriptive research study was aimed at exploring the influence of “School Management Manual” on school improvement with reference to administrative, academic and human resource management at secondary level.

1. To explore the influence of “School Management Manual” on **administrative management** at Secondary Level
 - 1a To evaluate the practicing status of the guidelines given in the school management manual in conducting routine activities
 - 2b To determine the status of the use of school management manual in monitoring and managing official records
2. To assess the usefulness of “School Management Manual” for the **academic management** at Secondary Level
 - 2a To evaluate the usage of school management manual for time tabling purposes
 - 2b To determine the utility of the academic support material with reference to the school management manual
 - 2c To analyze the contribution of the guidelines of the manual in preparing development plan for the school
 - 2d To evaluate the use of the school management manual in developing in-house continuous professional development for the teachers
3. To explore the uses of “School Management Manual” in the **human resource management** at Secondary Level

- 3a To analyze the use of management manual in assessment of the work performance of the staff
- 3b To evaluate the use of the guidelines of the manual in handling the grievance of school staff
- 4. To explore the challenges of practical application of the School Management Manual
- 5. To recommend measures for enhanced implementation of the School Management Manual

1.5 Research Questions

How does the “School Management Manual” influence school improvement in terms of administrative, academic and human resource management at secondary level under Federal Directorate of Education?

- 1. What is the influence of School Management Manual on **administrative management** at Secondary School Level?
 - 1a How does school management manual guide in conducting school’s routine activities?
 - 1b How does the school management manual assist in managing and monitoring school records?
- 2. What are the effects of School Management Manual on the **academic management** at Secondary School Level?
 - 2a How is the school management manual being used for time tabling purposes?
 - 2b What are the uses of academic support material given in the School Management Manual?

- 2c How does the School Management Manual support the preparation of development plan for the school?
- 2d What is the contribution of the school management manual in developing in-house continuous professional development for the teachers?
3. What are the uses of School Management Manual for the heads in **Human Resource Management** at Secondary School Level?
- 3a What are the uses of School Management Manual in assessing the work performance of the staff?
- 3b How do the guidelines of the manual help in handling the grievance of school staff?
4. What are the challenges in the practical application of the School Management Manual?
5. What are the possible measures to enhance the implementation of the School Management Manual?

1.6 Conceptual Framework

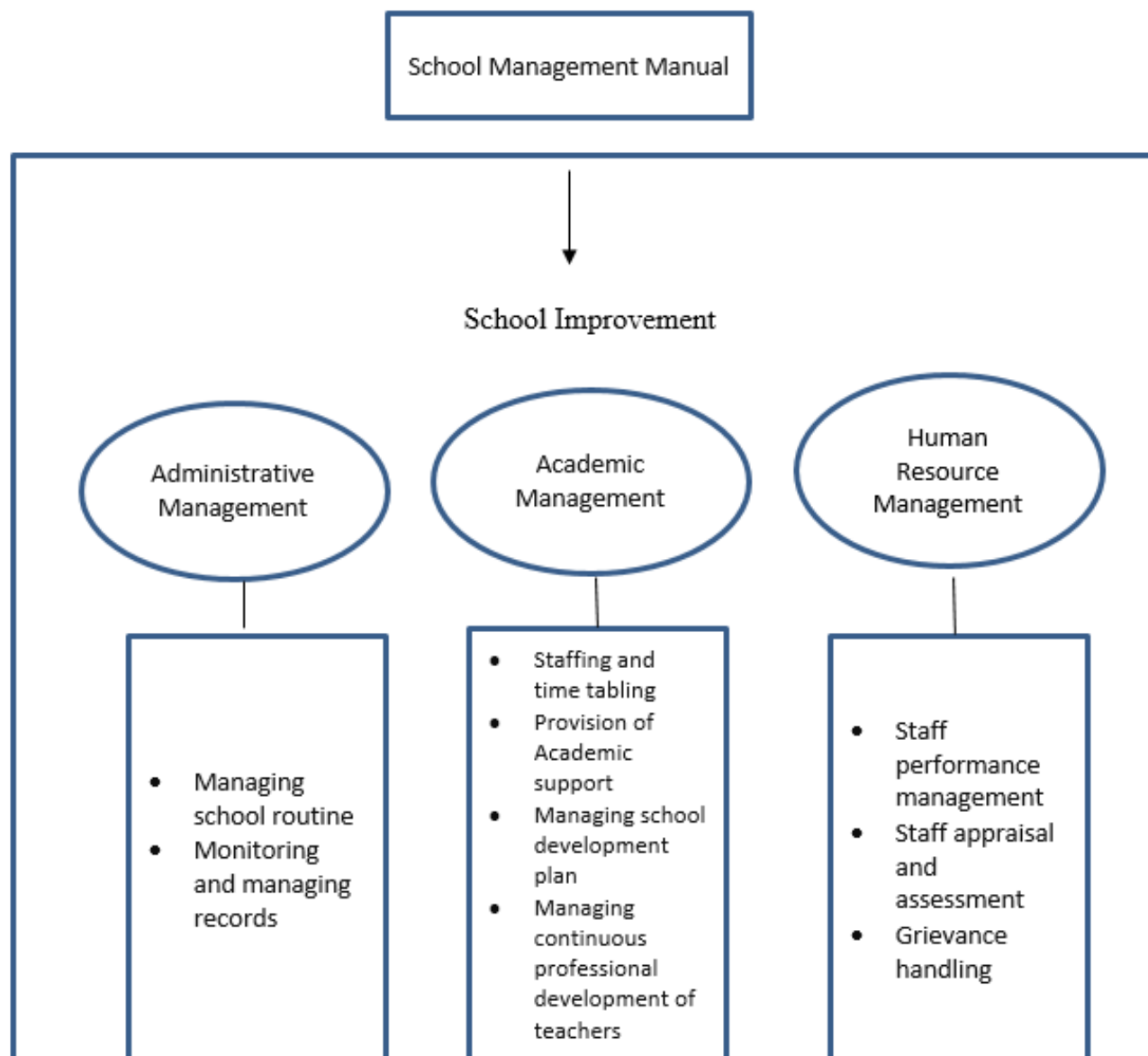


Figure 1: ‘School Management Manual’ prepared by Prime Minister Education Reforms Program (PMERP) 2015-18

As shown in the conceptual framework, the “School Management Manual” elaborates the role of school heads in three major domains. The administrative domain role sees the role

of principals in two sub dimensions. First dimension is of managing the school routine. In this dimension, the day to day affairs of the school, preparation and following up on monthly work plans, preparation and conduct of morning assemblies, management of the school discipline and management of internal and external communication is seen. The second dimension is of monitoring and management of school records. Here, the school head is responsible to manage records related to the students, teaching faculty, non-teaching staff, parents and the higher management at the department level.

The second domain is about the academic management of the school. This domain has four sub dimensions. The first domain is about the timetabling and scheduling of the workload of the staff. The second dimension is about the management of the given academic support material. The academic support material includes the preparation and execution of academic and activity calendar, monitoring of daily lesson plans and curriculum implementation, management of homework assignment being given to the students, student's' note books maintenance and checking and managing the assessment system (examination system) at school. The third dimension relates to the management of school development plan. The school development plan works in four phases starting from evaluation of the current practices and moving on to the formulation of report, implementation of the way forward and monitoring of the improvement progress. The fourth dimension caters to the in-house continuous professional development of the teachers.

The third domain is about the management of the human resource available at school. This domain has three dimensions. The first dimension is about the management and assessment of the staff performance. The second dimension relates to the effective handling of the grievances and complaints of the staff members.

The school management revolves around these three main areas and any interventions for improvement also target these areas. Since the present study aimed to see the influence of “School Management Manual” on school improvement, therefore, these three domains are studied. In the area of Administrative Management, the school routines and records will be explored. This analysis will show that how far the school is using the manual to improve their administrative areas of management. In the area of Academic Management, the academic records i.e. timetables, activity calendars, lesson plans, homework schedules, records related to examination system (formative and summative assessments), school development plan and record of professional development plans for the teachers will be analyzed to gauge the level of improvement. The Human Resource Management deals with managing and appraising the staff performance and handling staff complaints in an appropriate manner. The study analyzed these aforementioned domains and dimensions to learn about the improved practices.

1.7 Significance of the Study

There is gap in literature on research into school “School Management Manual” which is a contextualized document. Therefore, this study will pioneer to bring out the status of educational management of the schools while implementing this manual specifically. The applicability and efficacy of the manual, which is the first ever document of its kind and nature for the public sector schools of ICT will also get established.

The findings will help the policy decision makers work on its shortcomings and improve its content for better implementation. Additionally, it can give a better understanding of resource allocation in terms of human as well as financial resourcing at school level.

Since the “School Management Manual” sets the school functioning and consequent role of the school head in three main domains therefore, the competencies as well as weaknesses of the heads in various domains will also get established. This will help the policy makers and the higher management in addressing those gaps.

The detailed analysis and the results of the study will give a clear picture of each domain of school headship in terms of the adherence to the manual. The areas where the school heads feel competent to follow and the grey areas where they cannot follow or partially follow will get established. The findings can help the training department of Federal Directorate of Education in preparing capacity building sessions for the school heads.

The results of the study will help policy makers in making informed decisions while planning new reform programs for education sector. With the implementation of 18th amendment in the constitution of Pakistan, the education department was transferred from federal to the provinces. The study is contextualized to ICT but the outcomes can guide the provinces while planning any kind of management manual for school heads working in various provinces.

The study might motivate the future researchers towards and in-depth analysis of the different components of “School Management Manual” with other mediating and moderating factors related to educational management and organizational proficiency.

1.8 Research Methodology

The study explored and examined the school head’s views about the uses of manual and its effects on school improvement in terms of administrative, academic and human resource management, therefore, the researcher followed the qualitative descriptive research design.

The aforementioned intent of detailed analysis couldn't be achieved with the use of quantitative measures of analysis. According to Merraim & Tisdell (2016) and Creswell & Poth (2017) the researcher has to take the path of qualitative research if the aim is to explore the experiences of the particular phenomenon as experienced, understood or practiced by the people concerned, and to know how the people involved interpret their experience and construct their world.

1.8.1 Research Paradigm and Philosophical Foundations of the Study

The term paradigm is has Greek origin which means patterns and it refers to the way of seeing the world that underpins the approach undertaken to study the research topic. It is a philosophical way of thinking which determines the general worldview. It also influences and determines the selection of research methods. This world view guides the study design, data collection and its analysis. Thus, the paradigm gets embedded in the study and provides the overall framework. Moreover, all qualitative researchers bring their particular understandings and views about the world, truth, reality and knowledge which shape their thoughts further. (Merraim& Tisdell 2016 and Creswell & Poth 2017)

Interpretivism or social constructivism philosophically underpins the present study which revolves around the experiences of the secondary school heads in the context of the implementation of the "School Management Manual" for school improvement. This approach is people centered which finds its roots in the philosophy of Plato and Socrates who held that truth is always influenced by human estimations and approximations. Hence, it can be approached with careful reflections and having one to one dialogue with others. This interactive dialogue leads to meaning- making and sense making. Consequently, the methodology utilized should aim at the detailed exploration which includes interviews and

discussions. The interpretive researchers explore the events, problems and phenomenon from subjective lens. They get close to the research environment and the participants to study the context and the research issue at hand. The diversity and uniqueness of individual perspective is welcomed and celebrated. The consequent knowledge gets constructed with these multiple perspectives. The conceptual framework emerges as the research continues. The researcher becomes the story teller and there are no definite or discernible conclusions. The evidence collected is essentially qualitative in nature and it is always in the form of rich descriptions and summaries. The interpretive paradigm views theory with minimal predictive power and has limited generality. (Kamal 2019). In the present study, the research topic was qualitatively approached. Qualitative research tools i.e. interviews, focused group discussion and analysis of school records to explore the influence of the “School Management Manual” in ensuring school improvement. The resultant data was in the form of detailed descriptions. The close interaction with the study participants helped the researcher in the in-depth exploration of the uses of the Manual. Inductive analysis helped the research findings make appropriate recommendations for future policy decisions.

1.8.2 Research Design of the Study

The researcher intends to describe and interpret the practices/experiences of the school heads in the context of “School Management Manual” and its influence on school improvement. The broader aim is the collection of the straight forward information from those who are experiencing this phenomenon, therefore, the qualitative description design is most relevant and a good fit here. Sandelowski (2000), in his widely quoted article states that the descriptive study design is a foundational design for all major types of qualitative studies. It is a method of choice when the researcher is interested in *what*, *why* and *how* of the phenomenon

or events. This study design is eclectic in terms of sampling and data collection. Most importantly, this study design is most suitable for the researches where the participants are the practitioners and the aim is to collect informational data. This study sought to interview the school heads about their practices with reference to the “School Management Manual”, the ways in which the manual is being used and the areas where the heads find it difficult to implement it and its consequent reasons.

Bradshaw, Atkinson & Doody (2017) and Ruiz (2020) assert that when the focus of the research is not culture as it is in ethnography or the creation of theory as in grounded theory or the interpretation of the lived/ subjective experiences of the people as in phenomenology, rather the aim is collection, interpretation and in depth analysis of the experiences of those who undergo a phenomenon, project, program etc. then the qualitative descriptive design is mostly selected. It is the most common form of qualitative research. Basic descriptive and interpretive studies are frequently used in education and other applied fields of studies. Data was collected through semi structured interviews and analysis of school records.

1.9 Delimitations

The schools operating under the Federal Directorate of Education Islamabad are of various grade levels. There are primary schools from class I to Class V. There are middle schools from Class I to Class VIII. Then, there are secondary schools of two types. Few of them are from Class I to Class X and some of them are from Class VI to Class X. Since the study explored the influence of School Management Manual on improving the secondary schools of Federal Directorate of Education Islamabad, therefore, the schools operating from Class VI to X were included in the study.

1.10 Operational Definitions

1.10.1 Influence

It is the degree to which the phenomenon or intervention achieve its desired goals

1.10.2 School Improvement

School Improvement is a set of planned processes designed to improve various operations and routines related to strategic, administrative, managerial, academic, human resourcing, financial management.

1.10.3 School Management Manual

It refers to the set of official guidelines provided to the schools of Federal Directorate of Education Islamabad by the Prime Minister Education Reforms Program

1.10.4 Administrative Management

It refers to the first section of the “School Management Manual” which encompasses management of school routines, procedures and records.

1.10.5 Academic Management

It refers to the second section of the “School Management Manual” which is about the processes and procedures related to teaching and learning.

1.10.6 Human Resource Management

It refers to the third and the last section of “School Management Manual” which is about the management of the staff performance and its consequent assessment.

1.10.7 Managing School Routines

It refers to the school procedures related to the morning assembly, classroom observations, maintaining school discipline, managing various types of communication with the stake holders i.e. staff, students and parents

1.10.8 Monitoring and Managing School Records

It refers to the maintenance of school records related to administration, academics and resources of the school as listed in the “School Management Manual”

1.10.9 Staffing and Timetabling

This refers to the sub section of the “School Management Manual” which has complete guidelines on the preparation of timetable for teaching and learning purposes of the school.

1.10.10 Provision of Academic Support

It refers to the guidelines of the “School Management Manual” on preparation of activity calendar for school, lesson plans, student’s note books checking and maintenance, managing scheme of studies and conducting examination.

1.10.11 School Development Plan

It refers to the process of evaluating the current practices of the school management and preparing a comprehensive plan for developing the school in its various aspects as stated in the “School Management Manual”

1.10.12 Continuous Professional Development of Teachers

It refers to the systematic process of providing training opportunities to the teachers to improve their knowledge, skills and attitude related to teaching and learning.

1.10.13 Staff Performance Management

It refers to the process of assigning, monitoring and evaluation the performance objectives of the teaching and non-teaching staff is managed as guided in the “School Management Manual”

1.10.14 Staff Appraisal and Assessment

It refers to the process of evaluating the performance of the staff and documenting it in Annual appraisal reports

1.10.15 Grievance Handling

It is the formal way of dealing with the complaints related to the staff members, students and parents.

1.11 Contextualization

The ‘School Management Manual’ is a policy document which outlined the procedures and practices for the school heads working under the Federal Directorate of Education Islamabad. The study was undertaken to explore its influence on improving schools of Federal Directorate of Education Islamabad .Hence, the study was contextualized to these schools only.

In the context of school improvement, the role of school heads is seen as nucleus for all activities i.e. academic, administrative, financial, human, and material resources management. The heads have to have some systematic framework or guidelines to manage the institutions. A substantial body of research outlined the role of aforementioned frameworks or manuals not only for managing the day to day school affairs but achieving the long term goals as well. (Sinay & Ryan 2016 & Naviwala 2016)

Masud and Awan (2017) elaborated that in 2015, the Government of Pakistan introduced Prime Minister Education Support Program (PMERP) for improving the quality of education being imparted in Federal Government schools working under FDE (Federal Directorate of Education, Islamabad). The program introduced various interventions for qualitative and quantitative school improvement. One such intervention was the launch of “School Management Manual” which is a complete tool kit on policies, procedures and guidelines for school management from Kindergarten to the Secondary level. It elaborates the school management on three broad domains i.e. administrative role of school head, academic role of school head and human resource management. Since its launch till to date it has not been evaluated for its efficacy and effectiveness. As the aim of this manual was to help the school heads improve their school management at various level, therefore, the present research intended to study its influence on school improvement.

1.12 Assumptions

In this qualitative research study, the researcher adopted the descriptive design to study the influence of the “School Management Manual” on school improvement in the context of Federal Directorate of Education Islamabad. The interpretivism paradigm guided the methodological framework of the study. This overarching objective was accomplished by investigating the uses of the “School Management Manual” to manage administrative, academic and resource affairs of the secondary schools. The researcher, being the main instrument herself, collected the data through interviews, schools records and focused group discussions. These methods were selected because the researcher intended to discover the participant’s views, professional thoughts and feelings about the uses of School Management Manual so rich description could be provided with the help of the informational data. The

findings of the study were analyzed deductively as well as inductively to establish conclusions and consequent recommendations.

The interpretivistic paradigm underpinning this study led to four sets of assumptions. The researcher attempted to interpret the views and experiences of the research participants while having a thoughtful discussions with them during interviews and group discussions.

1.12.1 Ontological Assumptions

There are always multiple and varied views about the realities and their existence. These views are socially constructed by the individuals as they interact. Hence, there cannot be one definition of any event or phenomenon (Merraim & Tisdell 2016) .With reference to the present study, it was important to study the individual views and experiences of the participants who received the trainings about the implementation of the “School Management Manual” and are using it in their professional context.

1.12.2 Epistemological Assumptions

The knowledge is extracted and further constructed while understanding and describing the lived realities of the concerned participants. The goal of qualitative description is to describe these subjective experiences. (Creswell& Poth 2017) In the context of “School Management Manual”, the school heads are the actual practitioners. It is important to capture their viewpoint by hearing them living through the process of implementations.

1.12.3 Axiological Assumptions

The personal values, opinions about the worldview and intuitions of the researcher as a research tool are valuable and play their role. They tend to guide the collection and interpretation of the researched data. Simultaneously, the values and views of the research

participants interact with the researcher's views and this interaction enriches and deepens the analysis. (Merriam & Tisdell 2016 and Creswell & Poth 2017). In the context of the present study, the researcher is heading in a Secondary School of Federal Directorate of Education Islamabad. She was the recipient of the professional training imparted to implement the "School Management Manual." During the process of data collection and analysis, the personal views about the Manual and its practical utility were there in the background. These views tend to get verified and strengthened as the interaction with the research participants continued. However, a lot of care and caution was exercised so that these views do not interfere with the objectivity of the data analysis.

1.12.4 Methodological Assumptions

The qualitative descriptive design, in-depth interviews and focused group discussions helped the researcher obtain the deep understandings of the secondary school heads about the practicing status, professional utility, strengths and weakness of the "School Management Manual"

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This section elaborates the areas of school management, management manual, and sub areas of school management, the concept of school improvement and indicators of school improvement.

2.1 School Management

A review of scholarly literature on school management indicate various aspects of school management i.e. establishing long and short term goals, managing and resourcing school activities, supervising curriculum implementation and academic practices, promoting professional development of teachers and creating a conducive environment for teaching and learning. Victor (2017), Sunaengsih et al (2019) and Tanwanichkul, et al, (2020) opined that the school management is a collaborative process carried out by the school heads. It is the course of action aimed at efficient arrangement and effective use of available human and material resources for school maintenance, productivity and improvement. The review of related literature shows that the concept of school management cannot work in isolation. It is a process for managing school affairs in an orderly manner. The school management needs effective leadership to get it materialized. Therefore, both concept i.e. school management and school leadership are closely aligned. The schools with visionary and competent leadership are predicted to achieve enhanced teaching and learning outcomes as compared to those schools where the leadership lacks competency.

The titles i.e. school leaders, educational leaders, head teachers, school managers, school administrators; school heads etc. are associated with the lead figure of the school. The

school heads are ultimately responsible for the overall functioning of their institutions. The leading nations of the world, excelling in education, have laid down the roles and responsibilities of the school heads. These responsibilities are known as standards, professional standards, benchmarks, profile, roles, duties etc. However, in Pakistan, the formal standards have been formulated for teachers, students, curriculum, school environment, text books but there are no standards for heads and principals. (Ministry of Federal Education & Professional Training Government of Pakistan, 2016)

Krasnoff (2015) alluded to various countries and elaborate the role of head teachers in the perspective of school functioning. In England, the role of the head teachers is summarized in four domains. They are known as National Standards of Excellence for Head Teachers. The Ministry of Education in England want their head teachers to be an emblem of positivity, intellectuality, care and concerned towards all stake holder, capable to understand and run the operational management of the school with an ever evolving enthusiasm for school improvement. In Austria, the role of school head is seen in five domains. They are required to develop certain knowledge aspects, skills and attitude to lead their respective institutions. The roles of the head of the institution ranges from managing own self to the overall management of the institution. The heads have to manage the existing procedures and have to cater to the new changes taking places in the national and the international context. It is important to keep the institution receptive to the current and ongoing changes and reforms. The school heads have to be visionary in thinking and give clear directions to the school towards overall improvement. They have to be knowledgeable about the standards and norms and must be capable enough to use them to gain organizational success. Moreover, they have to be role models for the team members and live up to the value system as envisioned by their higher

management. The Australian Principals are envisioned to have four types of skills to be successful leader at their work places.

Day & Sammons (2014) discussed that the school, heads have to proficient in all these skill areas. They have to have influencing skills to guide, motivate and negotiate with various stakeholders of the school i.e. students, teachers and parents. The learning skills include the ability to read and comprehend well, capability to process information rapidly and ability to think through things positively. The school head should have ample facilitating skills which are effective listening, ability to foresee potential employees, capability of team building and team management and ability to develop and sustain support systems. The heads have to be empowering and inspiring.

2.2 School Management Manual

Effective management of any organization calls forth the need for clearly defined roles, tasks, duties and job descriptions of all employees. Sinay & Rayan (2016) argue that clearly stated job descriptions, management manuals, professional standards, working frameworks etc. are names given to the descriptive documents which help steering the role assigned to the specific employee. In an educational setting, the need of some kind of management manual or framework for head of institution has always been there. It helps in defining the path for school leadership to work around and move the schools towards improvement.

A review of literature and scholarly research on the role of school leader shows the importance of the well-articulated frameworks, standards or benchmarks for the school heads. Port, Nusche, & Moorman (2017) asserted that the development of frameworks or manuals for

school management is of utmost importance. Firstly, they define the nature of the responsibilities which the heads/ principals ought to take. Secondly, they help establish the conditions for the heads to perform at their workplace contexts. Thirdly, these manuals or professional standards help establish the criteria for the external as well as the internal evaluation of the school heads and their consequent performance. Fourthly, they are directly related to the outcomes of school in terms of effectiveness and efficiency. Day & Sammons (2014) alluded to the leading nations of the world e.g. United Kingdom, Finland, Australia, Japan, China who have clear policy documents detailing the roles and responsibilities of their educational leaders. Naviwala, N. (2016) and Memon 2017 argued that in the context of Pakistan, there are no set standards defined for educational leaders. The comprehensive policy document titled as “Minimum Standard for Quality Education” prepared by Ministry of Education and Professional Training in 2016 states the standards for teachers, infrastructure, quality education and educational efficiency but there is no allusion made to the heads of the educational institutions who are the vital key players of their educational setting and have to lead their teams.

Masud & Awan (2017) opined that realizing this gap, in 2017, the Prime Minister Education Reforms Program prepared the manual for school heads and administrators working in the schools of Federal Directorate of Education Islamabad. The manual was intended to be the “change agent” and provide the working guidelines for the heads for their administrative and academic settings. It supports the school heads in effective planning and management of human and financial resources. The manual under study comprises of three main sections. Section one is about the administrative management, section two is about the academic management and section three is about human resource management. The section one gives

the detailed guidance on the administrative management of the school. It outlines the role of the school head in terms of managing school routines and school records. The chapter on 'managing school routine includes preparing and implementing school head's monthly work plan, managing internal / external communication and managing school discipline. The chapters on monitoring and managing records further specify two area of school management. In the area of monitoring the records, the head is supposed to monitor five areas i.e. timetable, academic calendar, syllabus progression and lesson planning. In the area of managing records, the school head has to maintain three types of records i.e. resource records, academic records, administrative records and information records. The section two of academic management elaborates the role of school head in managing the academic activities of the school. There are four chapters in this section. Chapter one talks about staffing, distribution of teaching load among staff members and consequent timetabling. Chapter two gives the details about the various aspects of academic side of the school. It includes preparing and managing academic/ activity calendar, daily lesson plans, homework scheduling, managing and checking student note books and managing student's assessment (examination system). Chapter 3 is on preparation and implementation of school development plan. Chapter 4 is about the in-house continuous professional development of the teachers. The section three is about the management of the human resource available at school. This section has two chapters. Chapter one is about the management, appraisal and assessment of the staff. Chapter two is about the ways of handling the grievances of teaching and non-teaching staff should be dealt with. Thus, the "School Management Manual" elaborates a complete picture of a school while highlight three major domains of school management i.e. administrative, academic and human resource established a complete picture of a school.

The research results related to quality school management indicate that these three areas of school management are to be effectively managed for quality, progression and sustained development. All these aforementioned areas are complementary to each other and equally important to ensure the harmony, improvement and continuous progress (Tanwanichkul et al 2020 & Kalman 2020).

2.3 Areas of School Management

The scholarly research on school management envisioned the school head working in various domains. These areas are signified as core areas, management domains, management fields, area of management practices etc. Leithwood (2017) analyzed thirty-two studies on school management and summarized the school management in six major domains in his review article “Department Head Leadership for School Improvement”

- I. Setting strategic direction
- II. Building relationship and developing people, practices and programs
- III. Developing the organization
- IV. Improving the instructional (Teaching and learning) program
- V. Securing accountability systems
- VI. Developing Personal leadership resources

Victor (2017) conducted a quantitative study to analyze the principal’s managerial competencies to manage the school resource effectively at secondary level in Anambra State, Nigeria. He studied three major domains of school management in terms of school head’s competency for management. The areas are as below:

- I. Effective human resource management

II. Effective material resource management

III. Effective financial resource management

He concluded that the all three dimensions of school management are important of institutional functioning and improvement. However, the principals reported to have low competency level in the management of financial resources.

Trakselys, Melnikova & Martisauskiene (2016) conducted a thorough scientific analysis of literature and documents to design a theoretical model of interconnection between school head's competences and school improvement. They elaborate that there are few core areas of the school management which are actually the responsibilities of school heads.

Table 1.1

Management Areas of a School Head

Area of Responsibility	Sub Areas
Management of educational process	Organization and evaluation of teaching Organization and evaluation of learning processes Creation of conducive learning environment Ensuring personalized learning opportunities
School management and administration	Management of school resources Monitoring of school results Management of accountability systems i.e. discipline and annual teacher appraisal
Setting direction and redesigning of organization	Creation of school vision and its implementation Planning strategies for improvement Creation of progressive culture and climate Change management Internal and external networking with all stakeholders

Trinh, Pham, Cao, Nguyen, Nghie & Tran (2019) analyzed the global best practices in educational leadership and defined benchmarks for the head teachers of the leading nations of the world i.e. Singapore, Florida, Illinois (United States), Australia, Massachusetts and developed an instrument comprising nine areas of school management contributing toward school improvement. They are named as areas of professional competencies which are listed as below

- i. Planning school development activities
- ii. Organizing, monitoring and decision making
- iii. Change management
- iv. Communication, persuasion and negotiation
- v. Teaching and organizing educational activities
- vi. Mobilizing resources
- vii. Training teachers on various aspects of teaching, learning and assessment
- viii. Developing self and others
- ix. Quality assurance

The study concluded that the school head operates in three major areas of management. They act as an educator, a leader and a government official. In line with the academic management of the schools, they plan and conduct the instructional activities of the school. As a leader, they mobilize the administrative management and as a government official they contribute in the overall attainment of the national targets set for education in general.

Tanwanichkul, Ngamkanok, & Panhoon (2020) studied the available literature to develop indicators of effective school management in Eastern Region of Thailand. The research results related to effective school management yielded six major indicators which are as follows.

- I. Academic administration
- II. General administration
- III. Monitoring, evaluation and supervision
- IV. The efficiency of school administrators
- V. Curriculum development
- VI. Teacher training

Within five main indicators of school effectiveness thirty -six observable variables were developed. The findings from the above mentioned scholarly researchers match with the key management areas defined by the “School Management Manual” under study.

2.3.1 Key Practice Area of School Leaders

The role of school heads has evolved over the few decades. They are now seen as unique employees of the educational institutions and are required to perform multiple tasks related to the various aspects of the school management. The school heads are seen as performing their tasks in five key domains

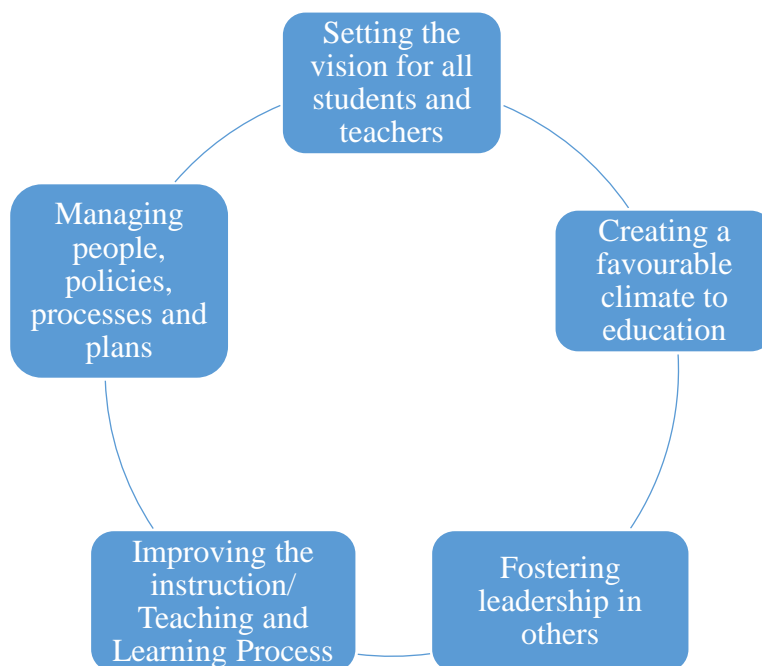


Figure 2: Five Key Practice Areas of School Management

Figure 2 portrays the major areas of school management. The school head is the most important figure in the school and he/she have to set high standards and expectations for their students and staff members. The effective school heads ensure that the school mission and vision is clearly articulated and there is a joint commitment from the staff members towards its pursuance. This mission encompasses all areas of school life which is administrative tasks of the school, academic process and management of various resources available at school. The school head has to provide and sustain climate which is conducive for education and lead the school towards academic success. The heads play a pivotal role in improving the teaching and the learning process at school. They are the ones who manage policies, plans, programs, and process. A musical metaphor is applied to the role of school leader, who, like an orchestra leader is apt at managing large team and help them produce a sound which is coherent and impressive. (Al- Omari 2020 & Mampane 2020)

2.3.2 Processes in Key Areas of School Management

With the evolvement of the education system at global level, the school leaders are no more confined to their own context. They have to be responsive to the diverse needs of the students, national and international trends being set in education, ongoing reforms and changes while aligning their management to achieve set goals and targets. Danai (2021) and Muawanah (2021) reviewed the related literature systematically and identified six steps or process which are crucial to the job of the school heads. These process are: planning, implementing, supporting, communicating, monitoring and evaluating. The process are as below:

- I. The school head is incharge of all planning process going on in a school context. It evolves planning at larger level which is the crafting of school vision and mission and moving towards the daily lesson plans prepared by the teachers for various instructional activities.
- II. The school leaders are responsible for implementation of the school based processes and plans. Additionally, they are also tasked to carry out the reforms and programs as and when assigned from the higher management.
- III. The role of the school heads is essentially seen as of a facilitator and a supporter. They have to ensure that the staff is capacitated for various academic and co-academic activities.
- IV. The process of communication is seen at the heart of school life. The heads have to manage the internal as well as external communication systems. Within school, they have to liaison with students and teachers. Outside the school, the close coordination with other stakeholders is required.

- V. Monitoring always precedes evaluation. The heads, as a team lead, has to maintain the systems which are conducive for monitoring of ongoing curricular and co-curricular processes.
- VI. The process of evaluation involves students as well as the teachers. The student's performance is evaluated through formative and summative assessments and the staff is evaluated annually using various forms and formats.

2.3.3 Administrative Management in Schools

A school head, nowadays, is expected to carry out many roles at one time. He or she has to look after the administrative management, oversee the teaching and learning of the school and manages the affairs related to the human, material and financial resources available at school. School head plays a decisive role in almost all the activities of the school. Salendab (2021) argues that the administrative tasks of the school head can be categorized in three areas.

- I. The first category is the ability to perform administrative tasks at a fast pace which includes managing the mail and the meetings, preparing and following up on schedules, managing the internal and external communication etc.
- II. The second category is the ability to handle variety of fragmented and voluminous tasks with skill, precision and brevity.
- III. The third category is the ability to manage variety of communications running simultaneously. It includes face to face communication, online communication, oral and written communication and external and internal communication.

The scholarly research is replete with the examples from educational organization portraying the administrative role of the heads of schools almost at all levels. Pena (2009)

took a systemic review of literature related to the administrative management of the secondary school heads and classified the role under five categories

- I. Management of school goals
- II. Instructional management
- III. Direct supervision of instruction and curriculum
- IV. Accountable management
- V. Bureaucratic management

The school heads are the main pivots in goal setting for their respective schools. These goals range from broad school aims and move down to small goals related to teaching and learning or any other aspect of school procedures and practices. The goals are set after analyzing the data related to a particular field of action. The effective school heads do ensure that the staff and other stake holders are on board for goal setting. Later goals are disseminated for achievement purposes. The effective school management also keeps a close follow up with these goals. Instructional management addresses the process of teaching and learning. The school head shoulders the responsibility for the rightful implementation of the curriculum. He/she has to address the pedagogical problems of the teachers and keep the teaching faculty updated on the new methods of teaching and learning. The effective school heads have been observed engaged directly with the instructional activities of the school. They regular observe lessons and give constructive feedback to the teachers to help them improve instruction and delivery. Accountability management is another administrative task of the school heads. They are answerable to all the stakeholders. They set targets and performance objectives for the staff and then appraise them accordingly. They ensure that the teacher's' capacity is ever increasing and develops to incorporate new educational trends in practice.

Bureaucratic management refers to the school head's ability to have systems and procedures in place which are in line with the guidelines of the higher management. The head has to ensure that rules and regulations are being followed in a task oriented environment.

Parveen et al (2021) also endorsed that the school head has to wear many hats at one time. They have to guide the school and the staff to the envisioned path while ensuring continuous progress, innovation and multi-dimensional growth. It also involves administrative and instructional programming, designing and setting directions, developing and maintaining developmental tasks, liaisons with the stakeholders and establishing the culture to ensure maximum learning outcomes. The school head should be equipped to face the change with its associated challenges and must steer the team towards required acceptance and consequent compliance for better academic achievements.

2.3.4 Academic Management in Schools

The academic and instructional activities under the teaching and learning process form the nucleus for the school life. The school head, in this regard, is the educational leader of his her context. Kubaev (2020) explains that the school head are the actual supervisors of the implementation of the curriculum, lesson planning, lesson delivery and pedagogical practices. At various places and levels, the school head is also incharge for the recruitment process and ensures that efficient teachers are hired. The role of communication of various types and levels is crucial in the academic management of the schools. This communication can be classified in various categories

- I. Communication with the employees including teaching and non-teaching staff.
- II. Communication with the stakeholders which includes students, parents and higher management

- III. Communication with the partnering organizations
- IV. Communication with the educational data for data driven decisions

Samuel & Berhanu (2019), Ayeni (2021) and Salendab (2021) outlined the academic role of the school heads under various domains.

- I. Role in academic planning
- II. Role in academic organization
- III. Teaching role
- IV. Role in academic supervision
- V. Role in academic guidance
- VI. Role in academic evaluation

The role of the school head as academic planner commences before the opening of the school. The principal has to plan the school policies, rules and regulations, and look after the admission procedure. He/she has to hold various types of meeting to ensure that everything related to school is in place before the school starts. The planning during the academic year is about the timetabling, preparing calendars, terminal break ups, examination and assessments systems, and syllabus break ups and consequent follow ups. The budgetary and financial planning is also incorporated here. The planning at the end of the academic year is summative in nature. The students get assessed through formal examination and the staff is also academically appraised for the future planning related to the next timetable and allotment of classes or sections. At the end of the year, the decisions for the next academic year are made on the basis of academic data.

The school heads are supposed to organize the instructional work which is implementation of the curriculum during teaching and learning process, plan and hold

coordination meetings and review meeting with the teachers, hold parents teachers meetings. The school heads are also required to keep themselves abreast of the teaching process, therefore, they have to take some of the teaching load as well. The heads are also responsible for the academic supervision of the instructional activities. They are requested to visit classrooms during teaching time and observe lessons. They have to ensure that the material and human resources are used for the maximum learning outcomes of the students. The heads are also incharge of the school based professional development of their staff members. They have to ensure that the staff is continuously capacitated to meet the new academic challenges. The school heads are required to manage and then evaluate the performance of their staff periodically as well as annually. (Kubeay, 2020)

2.3.5 Human Resource Management in Schools

The human resource of the school includes the teaching and the non-teaching staff. The students are also an important human resource. The school head is the leader who has to lead, manage and develop its people and motivate them towards the excellence. (Idrus et al 2017). The heads have to ensure that the staff is equipped with all kinds of resources which are teaching aids, material resources, labs and equipment, books and library so they work to maximize student's learning.

Ayeni (2021) noted that people management, quality assurance and quality evaluation are the key aspects of human resource management in a school's context. The school heads have to ensure that the policies and processes are in place and followed. They have to manage the staff performance on the basis of transparency and equality. Maximum learning opportunities are to be provided to the staff to ensure the continuous professional development and consequent career growth. Quality assurance relates to the expectations of the

stakeholders which involves teachers, students' student's parents, local community and the higher management. Quality evaluation refers to the fair and just process of appraising the staff members for the award of annual increment or promotion.

Effective human resource management at schools is a key to academic success and helps the school achieve the broader organizational goals. Samuel & Berhanu (2019) noted that this refers to the systematic management of the teaching and non-teaching staff, analysis of their strengths and weakness and developing programs for building up their capacity to enable them for higher goals. In the context of school management, this entails deputing the right type of teacher for the right type of class, subject or duty, helping them implement the curriculum guidelines, providing opportunities for personal and professional growth, rewarding them for their best practices and finally leading them towards career growth and sustenance. The school heads are responsible for assigning performance objectives to their staff members, have periodic meetings with them to track their performance and finally evaluating them. This process of appraisal has to be strategic in nature and must be aligned with the vision and the mission of the school and the higher department. Based on the performance evaluation of one academic year, the objectives for the next year are to be formulated and related opportunities for capacity building must be planned and given.

Nadeem et al (2019) endorsed that the role of school head in managing the human resources of the school is crucial in nature. This is directly correlated with the boarder school improvement. All staff members, in the beginning of the academic year must know the process of appraisal and the expectation which the school leadership will have from them. Moreover, the heads have to keep them motivated, punctual and help them achieve their performance objectives while having periodic review meeting with them.

2.4 School Improvement

The research literature on school improvement sees it as a process where the systematic efforts and initiatives are taken to enhance students learning and overall school efficiency. It is an approach to improve the capacity of educational leaders as well as teachers to manage change to create good schools. The term school improvement is akin to school development or educational development. School Improvement is also studied to have sustainable grounds. Thus the desired and worked upon improvement has to get embedded in the overall school system at work. It supports the establishment of a systemic, strategic sustained and contextualized change. It is based on research and provides empirical evidences for both formal and informal assessment. The improvement is interventionist and provided foundation for further progress (James. F 2008 and Sinay & Ryan 2016).

Hopkins (2001) asserted that educational change is necessary for school improvement. He outlines six premises for school improvement. The school improvement is seen as a gateway towards educational change. Usually, school improvement initiatives are centralized and it is a comprehensive process which requires involvement of all stakeholders i.e. school management, higher management, students, parents, teachers and community as large. During the process of improvements and development, the external support is provided. This support can be in the shape of financial assistance, capacity building trainings or mentoring programs etc. The educational process at school is directly proportionate to the capacity building of the teachers. Unless the teachers are not thoroughly trained to carry out the teaching and learning processes in the rightful manner, the improvement is not possible. There are many measuring parameters to assess the quality of improvement. One such measure is student achievement.

The enhanced learning outcomes can be used to measure quality as well as quantity of educational improvement.

Sinay & Ryan (2016) elaborated on school improvement and give a distinction between school improvement and school effectiveness. The School effectiveness deals with the questions of “what works and why” whereas the school improvement relates to the policy and practices of the school.

Effectiveness is an evidence based indicator which can be brought about by investing in pedagogy, teacher training and assessments. On the other hand, improvement is related to capacity building at all levels i.e. Principals, head teachers, teachers and students etc. This capacity building ensures effectiveness. The quality of school improvement is directly aligned to the quality of teachers and teaching. The role and the involvement of all stakeholders is vital for school improvement. The process includes interventions taken at various levels and they get to be incorporated in the school culture to shape the school improvement which is permanent and durable in nature.

Hargreaves (2001) and Cheng (2005) stated that the school improvement is closely related to school effectiveness through the key concept of capacity of improvement. The schools that have the capacity to manage and work with the change will ultimately be an improved school.

According to Hargreaves (2001,) the key concepts of capital theory can be used as measuring guide or lens for school improvement programs either school based or externally driven. Outcome represents the extent to which the school was able to achieve the set objectives. Two major outcomes are moral and cognitive. The improvement has to be seen

and observed in student's improved status both academically and morally. The purpose of the school and all its initiatives is to prepare the pupils for life and they need academics as well as good behavior to excel in practical life. The improvement in student's intellectual and moral life is the authentic improvement. Leverage refers to the concepts of innovation and evidence based practices. An improved school is creative and it admires newness. The staff especially the teachers gets engaged in practices which are based on theoretical background and the overall aim is to enhance student learning. Intellectual Capital refers to the knowledge transfer and knowledge creation. In improved schools, the staff is allowed to share their knowledge with each other. There is an environment of mutual trust and amicability. The capacities of the staff especially the teachers are enhanced to the extent that they are able to create new knowledge, new ways and practices. Social Capital refers to trust and networks. There is an environment of mutual cooperation, collaboration and trust. The improved school doesn't work in isolation, rather, it is connected with other institutions and is ready to learn and implement new ways.

2.4.1 Indicators of School Improvement

James (2008) explored the school improvement initiatives taking places at secondary school level in Trinidad and Tobago. He alluded to Hopkin (2001) for key themes of school improvement. According to Hopkin (2001) authentic school improvement has following characteristics:

- i. It primarily focuses on student achievement.
- ii. It empowers the individuals working for improvement and places confidence and trust in them
- iii. It has the scholarly base and the process is theory driven

- iv. It caters to the context and doesn't favor "one size fit all". There is a lot of room for individual catering and learning
- v. It works towards the capacity building of the concerned and favors internal as well as external networking
- vi. It is underpinned with enquiry and call for untiring commitment from all stakeholder
- vii. It is implementation based, strategic and interventionist.
- viii. It is systemic and supported both externally as well as internally

The study concluded that the improvement initiatives are externally driven with to down approach, hence, the schools want to be more autonomous in terms of initiating own improvement programs.

Murphy (2013) presented a detailed framework for school improvement and titles it as 'The architecture of school improvement'.

Table 2.1

Components of School Improvement

Components Of School Improvement	Indicators
Essential Equation	The collective emphasis of school leadership, teachers and students on academic excellence coupled with the support from the community forms this equation and contributes towards school improvement
Building Material	High quality instruction, balanced curriculum, personalized and supportive learning environment for pupils, professional development opportunities for educators focused school leadership, positive linkage with the community efficient system of assessment, monitoring and evaluation
Construction Principles	This component states that structural changes are not the sole predictors of improvement.

Components Of School Improvement	Indicators
Support	School Improvement is a contextualized phenomenon; therefore, the interventions have to be cohesive and well aligned. School improvement is to be supported externally as well as internally. Aspects i.e. human, financial, social and parental have to be embedded
Integrative Dynamics	It has to adopt integrated of all aspects related to school for systemic improvement

Table 2.1 explains the various components of school improvement. These five aspects are the basic ingredients to have an improved school. Kalman (2020) conducted a case study to analyze the experiences of principals, vice principals and teachers to study the contextual factors related to school improvement. The study generated three factors i.e. the general factors of school improvement, enabling factors of school improvement, hindering factors of school improvement. The study concluded; firstly, the human side of the school i.e. head teachers, teachers and support staff of the school impact school improvement with their attitude and practices. Secondly, the structural aspects e.g. infrastructure, physical resources, facilities, budgetary allocations etc effect school improvement. Thirdly, the socio economic status of the school i.e. student's social and economic background, the school location influences school improvement.

2.4.2 Role of School Leadership in School Improvement

The review of scholarly literature noted that the school heads are endowed with the huge responsibility of maintaining, sustaining and raising the standard of education being imparted under their supervision. The heads are the essential ingredient in the process of improvement and achievement of effectiveness. Hence, the school management has become to possess the

role of nucleus and is held accountable for effectiveness, efficiency and improvement. They have to encourage professional development of the staff, instructional improvement, help and guide in academic activities and oversee the administrative and financial functions of their schools (Hoque & Kamaluddin 2014, Hesbol 2019, Schildkamp 2019 & Shava et al 2021). In this regard, the role of school leadership is seen in various aspects. They are as below:

- I. The instructional leadership is vital for school improvement. The school head have to foster a learning oriented environment with clear goals for students and teachers, set sustainable systems for regular monitoring and feedback, initiate a comprehensive school development plan create and mobilize opportunities for professional development of the staff and keep a close liaison with the parental community for consistent improvement.
- II. The technical leadership encompasses the provision of technical support in planning, organizing, collaborating and implementing the curricular and co-curricular activities in the school context.
- III. The administrative and managerial leadership looks after the process, plans, procedures and policies .Here the management and monitoring of records related to different areas of schools are important. The effective school heads are always careful in data collection and its consequent review and analysis. They realize the importance of records and the data driven decisions.
- IV. The human resource management is another vital area of school improvement. Hiring the appropriate employees, ensuring their capacity building and enhancing their professionalism is the ultimate responsibility of the school heads. The school

improvement is largely dependent on the availability of the staff that is dedicated, capacitated, productive and visionary.

- V. The collaborative leadership provides opportunities to the staff to be the part of school decisions and share the school vision. Hence, all important decisions are based on collaboration with the staff. Effective school heads always keep their doors open for communication for all stakeholders. They are always visible and accessible. Hence, the improved schools are seen in positive relationship with all stakeholders.

2.4.3 Critical Summary of Reviewed Literature

The available literature related to the advent and development of the concept of School Management, School Management Manual, general domains of School Management, and key areas of administrative, academic, financial and human resource management of the school was closely reviewed. All these aspects were found to be closely linked to the emerging concept of school improvement. Focused, organized and systemic school development plans ultimately lead to the school improvement. All these aforementioned areas of school management view the school head as a nucleus figure. The school head or the school leadership has to play a key role in this regard. The school head is the incharge of all those processes which are carried out inside the school premises or within the close proximity of the community related to the school. The school head is seen as a versatile figure wearing many hats simultaneously. In order to carry out this role effectively and efficiently, there has always been a need to have some sort of manuals, SOPs (Standard Operating Procedures) and written guidelines. The processes and procedures set in these guidelines help the school head run the school and manage its affairs in an organized way. Moreover, these standards are also crucial

in setting the support system and the evaluation mechanism for teaching and learning processes (Hoque & Kamaluddin 2014, Hesbol 2019, Schildkamp 2019 & Shava et al 2021).

The analytical look at the relevant literature defines the school management setting a broader vision for the school and then planning a way forward to achieve the set targets and goals. Hence the ultimate target of school improvement cannot be achieved without the ever evolving role of a school head which has to be dynamic, agent of change and innovation and a visionary coupled with aptness in various management domains. In this perspective, the importance of standards guidelines in the form of manual, documents set of rules and regulations cannot be ignored. They must be there to ensure uniformity, quality and continuous improvement within as well as across educational institutions (Kalman 2020)

CHAPTER 3

RESEARCH METHODOLOGY

The chapter provides details about the research design and methodology that has been used to explore, comprehend the phenomenon of the study. It also elaborates the steps which the study followed for its completion. There are details about the research approach, design and ethics of data collection to study the influence of the School Management Manual on improving secondary schools of Federal Directorate of Education Islamabad. This is a qualitative study with descriptive design where semi structured interviews; documents (school records) and focused group discussion were used to collect the data for in depth analysis and consequent reporting.

3.1 Research Design

According to Merraim & Tisdell (2016) and Creswell & Poth (2017) the researcher has to take the path of qualitative descriptive research if the aim is to explore the experiences of the particular phenomenon as experienced, understood or practiced by the people concerned, and to know how the people involved interpret their experience and construct their world. The present research also qualitatively explored and analyzed the practicing status of the “School Management Manual” with the help of semi structured interviews, analysis of school records and focused group discussions using the descriptive study design.

Out of six major and known forms which are Basic Qualitative Study, Phenomenology, Ethnography, Grounded Theory, Narrative Analysis and Case Study respectively, the qualitative descriptive design in the very basic form of qualitative research design. Here the researcher is simply interested in exploring the phenomenon, event, program, policy etc. and explains as to how the meanings are constructed and interpreted. Basic

descriptive and interpretive studies are frequently used in education and other applied fields of studies. When the focus of the research is not culture as it is in ethnography or the creation of theory as in grounded theory or the interpretation of the lived/ subjective experiences of the people as in phenomenology, rather the aim is collection, interpretation and in depth analysis of the experiences of those who undergo a phenomenon, project, program etc. then the qualitative descriptive design is mostly selected. Among the established and known types of qualitative research designs, qualitative descriptions is also a viable label for a qualitative research which doesn't meet the criteria of being categorized as phenomenology, grounded theory, ethnography, case study or a narrative analysis. This study design is less encumbered, categorical, and less interpretive and is a least theoretical of all the qualitative approaches. It doesn't require a high level conceptual abstraction as required in other forms of qualitative researches. It has its roots in naturalist inquiry. The goal is the essential description of the phenomenon under study. The expected outcome is thick and rich description extracted from the informational content derived from various sources. (Lambert & Lambert 2012, Colorafi & Evans 2016, Bradshaw, Atkinson & Doody 2017 and Ruiz 2020)

The qualitative description is a basic approach used in qualitative studies when the researchers are simply interested in suggesting a solution to the problem, study a change or intervention while identifying themes instead of forcefully fitting their work in well-known traditional epistemological or ontological frames of qualitative researches. Grounded theorists are involved in theorizing processes, contexts and consequences. Narrative analysts are interested in storytelling and use narratives to denote meaning to the context under study. Phenomenologists open up phenomenon in depth and take essences across narratives for categorization and conceptualization. The researches using qualitative description are

interested in comprehensive descriptive summaries to answer their research questions. This is characterized by simplicity, flexibility and diverse utility. It is an acceptable and a valuable study design when the researcher is not required to have a deep theoretical context and intends to stay close to the participant's experiences and its consequent description. The qualitative study with descriptive design is a measured choice and an appropriate methodological approach when an authentic insight into the experiences of the participants is required which assists in the essential discovery and build an understanding of the phenomenon. This eclectic design can serve as a standalone method in its own kind, a foundational design for heavy qualitative studies and can be an important qualitative component in mixed method studies as well. This design rightly recognizes the subjective nature of the research problem, the varied and versatile experiences of the research participants and helps the researcher in presenting the findings which closely reflect the terminology used in the initial research questions. There is an increasing trend of the usage of this design in field of education, healthcare and other applied field of knowledge where the intervention studies are undertaken to examine the effects of proposed intervention on improvement and betterment (Minhas 2019, Doyle et al 2019 and Stenberg & Maaranen 2020)

This present study aimed at analyzing the "School Management Manual" and its influence on improving schools. The purpose was to present the detailed and in-depth analysis in a summarized form; therefore, the researcher followed the qualitative descriptive research design. The aforementioned intent of detailed analysis could not be achieved with the use of quantitative measures of analysis. The researcher aimed to describe and interpret the practices and experiences of the school heads in the context of "School Management Manual" and its influence on school improvement. The broader aim was the collection of the information from

the school heads as practitioners of this Manual. Therefore, the qualitative description design was the most relevant and a good fit here.

The qualitative description is characterized by producing rich and straight description of the event, phenomenon, intervention, program, policy or practice while using the language taken from the research data itself. Provision of detailed and descriptive summaries to answer the research questions is the distinctive feature of qualitative descriptions. (Kim et, al 2017). This eclectic study design allowed the researcher to stay closed to the data collected through semi structured interviews, analysis of the school documents and focused group discussions and draw conclusions to answer the research questions. It helped the researcher provide an authentic insight into the school head's views about the practical utility of the manual, its strengths and weaknesses. The inherent flexibility of the qualitative description supported the data analysis of this study and accommodated inductive and deductive kinds. The data collected through semi structured interviews was inductively analyzed and the informational data collected through focused group discussion was deductively analyzed.

3.2 Verification of Tools

In order to facilitate the collection of data, interview protocol sheet, checklist for analysis of school records and focused group sheet was developed. All research tools were verified by the experts in the field of qualitative research related to education.

3.3 Research Instruments

Brinkmann (2013) and Seidman (2006) argue that the data for qualitative research is collected through interview questions, focused group discussion, and analysis of the document. For the present study, semi structured interview questionnaire was used, documents

(school records) were analyzed and focused group discussion with the school heads was arranged.

3.3.1 Semi Structured Interviews

Interviewing is the most commonly used form of data collection for qualitative research studies. It gives the researcher an opportunity to have a face to face interaction with the interviewees. Qualitative interviewing is regarded as a conversation which has a purpose to extract in-depth information about the phenomenon under study. The interview questions are essential to open and facilitate the discussion. They serve as a prompt and help to reach to the desired details. They served as a path for interviewer to proceed further, however, the rooms for more questions is always kept open. The individual interviews, group interviews, telephone interviews and online interviews are the various types to collect the required data. The follow-up questions, other than the written questions carried the discussion forward. (Edward & Holland 2013, Colorafi & Evans 2016, Doyle et, al 2019 and Stenberg & Maaranen 2020)

Since the researcher was interested in analyzing the phenomenon in depth and intended to study the school head's experience about the implementation of "School Management Manual", therefore, semi structured interviews, in face to face mode, were conducted. Contrary to the structured interviews, semi structured interviews are flexible and participants are encouraged to express themselves in detail. Talking freely helped bring in more information which is only possible with semi structured interviewing. The broader aim was to present the views of the school heads, therefore, semi structured interviewing was the most suited option. The interviews were audiotaped and transcribed for analysis. (Interview protocol as Annexure A)

In the present study, semi structured interviews were focused on the exploration of the school's heads' views on their practices related to the three major domains as suggested in the School Head's Manual. These three domains are the administrative management, academic management and the human resource management of the school. The following table shows the dimensions and domains explored under each domain during the semi structured interviews.

Table 3.1

Dimensions and Domains Explored In the Interview

Administrative Management	Academic Management	Human Management	Resource
School Head's monthly work plan	Preparation and execution of the time table	Performance management of the staff	
Conduct of the morning assembly	Managing the activity and academic calendar	Performance appraisal of the staff	
Management of external and internal communication system	Daily lesson plans	Handling staff grievance	
Management of the school discipline	Homework assignments of the students		
Management and monitoring of school records	School's assessment and examination system		
	Preparation and execution of school development plan		
	Planning and conducting in-house capacity busing session for the teachers		

Table 3.1 presents the three major domains and sub domains as listed in the School Management Manual which were explored during the interview sessions with the school heads.

3.3.2 Document Analysis

According to Merraim & Tisdell (2016), documents including the official records are useful for collecting the research data. Examination of these documents helped in verifying the findings drawn from the interviews. The qualitative researchers are required to draw conclusion from more than one source to seek corroboration or convergence. This also helped eliminate the researcher's bias and grant more validity and authenticity to the findings. The analysis of the documents and artifacts help the researcher make connections with the main source of data collection i.e. interviewing. It also provides supplementary material for the research and can generate more questions as well. In this study, the researcher examined the documents related to the academic, administrative and human resource management of the school. This analysis helped track the development and progress of the school since the advent of the "School Management Manual".

Following documents as listed in "School Management Manual" were analyzed.
(Checklist for document analysis as Appendix G)

1. School heads monthly work plan
2. Teacher Observation Record
3. Monthly classroom observation Record
4. Monthly notebook and Homework Checking Record
5. Morning assembly Record
6. Record of the minutes of the meetings
7. Record of the circulars issued
8. Daily Lesson plans
9. Students notebook checking record

10. Samples of student's report cards
11. School Development Plan
12. In-house continuous professional development of teachers
13. Staff Performance appraisal records

3.3.3 Focused Group Discussion

Merraim & Tisdell (2016) and Creswell & Poth (2017) argued that the focused group discussion or commonly known as focused group is the appropriate method to choose when the researchers intended to study the reasons of emerging problems of an issue under discussion. It is characterized by the interaction of the participants with the moderator as well as the interaction of the participants amongst themselves. This synergy and interaction plays a vital role in generating the desired data for an in-depth analysis. The technique of focused group is very useful when the researcher is aimed to evaluate any program or intervention. Doyle et, al (2019) and Stenberg & Maaranen (2020) also opined that the technique of focused group discussion involves brining the people of similar characteristics together to share their views, thoughts and ideas in a relaxed environment. The setting of focused groups helps in refining the viewpoints of individual participants and helps the researcher gain a more deep and comprehensive insight into the research arena.

With reference to this study, after the interviews with the school heads were conducted, it became evident that the schools are not using the guidelines of the School Management Manual to manage the various aspects of school functioning. Hence, it was imperative to find the reasons of the shortfall and suggest solutions for improvement. Therefore, the focused group was the rightful choice. It proved to be an opportunity for the same participants to discuss the reasons of not being able to follow the manual to its maximum and then give

recommendations to improve its practical application. The questions framed for the group discussion are as annexed B. The following aspects were discussed in the focused group

- I. The school head's general experiences with the School Management Manual
- II. Challenges in the implementation of the School Management Manual
- III. Reasons in the implementation gap
- IV. Suggested inclusion and exclusion in the content of the School Management Manual
- V. Ways for imprinting the practicing status of the School Management Manual

3.4 Population

According to the geographical settings and perspectives, the Federal Directorate of Education Islamabad divides its schools into 6 main sectors i.e. Tarnol Sector, Sihala sector, Barakahu sector, Nailore Sector, Urban 1 and Urban 2. 159 secondary school heads (male and female heads included) formed the population of the study. Secondary school heads i.e. one male and one female, from each sector were interviewed as representative sample. Merraim & Tisdell (2016) and Creswell & Poth (2017) argue that it is imperative in qualitative research that the participants have experienced the phenomenon under study; therefore, the sample could be purposefully drawn. It is important to mention that sample size in qualitative research is not fixed, rather it emerges and develops as the research progresses. Moreover, the aforementioned sample size which is representative in nature can be generalized as well.

Table 3.2

Population

Sector	Total number of Secondary schools (I-X)	Total number of girls Secondary schools (I-X)	Total Number of boys Secondary school (1-X)
Tarnol	20	11	09
Urban 1	25	15	10
Urban 2	26	12	14
Sihala	23	11	12
Barakhu	33	19	13
Nailore	32	18	14

3.5 Sampling Techniques

Generally, non-probability sampling is used in qualitative studies. Descriptive research uses purposive sampling or a combination of approached such as purposive, convenience or snowball sampling, depending upon the phenomenon being investigated. (Lambert & Lambert 2012, Colorafi & Evans 2016 and Doyle et,al 2019).

Creswell & Poth (2017) emphasized on information saturation and guided that unlike quantitative researcher who collect the data with the fixed number of respondents, the qualitative researcher continues to collect the data till reaching the saturation point and the data or responses tend to get repeated and no new information comes in. Doyle et, al (2019) suggested that qualitative descriptions are characterized by flexible sampling. The gold standard is the data saturation and in the information power. The sample size is not determined by the number of the research participants, rather, but it is determined by the quality and the quantity of the informational content. The principle of information power states that only those respondents are approached who hold the required information and the

data. Moreover, the data collection can continue till maximum information required to answer the research question is obtained. The technique of purposive, representative and criterion sampling was used in the present study. It refers to the type of sampling where the research participants have the required knowledge and experience aligned with the research aim. The criteria for sample included: the school heads working at secondary level, have the experience of working in the current school for past five years and have implemented the “School Management Manual”. The sample of the present study represented the entire population and can be equally generalized as well. The research began with interviewing the heads who consented to be part of this research study and fulfilled the criteria as well. Following the protocols of qualitative research, the number of research participants was not fixed in the beginning. While the researcher reached the 12th participant, the point of saturation was observed as no new information was coming in any more. Hence, twelve school heads became the participants of this study.

It is important to introduce the participants of the study so that the readers could know their demographic details.

3.5.1 The Participants (Sample)

The participants of this qualitative descriptive study comprised of twelve schools heads working in secondary schools under the supervision of Federal Directorate of Education Islamabad. There are 423 educational institutions working under the ambit of Federal Directorate of Education Islamabad. The ICT (Islamabad Capital Territory) is divided into six sectors i.e. Tarnol Sector, Barakaho Sector, Shaila Setor, Urban 1, Urban II, Nailore Sector. Two participants i.e. one male and one female from each sector has been made part of the study. The participants were selected purposefully based on the criteria. The criteria included:

the school head has been trained on the implementation of the School Management Manual, the school head is working in the present school for the past five years consecutively.

The nature, objectives and the scope of the study was discussed with the participants and each of them consented to be the part of the study. Keeping up the confidentiality of the input received by the participants, while narrating the findings of the study, the participants in discussion were presented using pseudonyms in order to ensure the protection of their identity. In order to protect the privacy of each participant, the details about their institutions were also omitted or disguised to protect privacy and ensure confidentiality. This section elaborates the collective demographic details of the participants. Furthermore, it explains the detailed account of each participant about their career profile and job experience.

3.5.2 Collective Demographics of Participants

While conducting the interviews with the participants, they shared the information about their academic qualification, professional qualification, teaching experience, administrative experience and additional responsibilities. All of them are employees of Federal Government of Pakistan and working in secondary schools of Federal Directorate of Education Islamabad as School Heads. The minimum qualification was not less than Master Degree and all the participants hold professional qualification including a bachelor and master degree in education. All of them hold minimum of 5 years of administrative experience at secondary school.

Table 3.3

Collective Demographics of the research participants

Participants (Coded Name)	Sector	Occupational Status	Age	Marital Status	Education Level	Professional Qualification
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Participants (Coded Name)	Sector	Occupational Status	Age	Marital Status	Education Level	Professional Qualification	
M1(JI)	Tarnol	Principal	56	Married	PHD	B.Ed	M.Ed
M2(MR)	Urban 1	Principal	53	Married	MA	B.Ed	M.Ed
M3 (AS)	Nailore	Principal	50	Married	M. Phil	B.Ed	M.Ed
M4(MA)	Sihala	Headmaster	47	Married	PHD	B.Ed	M.Ed
M5(M AF)	Barakhu	Headmaster	45	Married	M. Phil	B.Ed	M.Ed
M6(SF)	Urban 2	Head Master	49	Married	MA	B.Ed	M.Ed
F 1(PA)	Urban 1	Senior Principal	57	Married	M. Phil	B.Ed	M.Ed
F2(ZB)	Urban 2	Principal	54	Married	MSC	B.Ed	M.Ed
F3(NA)	Nailore	Principal	52	Married	MSc	B.Ed	M.Ed
F4(N AI)	Sihala	Headmistress	43	Married	PHD	B.Ed	M.Ed
F5 (SL)	Tarnol	Headmistress	41	Married	M. Phil	B.Ed	M.Ed
F6(NJ)	Barakhu	Headmistress	44	Single	MA	B.Ed	M.Ed

Table 3.4

Collective Demographics of the research participants

Participa nts (Coded Name)	Hiring Status	Hirin g Grad e	Curre nt Servic e Grade	Overall Teaching Experien ce in years	Overall administrat ive Experience in years	Administral ive Experience in secondary school in years	Addition al charge
M1(JI)	Promot ed	BPS- 17	BPS 20	30	25	15	Cluster Incharge
M2(MR)	Promot ed	BPS- 17	BPS- 19	26	20	11	None
M3 (AS)	Promot ed	BPS- 17	BPS- 19	27	19	17	None
M4(MA)	Direct	BPS- 18	BPS- 18	18	11	9	None
M5(M AF)	Direct	BPS- 18	BPS- 18	23	15	11	None
M6(SF)	Promot ed	BPS- 17	BPS- 18	20	10	8	None
F1(PA)	Promot ed	BPS- 17	BPS- 21	35	25	20	Cluster Incharge
F2(ZB)	Promot ed	BPS- 17	BPS- 20	33	21	16	None
F3 (NA)	Promot ed	BPS- 17	BPS- 19	26	18	10	None
F4 (N AI)	Direct	BPS- 17	BPS- 19	20	12	9	None

Participants (Coded Name)	Hiring Status	Hiring Grade	Current Service Grade	Overall Teaching Experience in years	Overall Administrative Experience in years	Administrative Experience in secondary school in years	Additional charge
F5 (SL)	Direct	18 BPS- 18	18 BPS- 18	19	8	6	None
F6(NJ)	Direct	18 BPS- 18	18 BPS- 18	21	15	10	None

3.5.3 Individual Introduction of the Participants

The individual introduction of the participants has been described below under the pseudonyms. These pseudonyms were coded according a systematic pattern. The first alphabet ‘M’ represent the male and ‘F’ represents the female participant. The digit following the first alphabet refers to the sequence number on which the article interview was conducted. The two letters in the parenthesis represent the initial alphabet of the participant’s first and last name. This is how the coded name was given to each participant.

F1 (PA): is one of the most senior principals in the system who has 5 years of teaching experience at secondary school Level and 25 years of administrative experience. She has been officiating in various high schools as principal and now she is heading this higher secondary school since 7 years. She holds an M. Phil degree in education from a reputed university. She had also served as an Area Education Officer of as well. She has been actively involved in the reviewing the Curriculum of Science at various levels. She had also been associated with the training department of the system as well. Over the past years she had received many training and course of professional development. She has also served as master trainer for the system as well.

F2 (ZB): She holds a master degree in Chemistry and Masters in Education as well. She is associated with the system for past 20 years in various capacities i.e. Vice Principal and the Principal. Before joining this system, she was working as a teacher at secondary school level. She had been actively participating in professional development and training sessions. She had also been working as DDO (Drawing and disbursing officer) at various schools. She is serving as a Cluster Incharge for her sector where she looks after the curricular and co-curricular activities of the few secondary schools assigned to her cluster. She has also been associated with the various projects related to monitoring and evaluation at various levels of teaching.

F3(NA): She holds a Master Degree in Education and has twenty years of overall experience which includes eight years of teaching and twelve years of administrative experience of secondary school level. She is working in this particular secondary school for the past twelve years and has seen it growing and flourishing. She came to join the system as a teacher and then gradually got promoted to the position of the school head.

F4 (NAI) She hold a PHD degree in Education and has a versatile experience of working in schools of private and public sector. Before coming to join this system, she headed various grade levels in private school systems. She came to join this system through Public service commission and joined as headmistress. She has also worked in the capacity of curriculum expert at curriculum council. Her contributions in developing the “School Management Manual” had been widely accepted and recognized. After the launch of the “School Management Manual” she had been conducting it training for other school heads as well. She was also the member of school evaluation committee who conducted the first ever tier of school evaluation after the launch of this “School Management Manual”

F5 (SL) She holds eighteen years of experience of working in Public sector. Before coming to join the system, she was heading one of the secondary school at provincial level. She had done M.Phil in education and currently perusing her PHD as well. She has also been involved in the process of text books writing and reviewing for her system. She has received many training from various organizations and has also been working as a master trainer for the system.

F6 (NJ): She holds a master degree in Bio chemistry and in education and currently enrolled as M.Phil scholar. She has served in private education setup for many years and then came to join this system through open advertisement and qualified a competitive examination. She has twenty years of teaching and administrative experience at her credit which included working with training and development as well. She is currently working as resource person on various governments funded projects. She was also the member of school evaluation committee who conducted the first ever tier of school evaluation after the launch of this “School Management Manual”

MI (JI): He holds a PHD degree in Education and has the administrative experience of nineteen year at his credit. He has been heading this secondary school since eleven years. He is an active member of the curriculum committee for Social Studies and Pakistan Studies for middle and secondary school level. He has been associated with the development and reviewing of the text books for public sector schools. He had also visited many countries for training purposes; participated in various conferences and presented his research papers on various topics i.e. classroom management, assessment system, child psychology, school discipline etc. He was actively involved in the process of developing “School Management

Manual” for the system. He has also been performing additional duties of heading examination committee for his sector. He has also been a master trainer for the system.

M2 (MR) He holds a Master degree in Physics and Education. He has twenty four year of experience with the education department which includes thirteen years of teaching and eleven years of administrative experience. He has also been a secondary school teacher and a secondary school head. His entire professional career has been with the public sector schooling. He is also heading the cluster working under the sector and looks after the curricular and co-curricular activities of the schools assigned to him.

M3 (AS): He is associated with the system for the past nineteen years. Before coming to join this system, he was associated with the private school set up in the capacity of the teacher and later as a head. He holds a Master degree in Mathematics and Education. He is active in conducting professional development training sessions for his teachers. Being a subject specialist, he is also invited to holds sessions for Mathematic teacher working in provincial schools and private schools as well.

M4 (MA) He holds a PHD Degree in Education Planning and Management. He is with the system for past seventeen years. Before coming to join education department as a teacher, she used to work with the Air Force in the capacity of the technician. Later he improved his academic qualifications and joined the system through an open advertisement while qualifying the competitive examination. He has presented various research papers in the conferences held in the country as well as internationally. He also works as a master trainer for his department and train teachers on various aspects of job i.e. classroom management, assessment system, school evaluation, catering to the individual needs of the learners, lesson planning etc. He is also working as DDO (Drawing and disbursing officer) for his school.

M5 (M AF) He is associated with the system for the past twenty one years. He joined as teacher and then later got promoted as Vice Principal and then the Principal. He holds an M. Phil in Education and is currently perusing his PHD in Education. He also works as a Master trainer for the department and has conducted trainings on various aspects of teaching and learning.

M6 (SF): He holds a master degree in Biology and Education and is associated with the system for the past fifteen years. Previously he worked with a private school system in the capacity of a teacher and then joined this department after qualifying a competitive examination through Federal Public Service Commission. He is currently enrolled as an M. Phil scholar.

3.6 Data Collection

The data collection for this study was a learning experience as it let me understand the current academic, administrative practices of the various secondary schools working under the supervision of Federal Directorate of Education Islamabad. All the participants either male head or a female head were very open about their views on the School Management Manual. Since they were heading the same school for the minimum period of five years, therefore, they were able to give a comprehensive comparison between both the periods i.e. before the launch of the school management manual and after the Manual was introduced and implemented in the schools. Moreover, with the extensive experience of school headship, they were also able to diagnose the problems related to the implementation of the manual and establish reasons for the gaps in the guidelines of the manual and it's actual on ground practices. With this, they also gave detailed recommendations and suggestion in order to improve the practicing status of the School Management Manual and its content as well.

The data was collected in three tiers. Firstly, the interviews were conducted. Secondly, the school records as listed in the school management manual were analyzed. The data collected through these aforementioned sources was studied and focused group discussion was organized to discuss the overarching aspects of the Manual along with the suggestions for the improvement of its practicing status as well as the content.

The interview questions were organized according to the sequence of the chapters of the School Management Manual. They were based on three major domains of School Management i.e. administrative management, academic management and management of human resource as presented and discussed in the Manual. During the interviews, all three aspects of the School Management Manual were discussed with the participants in detail.

At the time of data collection, the country was going through pandemic of COVID 19 and lock down was implemented on educational institutions. Hence, face to face interviews were not possible. Therefore, virtual mode was adopted. Some of the interviews were conducted on phone and Skype. Few of the participants sent their responses through whatsapp voice notes and hand written responses were also received and accepted. Similarly, the participants shared images of their school record through email and whatsapp images for the purpose of data collection. However, at the time of focused group discussion, few participants ensured their physical presence. Two of the participants joined the discussion through Skype.

3.7 Data Analysis

The data analysis in qualitative descriptive studies is driven through the informational data. The analysis is done at the level at which those who are the beneficiaries of the research study can understand and benefit from. The approach to the data analysis is guided by the

broader as well as the specific aims of the study. Since the qualitative descriptions are generally exploratory and explanatory in nature, therefore, inductive approaches are commonly applied. In this regards, content and thematic analysis are most commonly and widely used. Content analysis allows the researcher to analyze the informational data qualitatively as well as quantitatively whereas thematic analysis gives a purely descriptive account of the data and results in rich description. The data collection and analysis is simultaneously done which is the hall mark of the qualitative description. However, the important aspect is that the researcher immerses himself or herself in the data to draw consistent and systematic conclusions (Doyle et al, 2019 and Lambert & Lambert 2012).

In qualitative descriptive studies, the qualitative content analysis is done. In this form of analysis, the data collection and data analysis are simultaneously done to summarize the collected information. This flexible study design accommodates both approaches i.e. the researcher can analyze the data with the help of pre- defined categories /codes as well as the themes can be driven from the data itself (Sandelowski 2010). Lester et al (2020) stated that qualitative descriptive studies are broad, and flexible in natures and scope. This study deign has no fixed boundaries for data analysis as specific to grounded theory, phenomenology or narrative analysis. Hence, the researchers are at liberty to choose thematic analysis, content analysis, and constant comparative analysis depending on the type of the data collected. Since there are no clear boundaries, therefore, the researcher can adopt and combine strategies for analysis to obtain data and establish the understanding of the phenomenon or event under study. This flexibility and variability resulted in comprehensive descriptions and analysis.

In this study, the data for research question one, two and three were collected in three major domain of school management i.e. administrative management, academic

management and human resource management through semi structured interviews and analysis of school records, therefore, these three main aspects served as main categories. These categories were adopted from the original document of School Management Manual. The subsequent analysis began with these broad pre-set categories. Assarroudi et al (2018) affirmed that if the researcher applied the pre-set themes to the data i.e. can comprise of the topic of the interview process, then the consequent analysis would be pursued deductively. In this study, the themes based on the content of School Management Manual were applied to the data. Bowen (2009), Vaismoradi & Snegrove, (2019) state that constant comparative method must be used in case of document analysis is being used as a supplementary method for data collection. This method entails reading and re-reading of the text taken from interview and document and constant matching them to draw comprehensive conclusions. The data collected from interviews and analysis of the school records was compared to establish findings.

However, the data collected through focused group discussion with the research participants to answer research questions 4 and 5 was thematically analyzed with inductive approach. The sub categories and consequent themes emerged from that data itself. The data of focused group discussion was transcribed to generate codes and themes. Later the data was analyzed and matched to draw conclusions. The content was labeled and sorted into frames for descriptive analysis. Clarke & Braun (2014), Neuendorf (2019) and Xu & Zammit (2020) propose six steps for thematic analysis i.e. familiarizing with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes and reporting the findings. These six significant procedural steps were carried out to analyze the data.

3.7.1 Familiarizing with the Data

The typical process of thematic analysis begins with the transcription of the data collected through interviews or focused group discussion. After the process of transcription gets completed, member checks are conducted to ensure the accuracy and the validity of the collected and transcribed data (Vaismoradi & Snelgrove 2019). In the present study, the data collected from interviews as well as from focused group discussion was transcribed and all participants was sent a copy of their individual transcript for a recheck. Alongside, the audio recordings were also shared with the participants for their recheck. All participants verified the said data before the researcher moved to the next step. After the recheck and endorsement received from the participants, all data was again matched with the audio recordings for a final review and verification and written notes were made as and where required. This helped the researcher get well versed with the data and helped in the process of the upcoming step of generation of initial codes (Kim et.al., 2017)

3.7.2 Generation of Initial Codes

This step is one of the most integral step of thematic analysis and it is time consuming too (Lester, 2020). The process of getting more familiarity with the data continued. According to Clarke & Braun (2014), here the movement of back and forth is important and the transcribed data is read and re-read and revisited to determine similarities. Segmenting and tagging takes place (Neuendorf 2019).

In the present study, the data collected through interviews was already placed under pre-defined categories, codes and consequent themes. There codes were adopted from the School Management Manual itself. Administrative Management, Academic Management and Human Resource Management served as three main categories. Within these three categories,

managing school routines, monitoring and managing school records, staff workload and timetable, academic support material, school development plan, in-house continuous professional development, staff performance management, appraisal and assessment and grievance handling served as codes respectively. Subsequently, School heads monthly work plan, morning assembly, internal and external communication medium, school discipline, activity calendar and scheme of work, daily lesson plan, homework, notebook maintenance and checking, student's examination system served as themes. The collected data was arranged under these themes for later analysis.

The data collected through focused group discussion was revisited. Since the focused group took place in a face to face setting, therefore, the notes about the use of language, use of key words, repetition of words, use of analogies and metaphor, silences, pauses, hesitation were made by the researcher. Here the focus was to look for the similarities across data to generate initial codes. As suggested by Clarke & Braun (2014), all descriptive comments were analyzed and significant comments were highlighted. The connotative and denotative meanings were interpreted to establish link with the interned research questions. In the present study, the data collected through focused group discussion was analyzed with reference to its linguistic, descriptive and conceptual value to generate codes. Two main codes related to challenges in the implementation and practical application of the School Management Manual and recommendations for enhanced implementation and application were generated.

3.7.3 Searching for Themes

In this step the main focus was to review the data to get to the emergent themes and broader patterns. As proposed by Clarke & Braun (2014) the descriptive comments were

tagged and segregated under generated codes. After all the comments were tagged and classified under codes, the language of the comments was revised again. At this step, the focus was on words repeated with the same resonance. The significant words were taken up to develop a theme which could explain the code vividly. In the present study, two codes were generated and eleven themes were developed.

3.7.4 Reviewing Themes

After the development of themes under the transcribed data set, they were reviewed critically. The data was matched with the themes and vice versa (Clarke & Braun 2014). The goal was to evaluate the comprehensive nature of the theme and its ability to connote the intended meaning while keeping an alliance with the research question under study.

3.7.5 Defining and Naming Themes

After the review, the next step was to name the themes. At this stage a lot of drafting, redrafting, splitting, combining, discarding and refinement take place (Neuendorf, 2019). In the present study, the data collected through interview was only sorted and arranged under pre-defined themes. But while dealing with the large data collected through focused group discussion, even themes were generated and finalized. These themes were related to the challenges faced by the School heads in the implementation of the guidelines of the School Management Manual and recommendations for enhanced application. Under the code of challenges face, the six themes generated were lack of ownership, lack of follow up trainings, shortage of human resources, inadequate financial resources, Resistance to change and high teacher-pupil ratio. Under the other code of recommendations for improvement, four themes were generated i.e. close supervision, provision of resources, capacity building and content enhancement.

3.7.6 Reporting the Findings

At this stage all threads are woven together to generate a comprehensive whole in the form of a narrative (Clarke & Braun 2014). The established categories, codes and themes are summarized to answer the research questions and summed up to report the findings.

3.8 Research Ethics

Attention to ethical issues and maintenance of confidentiality are the important factors to be considered before and during conducting any study (Godwin & Pope, 2020). It is important to address them as methods of collecting data for qualitative study are personal and subjective. The participants express their inner most feelings and vies during interviews and focused group discussion. Hence, they need to be sure of confidentiality (Tolich & Iphofen, 2020). Considering the nature of this study the names of the participants and their institutions are kept confidential. All the participants were presented with the confidentiality agreement (See Appendix F) and formal consent forms (See Appendix G). The researcher also took formal permission to contact the institutions of Federal Directorate of Education Islamabad for the purpose of data collection (See Appendix H). The data collection began after they agreed and signed the aforementioned forms. This ensured them that their identity and views will be treated confidentially. Moreover, the details about the purpose, nature and use of the study were also shared with the participants in the same forms. The contact number of the research supervisor was also shared with all the participants in case they wanted to verify anything or need to seek further information. The participants were also at the liberty to quit at any stage of research process if feeling unsecure.

During the process of data interpretation, the demographic information and details of the participants is presented under the coded names to honor their privacy. Private information

or any other details possibly showing the participant's identity was either removed or disguised to safeguard their identity. The interviews and the discussion during the focus group was audio recorded with the prior consent of the participants. The school records were also used with the prior permission of the participants. Later, the interviews and responses shared during focused group discussion were transcribed. The written transcripts were shared with all the participants to revisit and recheck to ensure the validity of the collected data.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of this study was to explore the effects of “School Management Manual” on school improvement with reference to administrative, academic and human resource management at secondary level. The chapter analysis the data derived from the research participants through semi structured interviews, documents analysis and focused group discussion.

The content of this chapter has been organized into three sections. In section I, the data collected through the semi structured interviews is discussed under pre-set categories. This data is categorized under the three main domains of “School Management Manual” i.e. administrative, academic and human resource management with reference to the research questions. These preset categories are in relation with the conceptual framework of the study adopted from the “School Management Manual” which is the focus of the present study. In section II, the data collected from the school documents is discussed. In section III, the themes derived from focused group discussion are discussed.

Section1

4.1 Analysis of the Data Collected through Semi Structured Interviews

As discussed in chapter 3 that the flexibility of qualitative descriptive study accommodates both approaches i.e. the researcher can analyze the data with the help of pre-defined categories /codes as well as the themes can be driven from the data itself (Sandelowski 2000). Since the initial data for this study had been collected in three major domains of school management i.e. administrative management, academic management and

human resource management, therefore, these three main aspects served as main categories/ domains. Hence, the analysis will also begin with these broad categories. In each category or domain there are sub categories or sub domains as well. The interviews questions were also arranged sequentially.

Table 4.1 gives a graphical mapping of all the domains and sub domains associated with the three overarching research questions and consequent eight sub questions. These domains and sub domains are in line with the contextual arrangement of the School Management Manual and reiterate the conceptual framework of the study.

Table 4.1

Domain Mapping

Administrative Management	
RQ1 What are the effects of School Management Manual on administrative management at Secondary School Level?	
RQ1 a How does school management manual guide in conducting school's routine activities?	
RQ1b How does the school management manual assist in monitoring and managing school records?	
Main Domain	Sub Domain
Main Domain 1: Conducting Routine activities	Sub Domain 1.1: School Heads' Monthly Work Plan Sub Domain 1.2: Conducting Morning Assembly Sub Domain 1.3 Maintenance Of Communication Medium Sub Domain 1.4 Managing School Discipline
Main Domain 2: Managing School Records	
Academic Management	
RQ2 What are the effects of School Management Manual on the academic management at Secondary School Level?	
RQ2a How is the school management manual being used for time tabling purposes?	
RQ2b What are the uses of academic support material given in the School Management Manual?	
RQ2c How does the School Management Manual support the preparation of development plan for the school?	
RQ2d What is the contribution of the school management manual in developing in-house continuous professional development for the teachers?	

Main Domain	Sub Domain
Main Domain 3 : Staff Workload And Time Tabling	
Main Domain 4: Academic Support Material	Sub Domain 4.1: Academic and Activity Calendar Sub Domain 4.2: Daily Lesson Plan Sub Domain 4.3: Management Of Homework Assignments Sub Domain 4.4: Student's Notebook Maintenance And Checking Sub Domain 4.5: Student's Assessment System
Main Domain 5: School Development plan	
Main Domain 6: In-house Continuous Professional development	
Human Resource Management	
RQ3 What are the uses of School Management Manual for the heads in Human Resource Management at Secondary School Level?	
RQ3a What are the uses of School Management Manual in assessing the work performance of the staff?	
RQ3b How does the guidelines of the manual help in handling the grievance of school staff?	
Main Domain	Sub Domain
Main Domain 7: Staff Performance Management	Sub Domain 7.1: Staff Performance Management Sub Domain 7.2: Staff Appraisal
Main Domain 8: Grievance Management	

Administrative Management

The following figure explains the main categories and sub categories falling under the first section of the School Management Manual

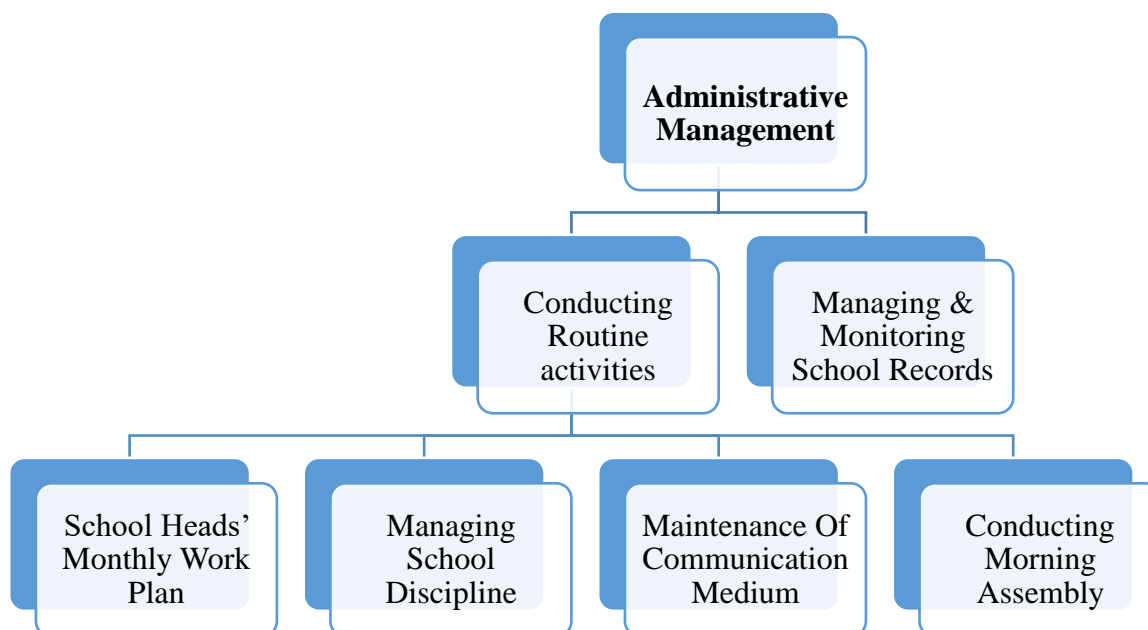


Figure 3: Administrative Management Section 1 of the School Management Manual

4.1.1 Main Domain 1: Conducting Routine Activities

The first main research question was: What are the effects of School Management Manual on administrative management at Secondary School Level? The administrative management is the most important aspect of school functioning. The school management conducts various activities all through the day which ultimately leads to the achievement of bigger goals. In order to explore the contribution of School Management Manual in conducting the routine activities, the elements of monthly work plan, morning assembly, maintenance of communication medium and school discipline were discussed. Almost all the participants appreciated the initiative of the School Management Manual being a comprehensive and a self-explanatory document.

M4 (MA) described the manual by saying

..... I remember that when I came back from the training session related to the manual, I discussed this with my senior staff members. We prioritized the tasks which are to be entered in the plan. We arranged them according to our available resources and brought them in writing.

Similarly another participant M1 (JI) stated

This Manual has been recently developed. Previously we have guidelines for example education code was there which was developed in the time of Brig Maqsood Ul Hassan. We had circulars from time to time being issued from FDE/CA& DD but this manual is quite organized and systematic. It is an organized effort and must be appreciated..... This manual is a new addition. Things came in an organized manner. It was tried for implementation in various institutions.

Another female participant hinted at the usefulness of the school management manual in following words:

During my association of 30 years with the system, I have always felt the need of any sort of manual, document or comprehensive code of conduct for school heads working with FDE. Private school set up used to have such guidelines in a book form but we didn't have. We are thankful to PMERP for taking this initiative of preparing this elaborated management manual for us..... its equally good for experienced school heads and new school heads as well.

In order to answer the first main research question, two sub questions were formulated. The first sub question was: How does school management manual guide in conducting

school's routine activities? The second sub question was: How does the school management manual assist in monitoring and managing school records?

The data collected for first sub research question was arranged under four sub domains which are as follow:

- i. School Heads' Monthly Work Plan
- ii. Conducting morning assembly
- iii. Maintenance of communication medium
- iv. Managing School Discipline

4.1.1.1 Sub Domain 1.1: School Heads' Monthly Work Plan

The school management manual asks the school head to prepare a work plan for with time slots scheduled for academic and administrative activities. Almost all the participants agreed to the point that the heads must schedule the time for various tasks related to administrative and academic activities of the school. They also agreed that the manual guides them in the preparation of the work plan but they don't prepare and the follow it owing to the various reasons.

M3 (AS) stated:

In the beginning, we tried to prepare the school heads monthly plan but it was too hard to follow. For example, the plan says to have 2 rounds of the school and document the observation taken during the round but we dint document. At times, I have more than two rounds. For classroom observations, I go to the classes randomly but don't document it. Public dealing takes lot of time. I don't have vice principal with me so it's a lot of burden of administrative tasks.

Similarly F3 (NA) explained

As far as monthly work plan is concerned in my school. Due to COVID- 19 situation, this is not possible because we are dealing with unforeseen circumstances. The unusual life has disturbed all spheres of life including school life

They were of the view that monthly work plan is hard to follow due to school's head unplanned commitments. Instead of following the template given in the manual, they prefer listing the tasks to do in their diaries. M5 (M AF) stated:

We mostly prepare plan in mind or use google calendar if we have intention to do these tasks after 10 to 15 days. It is the same template but I am easy with google template. As I open it daily in the morning in my mobile phone. There is no need to use hard copy or written work plan.

With the advent of the School Management Manual, the heads were excited about it. They used to prepare their work plans but then could not continue with this practice consistently. F4 (NAI) candidly stated

Before COVID 19, this plan used to be made in the last week of month for the month approaching. To be displayed in the staff room notice boards and in office as well. I used to plan with determination that I will follow the plan and observe the classroom as per the given checklist list in the manual, counter copy checking and other routine work. But due to unnecessary correspondence with AEO Office, FDE and other administrative works related to cleanliness, repair & maintenance. Since monthly plan was too heavy and I couldn't follow... So I am making my own simple plan which is easy to follow.

Interestingly, all male participants opined that they do not prepare the monthly work plan.

M4 (MA) stated

As such we don't make the plan like as stated in the manual we don't sit together at the end of the month and prepare the plan. We have academic plan and to some extent a rough development plan but not on the patterns as given in the manual.

Another male participant M2 (MR) said

I don't prepare monthly plan as per format given but major areas are always in my mind. For example I conduct walk- in observations and try to record them. VP has this record of classroom observations. Classroom management, strategies, class control- I used to observe these areas other than manual--- means that this was our practice before the manual. But due to COVID 19, the schools are closed since March 2020 so we are not conducting any walk in observation even. We used to have rough monthly estimate of doing this at school level.

However, female participants stated that they prepare the plan because it helps them in streamlining routine matter.F2 (ZB) commented

This plan helps me in various tasks. I distributed my time according to my work. I observe teachers lessons student and notebook diaries proper monitoring of teachers attendance record and students. Plan for future targets and review accordingly..... This manual facilitate me in a positive and accelerated way because I have proper templates of every step which I have to take during my routine day in the institution and it helps me a lot.

4.1.1.2 Sub Domain 1.2: Conducting Morning Assembly

Morning assembly is another routine activity of the school under the administrative management. The school management manual outlines the details as to how the morning assembly should be planned and conducted. It emphasized that the records of the morning assembly must be prepared and maintained. The participants appreciated the role of school management manual in organizing their morning assembly which is an important platform for the students, teachers and the head to get together and start the day.

F4 (NAI) appreciated the School Management Manual by saying

After the advent of school management manual, the morning assembly was a real success but due to COVID-19 everything has come to halt. Students from every class used to prepare thematic presentation for morning assembly in which different topics related to environment, citizenship, religion, culture and other norms were presented. Even in my school different private schools of locality got interested to attend the morning assembly of my children. I use to take photographs and video tape the presentation and share in WhatsApp group of school heads of FDE.

F3 (NA) explained her experience in the following words

According to the format provided in the heads manual, we try to cover all the aspects of the morning assembly i.e. uniform of the students, the all the activities including the national anthem, Asma E Husna, Nazra, and every other announcement that we need to do on the large scale, we make use of the morning assembly. Now due to COVID 19, it is not in practice, however, back in 2017, it was quite helpful to conduct the assembly and monitor the daily activities of the student's right in the morning.

Similarly M1 (JI) opined that school management manual has made the event of morning assembly more effective.

Previously each class used to have its own format of morning assembly. Then with the advent of this management manual, we started following the format given in this manual. The good thing was that format was given and we just used to follow it. Manual made the sequence of the conducting of morning assembly very easy and uniform across the school. Segment of the morning assembly is prescribed in the manual which is good.

Another participant explained that the school management manual has been helpful in making morning assembly as a good starter for the school day. The manual has introduced the concept of morning assembly presentations which are to be given by each class on rotational basis. F5 (SL) commented

It is helpful in preparing morning assembly schedule. The annexure is given. The template is too detailed. Previously we only used to have recitation of Quran, Naat and national anthem. Now we have presentations, talk of the day as well. Even shy students get the chance to be in the stage. The manual give us the option to use the forum of the assembly to have a whole school talk. I used morning assembly to run the campaign of out of school children. Due to COVID 19, since March 2019, there is no morning assembly going on. Otherwise SMM fully supports the proper conduct of the morning assembly.

However, one of the participants pointed out that although the SMM has supported the school heads in conducting effective morning assemblies but the record keeping related to the morning assembly i.e. scheduling, writing a daily report on morning assembly is quite hectic. F6 (NJ) stated

Before this manual, the morning assembly was conducted in the schools according to the understanding of the head and teachers and as per their decisions. This manual has brought the focus of all the heads and teachers that which topics or areas have to be touched in morning assembly..... So we have that register, we have those schedule as well but for a year I guess in the very first year when it was given to the schools that we have to follow the manual. We followed and made the plans but in longer term it became very hectic and the paper work increased that every time we looked in the schedules, we have to write the report of the morning assembly how it went, what were the shortcomings or was it good or not

4.1.1.3 Sub Domain 1.3 Maintenance of Communication Medium

The School Management Manual elaborates both external and internal modes of communication which are used to be used. The internal communication medium includes staff coordination meetings, notice boards, newsletters, circulars and memos and order book. External communication medium include the communication with Federal Directorate of Education, Area Education Office and Student's Parents. All participants agreed that they maintain the record of all the aforementioned mediums. However, they do not have new letters and circulars in practice owing to the lack of financial and human resources.

F5 (SL) elaborately stated

“..... The manual gives proper guidance as to how the communication is to be carried out within school premises and out of school i.e. FDE, SMC or to the general parents. SMM details all possible medium of communication e.g. use of circular, order book, notice boards, staff coordination meetings, minutes of the meetings with the staff, circulars for parents, newsletter etc. The manual is very clear about the medium of communication but we cannot follow all of them. We don't have new letters or

circulars for parents due to financial constraint. There is no allocation for photocopying so we cannot do these things. If supported financially by the government, we can follow all the mediums.”

M1 (JI) also commented that they lack financial resources to meet the expenditure of photocopying to keep the record of external communication medium i.e. circulars and newsletters.

Since we don't have enough funds to go for individual photocopies of the circulars so we used to ask all students to leave first five pages of their note books blank... note book of that subject which the class teacher used to teach. The teacher get the students write important circular or information noted in those pages throughout the year and both teacher and parents can sign it.

4.1.1.4 Sub Domain 1.4 Managing School Discipline

The School Management Manual elaborately guides about the formation of school discipline committee and the implementation of discipline rules, regulation and procedures. It also covers the aspects of the in-charge of the discipline committee and its role and the role of parents. Almost all the participants appreciated this segment of the School Management Manual. M1 (JI) commented:

We also get discipline policy signed by the parents at the time of admission. Almost ten discipline points are written and parents sign that at the time of admission. Previously, we used to get the back side of the admission form signed by the parents. Now we get proper affidavit signed by them. This is due to this manual.

M2 (MR) also acknowledged the role of the School Management Manual in improving the school discipline.

We had a lot of issues with the discipline. The students coming for Golra Sharif area used to create discipline issues and violate rules. Then we formed the discipline committee and discipline inquiry committee as guided in this Manual. All violation cases used to get investigated and followed up. This what manual says as well and we follow

M4 (MA) highlighted the role of parents and spoke about the discipline policy which is signed by the parents

It gives step by step guidance for discipline. As guided in the manual, we have formal rules of discipline in black and white. For example Rs 500/ are charged if the student is found with cellphone. The phone gets confiscated and we call in the parents. The parents also sign the school discipline policy with school at the time of admission. It is conveyed and documented.

F2 (ZB) appreciated the role of School Management Manual in these words

As guided in the manual, we have the school discipline committee to address the issues. All such cases are referred to the committees. One thing is important to be mentioned is that the manual stresses on proper documentation and written record keeping which we do not do at the moment. If AEO office or FDE will ask us to do then maybe we will start documenting. But yes serious discipline cases are always kept in writing

F3 (NA) also commended the role of the guidelines of the manual in the maintenance of school discipline.

This manual does support in managing the school discipline. Like this manual provides guidance for school discipline committee as well as school security committee. On the basis of the templates provides in the manual, the committees work and record and track the progress accordingly. And they make amendments wherever needed. So it keeps the things on paper and in record.the guidance provided in the manual is really helpful in maintaining the discipline.

F5 (SL) appreciated the contribution of school management manual in the maintenance of the discipline in following words.

One thing which I really like about the manual is that it doesn't throw the responsibility of managing school discipline entirely on the head of the institution. The role of teachers, parents and even students is also there

F6 (NJ) also elaborated that the manual favors the delegation of discipline tasks to all the team members for effective school functioning. These practices were already there in the institutions and the manual has consolidated them.

So before this manual school discipline was controlled by the school head and teachers very well. And so far this area discussed in the manual is not new for the school staff or school management.....It has given a clear guidelines about those things so regarding the school uniform dress code of staff absenteeism of students and use of mobile, all these things were controlled by the school head by delegating these duties to the different in charges for each area discipline area.

4.1.2 Main Domain2: Maintenance and Monitoring of School Records

The second sub question was: How does the school management manual assist in managing and monitoring school records? The school management manual classifies the records under the major heads i.e. academic records and administrative records, display of information records and other important records. Almost all the participants were of the opinion that they are very short of administrative staff i.e. clerks so they cannot maintain student's personal files the way they are maintained in the private school set up.

M2 (MR) stated

Under Administrative records, are have attendance registers, order book and movement book. But student's personal files are not maintained as who will do this. We don't have clerical staff sufficient in number to do this.We don't use this manual specifically to maintain the school records

M3 (AS) also opined the same

This manual has categorized the records under various heading .For example academic record, administrative records etc. We follow the activity calendar of FDE and don't make our own. The manual ask us to keep student's personal files but since the clerical staff is not qualified enough to do so. Moreover, I have only one clerk to run the matters so cannot do this

M6 (SF) also commented that they have all records available except student's personal files. They are short of human and financial resources to maintain them.

The management of administrative records e.g. personal files of the students did not improve as clerks do not follow this template. They have their own way of working. Our

teachers also don't have much time to prepare files according to all these instructions in the given template. The template requires in depth detail information against each student which is impossible to follow besides the teachers' busy schedule. Another reason for not accomplishing this in our institutions is that we don't have separate admin block and its related staff. We have large strength and human resources are short even in case of head also as we are already observing classes but don't have enough time to check each and every forms of classes about their performances and notebook checking.

F2 (ZB) appreciated the school Management manual in the enlisting all the important records related to school management.

Yes the school management manual is very helpful in maintaining administrative record of the school because we have certain proformas and patterns are there and we just work on it and it is very easy and useful for us. The management manual has listed all the important documents which must be there in the school. This checklist is helpful in record keeping. Previously such comprehensive list was not there. In a way it is uniformity for all schools. Especially new educational managers can benefit from it

F4 (N AI) candidly stated that she doesn't follow the guidelines of the manual to maintain the school records owing to the dearth of required human resource to do this.

This management manual provides detail guidance to maintain the administrative record as well as academic record. We maintain the academic record as per our own designed proforma and we do not follow the proformas given in the manual. Similarly we can't maintain minutes of the meeting as per the guideline of this manual. Display of information record is also not in line with the manual. Similarly record of indiscipline and its

related actions, log book, visitor file is also not maintained. The teachers are busy with overloaded teaching timetable and clerical staff is insufficient to maintain all this. Then who should do all this.

F5 (SL) pointed to the factor that the school management manual is quite comprehensive in terms of explaining the records which a school ought to have but it unfortunately it hasn't contributed in improving the school due to shortage of the related staff.

We don't maintain students' personal files as guided in the manual as it's too hard for one clerk to do this. It requires proper office management staff to maintain student's record starting from the day he/she is admitted till he/she passes out. This practice is done in private sector because they have staff to maintain this. We don't have sufficient human resource to do this. Neither we have resources to do this. There is shortage of human and material resources. Here, teachers are given the charge of admission and withdrawal whereas it is not at all teacher's job.....We want to use SMM to upgrade our maintenance of administrative records but cannot do so due to dearth of resources. Otherwise the checklist given in the manual is too good and comprehensive. The in-service heads as well as the new entrants can take help from it.

Academic Management

The SMM is quite elaborative and comprehensive about the academic management. The following figure is adapted from the 'School Management Manual'. It shows the main categories and sub categories of the academic management which is the section two of the Manual.

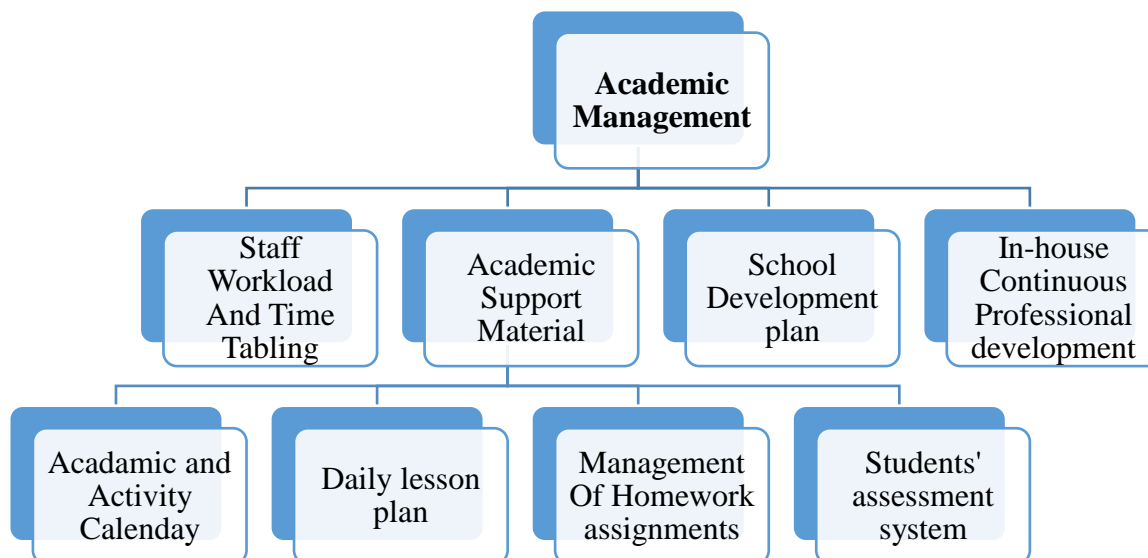


Figure 4: Academic Management Section 2 of the School Management Manual

The second main research question was: What are the effects of School Management Manual on the academic management at secondary Level? Four sub research questions were devised to explore the influence of the School Management Manual on the academic management at secondary school level. The first sub question was: How is the school Management Manual being used for time tabling purposes?

4.1.3 Main Doman 3: Staff Workload and Time Tabling

The school management manual lays out the complete format of setting up the timetable, allocation of workload, timings per periods, student – teacher ratio and weekly/ daily distribution of teaching periods from Class I to the secondary level. Almost all the participants were of the opinion that the guidelines are sufficient and clear but they cannot

follow them due to insufficient human resource. Most importantly, the School Management Manual asks the school head to prepare separate time table comprising of eight periods for five days of the week i.e. Monday to Friday. But currently all the schools prepare one time table which is used for all the days of the working week. M1 (JI) explains

We cannot follow the manual in timetabling because of many reasons. First is the shortage of the teachers. We cannot have separate timetables for all days of the week. The teachers also don't remember different periods for each day. Since this is the practice in almost all these school no matter which school you go. Moreover it's giving good results as well so we haven't tried to change it.

M5 (M AF) also commented the same

We don't follow the format of time table given in the manual. We have one time table for the entire week. It's hard to follow because then we would be requiring more teachers which we don't have. The old format is still in practice. We can't have Music, Art and library periods as mentioned in the manual because it required more teachers.neither we have double or block lessons for core subjects as given in the manual owing to shortage of teachers."

F1 (PA) also referred to the shortage of teaching staff which is the reason that the new time table format is not being followed.

We are modifying timetable according to our ease. All other things are fine but the division of weightage and time is difficult due to shortage of resources. Therefore, we are unable to implement it fully

F3 (NA) also seconded the other participants about the timetabling. This new format requires more teachers. She spoke in these words

The manual guides about the preparation of timetable but they are not effective in our context. We have shortage of teachers and we cannot have separate timetable for each day-five days a week. We make one timetable and follow it through. Eight periods and eight subjects.

F5 (SL) commented in detail while talking about the aspects of time tabling. She appreciated that the manual is quite comprehensive in guiding the school heads about staffing and timetabling but it's hard to follow in the context of the schools working under the supervision of Federal Directorate of Education Islamabad.

School Management Manual serves as a standard to manage the work load of the teaching staff. Furthermore, it helps to avoid the underutilization of the teaching resources. It gives guidelines to use time effectively for all subjects at primary, middle and secondary school level. Actually, subject wise allocation of time is given which is very helpful. Previously, detailed guidelines were not there. Workload of the staff (all teachers) and class size is given. Detailed guideline in terms of allocation of teaching periods as per the teacher's grade is given. For example, how many period can be given to and EST, TGT or SST are clearly stated in the manual. Even workload of vice principal/ deputy head and physical education teacher and the teaching load of school head is also given. It is clear and comprehensive guidelines. However, we cannot have separate timetables for all five days due to shortage of staff. We make one timetable which is run all through the week.

F6 (NJ) appreciated the manual for establishing clear rules for staffing and timetabling. But there are discrepancies and short coming in the system which bars the implementation of the guideline provided by the manual.

Teachers' timetable and the school timetable, this is the particular area that this manual has guided a lot. Before that Federal Directorate has been sending this every year scheme of studies over the time with the distribution of subjects and all this but there was not a particular number of periods for a particular subject. There was no such kind of record before that. So this is guided very well by this manual and made it easy how to distribute the workload among the teachers equally.....so the distribution of period per week and the class and students' strength and ratio and workload all these things are technically very good and ideal but very difficult to be completely adopted in government schools where there are large number of students and lack of resources just like infrastructure is not in good condition. Classrooms and other facilities are not available so that number of teachers are not complete. If number of teachers are there but not particular subject teachers are available then these guidelines of the manual for a timetabling becomes useless.....Timetable is so far very good but the timings of the government schools when they have distributed the number of periods per week or per day then they should be increase in timings accordingly when they have kept 40 minutes of periods then the school timings must be increased

4.1.4 Main Domain 4: Academic Support Material

The second sub question was: What are the uses of academic support material given in the School Management Manual? The data collected for this question is organized under five sub domains which are planning the academic and activity calendar for the school, preparing the daily lesson plans, managing the homework assignment, maintaining and checking student's note books and managing the assessment system (examination system) of the school respectively.

4.1.4.1 Sub Domain 4.1: Academic and Activity Calendar

This calendar enlists all the activities which are to be performed in an academic year. Sometimes it is named as academic and activity calendar where both type of activities are integrated and at times, two separate calendars are prepared.

M1 (JI) commented that the FDE send the basic calendar of activities and then the school incorporates its dates in that calendar to make it more detailed and contextual to the school.

We make our school calendar while following the main heads from the calendar received from FDE. Our calendar is month and date wise. For example, in FDE calendar, the dates for new admissions for academic session are given. Now we used to write dates for the admission campaign, dates of the admission tests, issuance of forms, display of merit list etc.

M2 (MR) endorsed and also stated the same

We follow the activity calendar given by FDE. Only in-house examination dates, dates of open day get integrated

F2 (ZB) was of the following opinion

When I receive the academic activity calendar from FDE, I plan my institution activity accordingly and let's see if they have three terms and their time period is mentioned I plan my activities accordingly. School activities are incorporated in the FDE's calendar.

F5 (SL) spoke in detail about her practice of preparing the activity calendar for her school.

I prepare school calendar as per FDE's activity calendar. We integrate examination schedule (in-house examination), result days, vacation times, and admission date in it. We are asked to add dates of other activities in the calendar as well but since 2014 with the sad incident of APS Peshawar the outdoor activities are on halt. Now since March 2019, schools are closed. Now my school activity calendar only has dates of examinations, open days, vacations etc. otherwise SMM gives details on the preparation of activity calendar.

4.1.4.2 Sub Domain 4.2: Daily Lesson Plan

The School Management Manual outlines the template for the preparation of the lesson plans. It encourages that the plan should have five stages i.e. introduction, development, activity task, wrap up or conclusion and homework. However, almost all the participants stated that the teachers are not in favor of planning detailed at secondary school level. The reasons are multiple i.e. over loaded timetable, dealing with large student strength, focus on acquisition of marks/grades instead of developing conceptual understanding, marks / GPA as the only measuring criteria of student, teacher and school success etc.

M1 (JI) stated

Daily lesson plans as prescribed by the manual was followed in the beginning. Then we couldn't follow it up. The teachers are short in number and each teacher is teaching 6-7

periods per day. Hardly are they free during school hours to plan lessons as guided by the manual. They are not ready to work extra hours to prepare lesson plans either at school or at home.

M2 MR also stated that same

It's good to prepare lesson plans but teachers don't follow the format as given in the manual. They say it's too hard and detailed. Secondary School teachers say that we know how to get good results instead of wasting time in preparing lessons.....We are only concerned about our GPA. In private sector, the teachers do prepare but in our system since others is not doing it so my teachers also don't do it.

M3 (M AF) advocated what the other participants said

Teachers don't prepare lesson plans in writing. Mostly teachers at secondary level are teaching the same subjects for many years. They get experienced. They have to teach from the text book and almost they have memorized the text books. Since they give good result so we don't ask them to plan lessons. The teachers have to follow the scheme of work and syllabus completion. The teachers don't prepare lesson plans and I don't ask them to do so because it's a lot of work which I know they won't do.

M4 (MA) also stated that the main reason of not planning the lesson according to the guidelines of the manual is that the all the stakeholder i.e. school heads, parents, students, the higher management (FDE) are concerned about the marks and GPA. At secondary school level, the pattern of examination is based on recall and memorization which can easily be achieved by getting the students cram the given material. Secondly, they are teaching the same

syllabus for many years and there is no change. Then the lesson planning seems to be a futile exercise. He commented in these words

Traditional practices are there. A teacher teaches the average of 5-7 per day periods. How can he or she prepares 5- 7 lesson plans per day..... The teachers in government sector are generally not friendly with lesson plans. They say it's easy to teach from the text book. We have no problems in results then why waste time in planning.

M5 (M AF) favored M4 (MA) and elaborately commented in these words

The teachers do not write the plans. Especially the teachers teaching at SSC level say that syllabus is on our tips so why to plan in writing, it is useless exercise. Lesson planning is vital for those schools where teaching is creative, innovative and activity based. Here we are following the federal board pattern so why to waste time in planning when the students have to memorize the lessons at the end of the day. -----The teachers don't plan lesson in writing. Its only text book teaching or teaching through text book. The reason is our general attitude towards the given responsibility. We don't want to accept responsibility and don't want to get along with the change or innovation. These teachers while doing B. Ed and M .Ed plan lessons very well and why do they do because of getting the degree. The same teacher is reluctant to plan lesson for routine class because they don't want to give time to this. I have been asking them to plan but they don't. They simply give you the reason that we give you good result at the end of the year then why mere planning. Secondly the SSC teachers say that we are teaching the same syllabus since many years then why should we plan. The time we spend on planning should be spent on actual teaching. ----- . That is why stereotype teaching is going on in government schools. Why are government schools not improving

because the teachers just go to the classes without plans? They teach to the text book only. There is hardly any use of audio-visual aids or any other support material

M6 (SF) also gave the same reasons of teachers not writing the lesson plans. He spoke in these words.

Teachers were making lesson plans in the start of the year but now they are not properly writing the lesson plans. They plan orally. Lesson planning is not affective with the heavy strength, time constraints and their workloads of full fledge periods. If these issues are resolved then lesson planning is a good practice and it will help a lot both the teachers and students. If teachers get 3 free periods then they can definitely make lesson plans.

It is interesting to note that all male heads stated that the teachers are not ready to plan the detailed lesson whereas the female participants stated that they were already in favor of lesson planning as a key to classroom management and with the advent of the School Management Manual, they tried to convince the teachers to plan lesson according to the guidelines of the manual. However, they also alluded to the factors of teachers being over loaded with 5-7 teaching periods and other charges so in such circumstances, lesson planning seem an uphill task

F1 (PA) stated in these words

In the beginning there was a lot of resistance. As they were not ready to make separate plan for each term with 8 periods of classes.However, gradually they became used to and now nothing is difficult for them. They are properly making lessons plans and following them. Now they have improved so far that they are taking classes online through WhatsApp and zoom in these Covid vacations

F2 (ZB), another female participant elaborately stated

In terms of the lesson planning, this manual facilitates the head's more than the teachers. As a principal I am mostly focused on lesson planning and I discussed with teachers how to plan their lessons in a more effective way but sometimes I used to think that all discussion and motivation go in vain. Due to this manual I found that teachers are no more in a position of argument and they just have to obey us and develop their lesson plans according to this manual. Since we have told them that proper lesson planning is the requirement of this manual so they have to do it. Previously only diary writing was in practice. Now the manual demands that lesson should be plan according to the five sages and it's not principal who is saying this but the manual is asking teachers to do so. Due to this manual the teachers learn about teaching methodologies and the stages of development of the lesson plans and which activities they will use in their classroom teaching and of course there is also a smart thing is they have scheduled days for their homework for students which also beneficial.

F4 (N AI) opined

Teaches write diary and they do not plan lessons as lesson planning is a time taking job. Teachers do not have free periods to plan lessons according to the five stages mentioned in the manual. Every teacher has to take 6-7 periods daily and teach 5-6 subjects. So how and when they should plan lessons. In their teachers dairy they just mention which topic they have taught.

F5 (SL) stated

As the SMM came, I shared the format of DLP with teachers and asked them to start preparing the lessons in detail. Since the teachers are still use to the old and stereotype

planning which is taught in B. Ed and M. Ed so it was difficult for them to adopt this new methodology. The teachers are over worked, takes 6-7 classes per day plus other charges are also given to them and classes are over flowing with students so it hard to prepare plans as per SMM. In the beginning the teachers did plan lesson as per format, but since FDE didn't keep check on the practice so we revering back to old practice of keeping diaries where they only enter the topic which is to be taught. If teachers are given some free time and there no other charges then they can plan lessons very well. At SSC level particularly, they are of the opinion that we don't need plans as our teaching is based on board pattern are based on memorization and rote learning. Students have to learn thing by heart. Then what is the use of making plans.

F6 (NJ) also pointed towards the problems which school heads are facing when they are unable to get teachers plan lessons as guide in the manual.

This area is debatable. Because in government setup as maybe I have mentioned or not that we do not have objective based curriculum. Reading the book is curriculum or the book is a complete syllabus so teachers just note the topics, their exercises and write their lesson diaries only not proper plans. A proper daily Lesson plan must contain important different parts in it as mentioned in the manual. Again, I would say this is idealism for the government set up and difficult to implement in government schools like ours where other things are not aligned with it. For proper conceptual teaching if you want a teacher to teach in that way and be ready and plan in that way then guidelines and facilities should be given in that way.

4.1.4.3 Sub Domain 4.3: Management of Homework Assignments

The School Management Manual states detailed guidelines about the types of homework, homework schedule, homework diaries, planning purposeful homework

assignments and its monitoring and regular checking. While discussing the aspect of homework assignments, their planning and checking, participants have varied options about it.

M1 (JI) appreciated the contribution of the manual in streamlining this aspect of academic management.

We schedule the HW as per the manual. This helps us rationalize the HW and even students used to remind the teachers that today it's not your day to assign the HW. HW schedule is a good thing and it has helped us balance the HW assignments.

M2 (MR) also commented the same

Before the advent of the manual, the teachers used to assign HW quite extensively on their own. Then following the manual, we scheduled it but only continue with the scheduling for one academic year. Since no one from AEO office or FDE followed it up so we left this practice. We hardly assign any creative HW at SSC level; HW is based on reinforcement of the learnt concepts, or based on writing practice.

M3 (AS) pointed out

The home work is verbally assigned to the students at secondary level. They don't write diaries. No schedule is there. The teachers assign the HW as and when they feel appropriate. Mostly test are assigned and they are required to learn the content by heart to be able to write it in the test the next day

M5 (M AF) stated that there is no practice of planned homework in his institution and it's given as per the teacher's own discretion.

The teachers do not schedule the HW as guided in the manual. It is possible that one day no HW is given and next day 3-4 HWs are given. Despite repeated reminders the teacher do not schedule HW. The teachers don't have time to coordinate amongst themselves and schedule the HW. Mostly HW is based on memorization of the content or written assignments are given. HW based on any project of creative nature is hardly assigned. The teachers are not trained to plan creative HWs.

F1 (PA) stated that they try to schedule the homework assignments as per the guidelines of the manual which is actually beneficial.

I also encourage the homework plan written in the policy manual. Now homework is divided in terms of assignments and time. Previously it was according to number of subjects. In board classes, teachers were under pressure of course completion. Before board exams, students need to perform a lot of activities and practice. It is very helpful at high-level classes. At secondary level, teachers were comfortable with previous routine but now we are also moving them gradually toward new policy

F2 (ZB) shared her practice in following words

Earlier said that this manual helps not only the principals but its beneficial for the students as well. You know in our institutions we have some teachers of this sort that they are very vigilant and active and they engage their students in HW assignments. But all teachers didn't use to do this. Now specific days for their homework assignments are there in the manual. It's no more on the teacher's wish to assign HW. All subjects are getting equal weightage and attention with this HW schedule

F3 (NA) stated that in her school, the manual guidelines are not followed as the teachers prefer to assign home work on need basis and it's mostly of the learning of the content y hearer instead of writing creatively.

The sample is there but we don't follow it. The teachers assign homework on their own. There is no strict timetable of homework giving to be followed. The homework assignments are based on memorization and they have to learn the content by heart. The teachers are not capable enough to plan creative or activity based Homework. The parents are not literate enough to help their children with new type of Homework as stated in the manual.

F5 (SL) stated commented it is very hard to follow the guidelines of the manual because the contextual elements of the schools of FDE do not support them. The major concern is to follow the academic pattern of FBISE which requires learning of the content and then reproducing it. Secondly classroom strength is too high for teacher to manage checking homework which is of creative type. The prevailing environment is not conducive enough to follow the guidelines.

The sample given in the manual is helpful. I am sorry to say that the situation of HW is poor. At SSC level, almost all teachers want to give daily HW. HW is mostly based on memorization as per the requirement of the FBISE. The teachers are concerned about the results and they prefer old method of assigning daily HW for better results. However, it is good for junior classes with less student strength. In government schools, the classes are large in strength and it is difficult rather impossible for the teachers to check the HW. Following the correction symbols as stated in the manual is also possible in ideal situation. Since we don't

have ideal classes in terms of student's strength and teacher's capacity so this is hard to manage.

4.1.4.4 Sub Domain 4.4: Student's Notebook Maintenance and Checking

The school management manual outlines the systematic procedural guidelines for the maintenance and checking of note books. The teachers have to follow the given correction symbols while marking the note books. These symbols must be pasted on the very first page of each note book and students must be made familiar with them. The teachers are also required to write comments periodically on the note books. The head teachers has to counter check the note books on weekly basis and provide valuable and constructive feedback. There has to be a proper monthly plan to counter check the note books.

M1 (JI) candidly stated that the guidelines are not good but hard to be applicable in the schools of Federal Directorate of Education due to high student and teacher ratio.

It's difficult to check student's copies the way guided in the manual especially the correction symbols. We don't have time to follow that. Mostly students learn things by heart and reproduce it. This is what is required at the Federal board level.....Correction symbols are good but not suited in our set up due to large strength. I have 108 students in one class because he teacher got retired and one has joined at his place so both sections are combined as a last resort. Now how to follow correction symbols in this situation. If the students get through with exams in this situation is more than enough for us

M2 (MR) also seconded M1 (JI) in these words

Checking of student's note book is a serious issue. Overall the teachers are not good at making copies. They find it hard to check copies of such a large number of students. Following correction symbols as suggested in the manual is all the more difficult.

M3 (AS) was quite straight forward while stating the practices of note books maintenance and checking. He said

The manual guides about the standard correction symbols but we don't use it at this level. The student's strength is very large in each class so we cannot follow the guidelines. It is difficult to check student's work the way manual says. I randomly check student's work especially when any complaint is there but don't do it on regular basis. School Management manual has not affected the note book checking procedure due to large classes, and teachers are also not qualified enough to do so. We have to focus on board results instead of correction symbols. The board results are included in our ACRs and further promotion in job.

M4 (MA) stated

How can notebooks be maintained..... 50-70 students per class are there. We cannot follow correction symbols. Copies are also marked at a very surface level. No in-depth checking is done.

M5 (M AF) openly stated that the manual has not improved the note book checking and maintenance.

It's same as before..... no change with the advent of manual.... Teachers don't follow correction symbols. -----It's very casual and rather careless. Student's mistakes are never rectified. It's because feedback from teaches is not given to the students not in copies or in exams.

F2 (ZB) stated appreciated the manual in introducing the concept of correction symbols but pertinent said that these symbols must be introduced and practiced at primary level so at secondary level.

The manual guides in details as to how should the note books or copies to be maintained. Honestly, the classes where student's strength is manageable, the teachers are checking the note books but where there are high number of students and classes are overcrowded especially the Arts sections of SSC Level, it's hard to maintain note books. The correction symbols are really good and they can help students self-correct their work but the students need to be guided as to how to use them. This cannot be made possible only at SSC level. The schools have to start working on correction symbols from primary and middle school level and then at SSC level, we can implement them. This needs to be inculcated at lower level first and then at secondary level the students will get trained automatically.

F3(NA) stated that use of correction symbols and counter copy correction schedule as mentioned in the manual is difficult to follow owing to large student strength at secondary level. She said

The manual is very prescriptive in this regards. However, it is impossible to follow the correction symbols and keys because we have large classes. It's hard to convince teachers to follow them. They are good for small classes but not in our context. As a head, I cannot follow the checking schedule but I randomly counter check the copies.

F5 (SL) stated that the in rural areas where the student strength is high and students are general weak at academics, the teachers at secondary level prefer that the students use guide books. She quoted the example from her own school in these words.

The guidelines in the manual are detailed but cannot be followed with large class size and teaching load. The schools with small or manageable student strength can follow them but school like mine with 1000+ strength and less number of teachers cannot do this. A Secondary School level, teachers prefer that students should use guide books instead of working or copying in notebooks. Notebooks are difficult to handle. Students have to learn things by heart and reproduce the same content in examination so keeping notebooks for every subject is not a viable option.

4.1.4.5 Sub Domain 4.5: Student's Assessment System

The school management manual has introduced the concept of formal formative assessment in schools and requires the school heads to get them recorded and added in the cumulative result. Moreover, the new format of question papers and report card is also introduced. The question paper should have both sections of objective and subjective type. The new format of report card asks the schools to enter the marks of all the assessment carried throughout the academic year. Almost all the participants were of the opinion that the new examination system is hard to follow owing to various reasons i.e. the teachers being comfortable with the summative assessment system only, inability of teachers to carry out and then record the formative assessment due to large student strength etc.

M1 (JI) stated

In the beginning, we tried to follow it and I observed that the teachers were all the time busy with calculations and formulas and recording of marks... so it was at the cost of student's time because they do all this during school time which is the teaching time so we reverted to old practices. Teacher don't accept it honestly

M2 (MR) was of the opinion that this new system of examination is not suitable for government schools where class size i.e. student teacher ratio is too high.

This manual talks in detail about the formative assessments like happening in private schools setups.....But we are still following the traditional style of terminal examination. The teachers take formative assessments on their own but marks do not get added in the report card.

M3 (AS) stated that the formative assessments are taken but their marks are not recorded in the final exams.

We only keep student's results of term wise examination with us. Class tests are taken but not recorded. The data of student's performance is not analyzed as well. The manual states the new procedure for formative assessments and result preparing. We in government school set up cannot do this. This is for private schools where less student strength is there. The students as well as teachers are well trained from the very start. We take class test but the marks are not added in final result

M4 (MA) categorically stated that the School Management Manual has not improved the existing examination system owing to various reasons.

Currently, the examination system is all based on summative assessments which are taken at the end of each term. The manual asks us to have formative assessment as well. There are many reasons of not doing it. We don't have enough budgets. Moreover teachers are not trained to do it. It requires a lot of documentation, record keeping and calculations which is not in our context.so manual has not affected the examination procedure at school.

M5 (M AF) also supported M4 (MA) in these words

The old practice is still on. The teachers do take formative assessments but in their own way and not the way it's prescribed in the manual. The manual asks us to take two assessments per term and then add their marks in the final result. It also asks us to take weightage of each terminal examination and add it up in the final result. This is a nice suggestion but it's not being followed.

Four female participants also favored what the male participants stated i.e. Inability of the schools to implement the new policy guidelines about the administration of the formative assessments and then adding their marks in cumulative result

F3 NA stated

Manual has not affected the examination system because we cannot take formative assessments as guided in the manual. It is difficult to manage the class tests of so many students. A teacher at average takes 6-7 periods in a day. How can she manage class tests this way and then incorporate them in result as well. We take the tests but teachers don't incorporate them in their report cards or final result. We tried to follow it when the manual was introduced for the first time but found it too hard, time consuming so left it and reverted back to the traditional practices.

F4 (NAI) remarked that formative assessment is good to assess the student's performance continuously but is not feasible with heavy student strength.

Except for the project work and quiz, examination system is in line with the manual. The manual has introduced the concept of formative assessment which was not there before. It is effective in assessing students' performance. For quiz it's no easy to manage with heavy

class strength and same goes for project work. Project work is assigned to the students but marks are not added in the cumulative result

F5 (SL) opined

Definitely, the manual brought the changes in our examination system. Previously, examination was only based on End Of terminal examination which is summative assessment. There was no practice or concept of formative assessment and especially the record keeping of the formative assessment and their marks being added up in the final examination. Similarly there was no trend of conducting formal project work and then evaluating it. Same way new format of question paper and report cards was introduced..... This new system brought in many difficulties. Firstly the teachers were not ready to take this new system. They said it's too difficult to manage with this workload and large number of students in each class. This system is good for private schools where each class has no more than 25-30 students whereas as we are dealing with more than 50 students in each class. How will we conduct formative assessments and then record them and then add their weightage till the final examination. Calculation was in itself an issue. For this we created a sheet in Ms. Excel and asked the teachers to use it. It burdened the teachers and majority who is not IT friendly had to involve their families i.e. sons and daughter to get the students marks entered and calculated. The parents really liked it. This new system required the printing of detailed report cards. In the first year of the implementation of manual, we honestly managed it quite well. But then reverted to old practice as no one from department followed it up and whenever I asked other fellow heads or colleagues, no one was following it. The teachers also used to quote the example of other follow schools who were not adopting this new system of examination. I tried my level best to implement it.

However, two female participants F1 (PA) and F2 (ZB) stated that they tried to implement the guidelines of the manual to improve the examination system. They incorporated the formative assessments and made the report cards as per the new sample given in the manual.

F1 (PA) said

We were taking formative assessment as guided in the manual from last two years because this idea was already in my mind but we were not considering the weightage of 1st and 2nd term and we cannot change the policies so I could not add these marks by myself at that time. After receiving this new policy manual, we immediately applied it without thinking what other schools are doing. We prepared the same report cards as shown in the manual. We also informed the teacher that from now onward 1st term, 2nd term and all type of assessments will be record. In start, parents were not serious about its implementation but now they are fully aware of it. We welcomed this manual and immediately implemented.

F2 (ZB) appreciated the manual to introduce the concept of formative assessments as supported what F1 (PA) remarked.

It gives us details about assessment procedures especially about the formative assessments. The manual needs to be appreciated on this segment as it tells us how to conduct formative assessments and incorporate the marks of assessments, project work and oral work in the final results. This practice is very new, different and good. It is same like other private schools as ROOTS international and OPF schools where weightage is given to the class work and class tests as well. This practice keeps the teachers, students and parents active all through the year. It definitely enhances student's achievement as well.

4.1.5 Main Domain 5: School Development Plan

The third sub research question was: How does the school supports the preparation of development plan for the school?

The Manual lays an extensive emphasis on the school heads to prepare to development plans for the school according to the templates given. All the participants were of the opinion that the schools heads know the main areas of development and there is no need to prepare the plans in writing as stated in the manual. Moreover the given templates are too lengthy and require human and financial resources which the schools don't have at the moment.

M1 (JI) stated

Templates are good but it's too detailed. Honestly no time and resources to do this. Unconsciously we are doing it but not documenting it the way it is asked by the SMM. In my school, I don't have computer teacher or staff for the lab, what to speak of the school development plan

M2 (MR) said that since the launch of the school management manual the higher management at Federal Directorate of Education has never followed up on the implementation so they do not make the plan. He stated in following words

The plan for the development of the school is extensively explained in the manual. When the manual was introduced and workshops for its implementation were conducted, these things were explained. Since then there was no follow up so we didn't do it.

M5 (M AF) stated

The manual is too detailed and comprehensive about the making of school development plan but we haven't yet followed it because one asked us to do it. In the beginning, one training was conducted and since then no follow up was there so we also didn't do it

F2 (ZB) appreciated the manual that it gives detailed guidelines about the templates of development plan; despite being lengthy they are easy to be filled in. She said:

The templates of chapter 7 are very helpful.When the manual was landed and we were asked to prepare the development plan and at that time we filled in all the forms. It was a rigorous exercise but a great learning experience. After that no one from FDE and AEO Office asked us to do it so we didn't do it. Otherwise the templates are detailed, comprehensive and user friendly

F3 (NA) opined that the preparing of school development plan is a difficult exercise. She said

To my opinion it's too hard and a rigorous exercise till we get enough human and financial resources along with specific expertise and follow up.

F4 (N IA) candidly stated that School Development Plan requires resources and a lot of time both from the teachers as well as the heads. The teachers are not ready to devote extra time to the school so school development plan appears to be an impossible thing.

School development plan as mentioned in the manual is only a dreamlike situation which is not possible in the reality. It seems a fantasy to me. No school evaluation is ever carried out by FDE or AEO or by the school itself. Secondly FDE doesn't support the school to conduct and then plan the developmental work at school level. Since the launch of school

management manual there has never been any policy guidelines or notification by the higher management for school to prepare development plan. This type of planning requires a lot of work to be done after school hours or during vacations. The teachers are not ready to work extra hours for school development plan. The head alone cannot do anything.

F5 (SL) stated her practice in following words:

School Development plan is an important document which must be prepared. The manual is very prescriptive in this regards. We do priorities our area of work but of course not in line with the manual. All areas are categorized here. In the beginning when the manual came, we were asked by the AEO office to prepare the plan. We prepared it and then no one followed it up by AEO or FDE so we didn't prepare then. However, being a head, I am mentally clear about the areas of my school which need development.

F6 (NJ) pointed to the reasons of not developing the written plan for her school. She stated in following words.

If we talk about this, these templates are very useful. However, how far we are following these things, this is somehow difficult or questionable to that is it useful in government set up or not..... So it's very good if we have to improve the school. We must follow these things but what actually is happening in reality is that it is difficult and again not possible because in government set up timings, expertise, facilities resources, and continuous guidance all these things are missing.

4.1.6 Main Domain 6: In-house Continuous Professional Development

The fourth sub research question was: What is the contribution of the school management Manual in developing in-house continuous professional development for the teachers?

The School Management Manual asks the heads to conduct the analysis of the training needs of the teachers and plan school based sessions for their professional development. M1 (JI) remarked that the rural schools are short of teachers and it's difficult to manage the timetable. In such a situation, how can they manage school based training? He stated

The School Management Manual is too formal about this but we do it informally. We don't have sophisticated plans for in-house professional development...This area is otherwise neglected. We don't have proper teaching staff and then where does the training go

M2 (MR) stated that the need analysis and then conducting training based on it is a procedure which requires expertise and specific qualifications. All heads are not competent enough to do this. He said in these words

The manual lays out a proper procedure of need analysis of teachers and then plan training activities. This is not possible for us. The training wing of FDE should do it. The AEO (Area Education Office) should get the need analysis of individual teachers from all schools and then train teachers accordingly

M3 (AS) also stated that there are no in-house professional development activities for the teachers. He said

We don't conduct in-house professional development activities. FDE conduct it as and when they need or require

M4 (M AF) commented that the school management manual asks the heads to conduct need analysis and then identify teachers who can conduct trainings on the identified areas. He stated that the teachers are not professional expert to conduct training sessions for their colleagues. He said

Our practice of giving professional training to the teachers is not as sophisticated and systematic as the SMM prescribes..... SMM asks to go for need analysis for training purposes and then identify potential teacher who can conduct trainings. In our case I think none of the teachers can conduct trainings which is a very specialized field in its own self. I suggest that heads should do the need analysis and then AEO office or FDE should design training content

F4 (NAI) stated

To me this is another dream which cannot be a reality..... We don't conduct in house trainings because there is no proper notification for the teachers to attend these trainings even if planned at school level. The teachers don't stay after school only at the call of school head. FDE should mention the dates and time for CPD in the activity calendar in this way all schools will follow that

F5 (SL) stated she doesn't conduct need analysis as stated in the manual. She conducts school bases trainings whenever the need arises. She told her practice in these words.

The School Management Manual asks us to conduct the need analysis for training, identify school based trainers and then conduct the training. But we don't do this owing to various reasons. What we do is that whenever we feel that staff needs to be trained on a particular aspect, we provide training. Here I will give the example of training in the usage of

MS Excel. As SMM introduced the new format of recording the marks of formative assessments so I asked my senior computer teachers to plan a session for all the teacher on the use of Ms Excel. In this way they go to know how to enter students' marks and calculate the results

Human Resource Management

The following figure shows the main categories and the sub categories of the section three of the School Management Manual which deals with the human resource management.

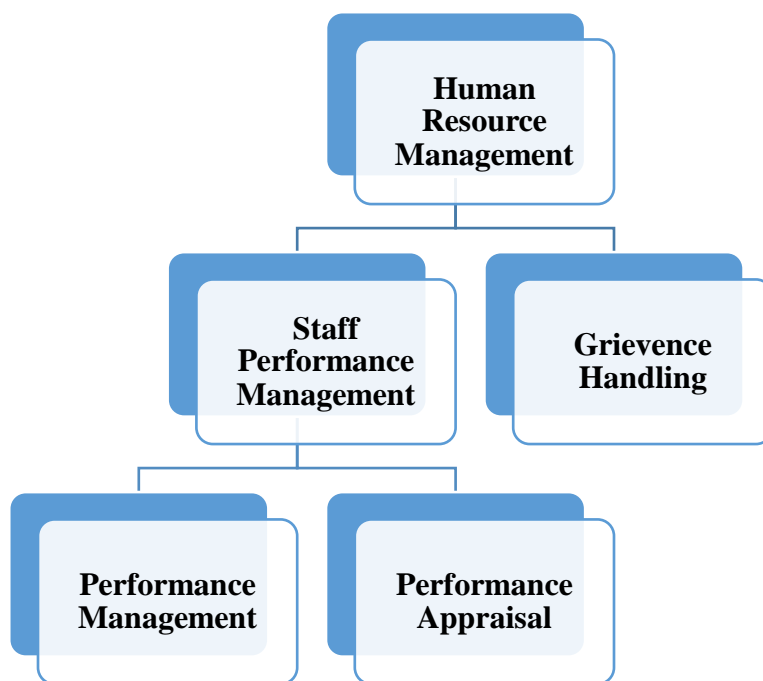


Figure 5 Human Resource Management Section 3 of 'School Management Manual'

Member of teaching and non-teaching staff form the human resource of the school. The School Management Manual presents a whole chapter on its performance as well as appraisal management.

In order to explore this area, the main research question was: What are the uses of School Management Manual for the heads in Human Resource Management at Secondary School Level? The first sub research question was: What are the uses of School Management Manual in assessing the work performance of the staff? The data collected is organized under two themes: staff performance management and staff appraisal

4.1.7 Main Domain 7: Staff Performance Management

The school management manual provides a mechanism to the school heads in terms of assigning the performance objectives for the better productivity of the individual staff members well as the school. This includes the management as well as appraising staff's performance for the award of annual increments, transfers, promotions etc.

4.1.7.1 Sub Domain 7.1: Staff Performance Management

The Manual outlines the complete procedure for the school heads to devise the specific performance objectives for each staff member in the beginning of the calendar year, have periodic meetings with the staff to discuss the achievement levels of the given objectives and then evaluating them at the end of the year. However, all the participants were of the view that they do not assign objectives to the teachers and there is no concept of Key Performance Indicators.

M1 (JI) stated

The manual talks about the objective based performance management of the staff. In our Education set up, written objectives are not given. The performance is only evaluated against the student's results and the extra charges given to the teachers. The Key Performance Indicators as suggested in the School Management Manual are not in practice.

M2 (MR) stated that they do not follow the guidelines of the manual and old practices of managing the performance

At school level, we are managing the performance of the staff according to the old practices. This is because the manual suggests objective based performance and then its related assessment. This is again the practice of private school systems where objectives are assigned to the teachers and then their performance is evaluated on the same parameters. Since we have still have old / orthodox system of ACRs so we don't do it. Unless ACR system is not redefined and get it line with the objective based performance, things cannot improve

F4 (N AI) also stated the same in these words

Manual is very detailed in these aspects but since ACRs are still on the old traditional format so we don't give them objectives to be performed all through the year. So far guidelines of the manual are not being followed

F5 (SL) stated the same and elaborated the reason of not being able to follow the guidelines of the manual.

The School Management Manual mentions the KPIs (Key Performance Indicators) which are to be given to the teachers e.g. lesson planning, command on subject, attendance, lesson delivery etc. But, since the format of ACR (Annual Confidential Report) is not aligned with the format given in the Manual so we don't follow this.

4.1.7.2 Sub Domain 7.2: Staff Appraisal

The School Management Manual asks the heads to distribute the appraisal forms to the staff members in the beginning of the appraisal cycle and ask for their self-evaluation. Then the head has to assess the individual performance against the evaluation criteria and job

objectives. The heads are also supposed to have one to one meetings with the staff members to discuss their performance and the subsequent rating. Almost all the participants opined that their department i.e. Federal Directorate of Education, Islamabad has not revised the staff appraisal forms and old ACRs are still in practice. Therefore, they are unable to follow the guidelines of the manual for staff appraisal. M1 (JI) stated

Since the old format of ACRs is still in practice so we cannot evaluate the staff as guided in the SMM. The ACRs need to be developed on new format and the manual will be supportive in the process of performance appraisal.

M2 (MR) stated

Manual details the new appraisal system but we are not following it because FDE is still using the same old format of ACRs

M5 (MAF) stated

The teacher's performance is evaluated on the same format which is used in other government departments where nature of the job is different than education. This current ACR format is not aligned to the requirements of education department. This is very generic. Unless the ACR format is changed and the template which is given in SMM is implemented, nothing will change and improve

F1 (PA) stated

The guidelines of the manual are not exactly matching with ACR forms and we have to judge according to ACR forms. These performance indicators in manual and ACR forms must coincide which do not at the moment

F2 (ZB) was also of the opinion that the heads cannot follow the guidelines of the manual as the ACR format in practice is not specific to the education department. It is generic which is used in other government departments. She said in following words

The ACRs of the teachers are badly in need of revision and it should cover the areas specifically to teaching, learning, classroom management so that the teacher's performance can be gauged exactly. Rather I feel that the ACR section at FDE must read this manual and incorporate items from this into the ACRs which will benefit the heads in evaluation the teachers. This will also improve the teaching and learning practice of the school because the teacher will know that their performance will be gauged on these points so they will definitely improve.

F3 (NAI) also stated in these words

We don't take help from the manual in appraising the performance of the staff because the old pattern of ACRs is in practice. Once the ACRs are revised and the system of assigning KPIs is introduced, then the manual will definitely be a tool guide for us.

4.1.8 Main Domain 8: Grievance Management

The second sub research question was: How does the guideline of the Manual help in handling the grievances of the school staff?

The School Management Manual presents a framework of the procedural guidelines for the school heads to effectively handle the grievances, complaints and problems of the staff members related to their workplace. The guidelines are established in two aspects i.e. the informal way of handling the grievance and the formal way of handling the complaints.

Talking about the grievance management, all the participants appreciated this aspect of the manual. M1 (JI) stated

The guidelines are detailed and very practical. Both types of process i.e. formal and informal way of handling staff grievances are given

M2 (MR) stated

They are very helpful especially in case of new heads. However, in the case of my school we handle grievances at school level and there are no referral made to AEO office or FDE.

M3 (AS) stated

The guidelines of the manual in handling staff grievance are clearly stated. But so far no serious case has been reported. Small grievances are handled at school level in an informal way as suggested in the manual as well.

M4 (M AF) stated

The School Management Manual clearly states the steps to be taken in case of grievance occurs. Our practice is also aligned with this. We try to settle the matters within school. The committee has already been comprised who looks after such affairs. Only serious cases are referred to AEO office which are beyond the control and expert guidance is needed.

F2 (ZB) said

The guidelines of the manual are in detail and both types of guidance for grievance handling is given. If you want to deal it in an informal way, the guidelines is there and if you

want to deal it in a formal way, even then the guidance is sufficient. Our educational managers can refer to the manual with full confidence while handling any grievance

F3 (NA) said

The guidelines of the manual are very detailed and helpful in addressing the individual and collective grievances of the staff. So far, in my entire period of headship, we haven't experienced any grievance which get worse or need external intervention. Disputes and grievances get settled within school premises

F5 (SL) was highly appreciative of the manual and acknowledged it while quoting an incident of a grievance which occurred at her school and how she took guidance from it and moved to the solution.

It gives the guidelines to handle the grievance formally and informally. Step by step guidance is given. It states steps as to how to handle staff complaints within school premises or involving AEO office and FDE. I would like to quote an incident of my school which took place last year. I had a teacher who had the responsibility of preparing the time table as well as she was the in charge of the conduct of in house examination. The teachers complained about her nepotism that she favors her friends' colleagues while allocating classes in the timetable and she does the same while preparing duty roaster or invigilation roaster for the exams. I called in the teachers and tried to convince her to change her attitude but she wasn't willing to do so. Since it was the first case of its own nature in my school and I didn't know what to do. Then I consulted the manual and it clearly states that we have to inform our immediate boss who is AEO in writing. I prepared her case and sent it to AE office. The AEO (Area Education Officer) visited our school and met that teacher. He talked to her that if she

will not improve her behavior then the matter will be taken up officially and she has to give her statement in front of the committee which will be formally constituted. There will then be a thorough official investigation. Then she said that she wants to get transferred to any other school and she was transferred by the AEO. So in this case, I took direct guidance from the manual.

4.2 Analysis of the Data Derived from the School Records

In order to study the influence of School Management Manual on school improvement, the participants were requested to show the official records as enlisted in the School Management Manual. These records were categorized in three major domains i.e. administrative management, academic management and human resource management. The official records were studied and analyzed according to the following evaluation criteria.

4.2.1 Records Related to Administrative Management

Following ten records were studied to evaluate the impact of school management manual on administrative improvement

1. School head's monthly work plan
2. Record of the classroom observations of the teachers
3. Record of rechecking of student's note books
4. Record of rechecking of student's homework diaries
5. Record of morning assembly
6. Minutes of the meetings
7. Circulars
8. Order book

9. Newsletter

10. Notice boards

4.2.1.1 Data collected through Administrative Records of the Schools

According to the School Management Manual, the school heads are required to prepare a monthly work plan for themselves. It comprises of various schedule and designated time slots i.e. classroom observations, rechecking of student's note books, homework diaries and school rounds. The male heads in their interviews stated that they do not prepare monthly work plans and there was no evidence of it found during the school visit. In case of female heads, the plans were partially in line with the School Management Manual. There was no record of classroom observations, rechecking of student's note books and homework diaries in seven schools. In five schools the aforementioned records were partially in line with the guidelines of the School Management Manual.

While talking about the morning assembly, all the participants appreciated the School Management Manual in streamlining the proceedings of the morning assembly. However, the male participants further stated that they do not maintain its records as guided in the manual. Hence, there was no record of morning assembly related to its schedule and conducts were found in male schools. In case of female schools, the records found were partially in line with the guidance of the manual.

The School Management Manual enlists the medium of communications for the school heads to carry out the communication with various stakeholder i.e. teachers, students, parents, Area Education Office and Federal Directorate of Education Islamabad. While talking about these mediums of communication, the participants categorically hinted at the insufficiency of financial and human resources to manage circulars and new letters. There were no records of

these documents found in the schools. However, minutes of the meetings, order book and notice boards were found in all schools.

4.2.1.2 Analysis of the Data Collected through the Administrative Records of the Schools

Table 4.2

Analysis of the Administrative Records of the Schools

Document/ Record	Fully in line with the guidelines of “ School Management Manual”	Partially in line with the guidelines of “School Management Manual”	Not in line with the guidelines of “School Management Manual”	Non existent
School Head’s Monthly work plan		In all six girls schools, the record was found		In six boy schools, there was no record found
Record of the classroom observations of the teachers		In five schools the record was there		In seven schools the record was no there
Record of rechecking of student’s notebook			In five schools the record was there	In seven schools the record was no there
Record of rechecking of student’s homework diaries				No record was there
Record of morning assembly		In four girls schools, the record was found	In two girls schools, the record was there	In six boy schools, there was no record found
Minutes of the meetings	Record found in all schools			
Circulars				No record found in all schools

Document/ Record	Fully in line with the guidelines of “ School Management Manual”	Partially in line with the guidelines of “School Management Manual”	Not in line with the guidelines of “School Management Manual”	Non existent
Order Book	Record found in all schools			
News Letter				No record found in all schools
Notice Boards	Record found in all schools			

4.2.2 Records Related to the Academic Management

Following seven records were studied to evaluate the influence of school management manual on academic improvement of the schools

1. Timetable
2. Activity calendar
3. Daily lesson plan
4. Examination records (student’s report cards 2017 onwards)
5. Examination records (Question papers 2017 onwards)
6. School Development Plan
7. Record of in-house professional development

4.2.2.1 Data Collected through the Academic Records of the School

The School Management Manual has introduced a new format of time tabling and heads are required to prepare five separate time tables for each of the working day. While talking about the staffing and timetabling as mentioned in the manual, all the participants

stated that they cannot follow the guidelines of the manual in this regards due to shortage of teachers. Therefore, all the timetables analyzed were not in line with the guidelines of the management manual.

While talking about the activity calendar, majority participants stated that they receive the basic calendar of activities from their department i.e. Federal Directorate of Education Islamabad and then incorporate their own events and dates in it. All samples of activity calendar studied were partially in line with the suggested format of the school management manual.

The records related to the lesson planning indicated that the teachers do not plan their lessons using the suggested format. Only five schools had lesson plans which were partially in line with the guidelines of the Manual. The participants also referred to this aspect while talking about the lesson planning.

The School Management Manual has introduced various initiative of improving the student's assessment system. The concept of formative assessment was introduced and the schools are required to conduct different type of continuous assessments i.e. project work and oral work per term and their marks to be added in the final result. During the interviews, the participants openly discussed that they tried to follow the guidelines of the manual but couldn't continue due to various reasons. Two records related to the student's assessments were studied. The report cards in all schools were not in line with the guidelines of the manual. However in few schools, the question papers were found to be partially in line with the pattern suggested in the manual.

The school management manual has introduced the concept of preparing development plan for the school improvement .During the interviews, all participants openly stated that they do not prepare this plan. Therefore, there were no related records found as well.

The schools, according to the School Management Manual, are required to plan and conduct professional development sessions for teachers on regular basis. During the interviews, the participants highlighted various problems hindering the schools to conduct the aforementioned training sessions. The records related to the in- house professional development for teachers was found in two schools only and they were not fully in line with the guidelines of the School Management Manual.

4.2.2.2 Analysis of the Data Collected through the Academic Records of the Schools

Table 4.3

Analysis of the Academic Records of the Schools

Document/ Record	Fully in line with the guidelines of “ School Management Manual”	Partially in line with the guidelines of “School Management Manual”	Not in line with the guidelines of “School Management Manual”	Non existent
Time Table			Record found in all schools	
Activity Calendar		Record found in all schools		
Daily Lesson plans		Five girls schools has the record	One girls school had the record	All six boys school had no record
Examination Records (Question papers)			Record found in all schools	
Examination Records (Report Cards)		Record fund in three schools	Record found in nine schools	

Document/ Record	Fully in line with the guidelines of “ School Management Manual”	Partially in line with the guidelines of “School Management Manual”	Not in line with the guidelines of “School Management Manual”	Non existent
School Development plan				All schools had no record
Record of in house professional development			Record found in two schools	No record in ten schools

4.2.3 Records Related to the Human Resource Management

The performance appraisal forms with key performance indicators for the heads and the teachers were studied.

4.2.3.1 Data Collected through Human Resource Management Records

The School Management Manual has introduced a new format of appraising the performance of the staff. It has given the concept of KPIs (Key Performance Indicators) to the schools. However, all the participants unanimously stated that they are following the old format of appraising the staff as their department has not yet adopted the new format. Therefore, no related records were found in schools.

4.2.3.2 Analysis of the Data collected through the Human Resource Management Records

Table 4.4

Analysis of the Human Resource Management Records of the Schools

Document/ Record	Fully in line with the guidelines of “ School Management Manual”	Partially in line with the guidelines of “School Management Manual”	Not in line with the guidelines of “School Management Manual”	Non existent
Performance appraisal forms with KPIs				No record in all schools

4.3 Analysis of the Data Collected Through the Focused Group Discussion

As it has been mentioned in chapter three that the data collected through interviews and focused group discussion is transcribed for analysis. The content is labeled and sorted into frames for descriptive analysis. Then the categories/ themes and codes are generated (Sandelowski 2000). During interviews and the analysis of the documents, it was evident that the school heads are not following the guiding principles of the School Management Manual to manage the administrative, academic and human resources affairs at schools. Hence it was imperative to further probe the reasons for the shortfall of the implementation gap and consequent measures of improvement. Therefore, focused group discussion was carried out to answer the fourth and the fifth main research questions which were: What are the challenges in the practical application of the School Management Manual and what are the possible measures to enhance the implementation of the School Management Manual? During the focused group discussion, two main themes emerged i.e. implementation challenges and recommendation for better implementation. The sub themes were also generated. The first main theme which is Implementation challenges has six sub themes: lack of ownership and follow up, lack of follow up trainings, shortage of human resources, inadequate financial resources, Teacher’s resistance to change and high student strength. The second main theme i.e. recommendations for better implementation has four sub themes which includes close

supervision of FDE, capacity building of the staff, provision of resources, content enhancement.

Figure 6 provides a graphic representation of the emerged themes and sub themes.

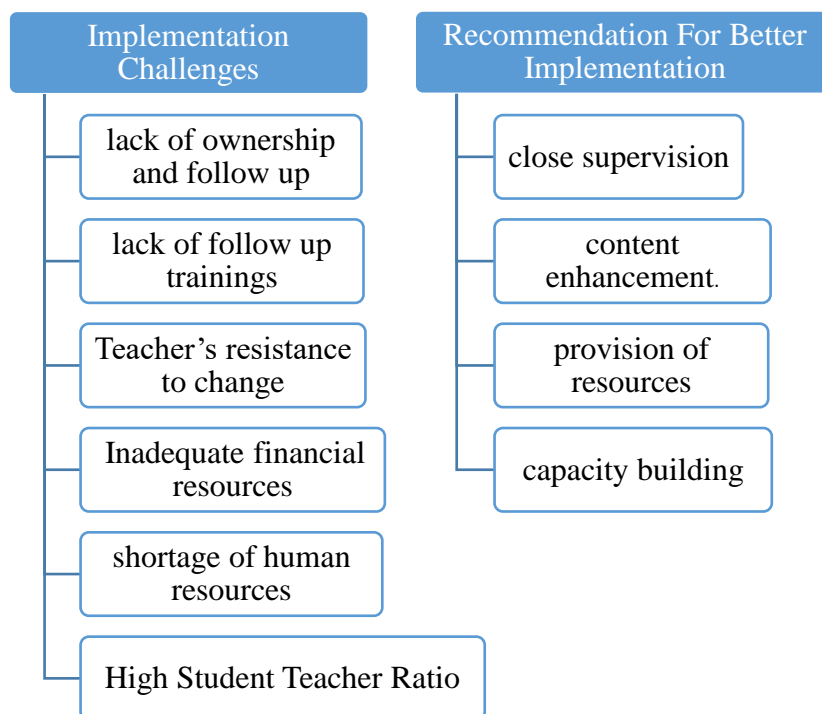


Figure 6 Themes Emerged During Focused Group Discussion

4.3.1 Implementation Challenges

During the discussion, the first theme which emerged was of the challenges related to the implementation of the school Management Manual. The sub themes emerged are discussed below.

4.3.1.1 *Lack of ownership and follow up*

Almost all the participants alluded to the lack of ownership and follow up by their Area Education Offices and Federal Directorate of Education Islamabad. After the launch of

the school management manual, only one training session was held for the school heads. After that no follow up meeting or training was conducted.

P1 (PA) stated

There is no follow up kept by the FDE after the first training was given to all the school heads. Even no AEO, director has ever asked about it. Even the school heads do not talk about it. This is the reason that we have problems in its implementation.....Everyone was implementing it on way. Few were doing it and other weren't. This happens with very project or any specific action plan. Reason is that FDE didn't own it.....Initially after the training we told the teachers that you have to plan lessons according to the manual and you will be observed accordingly. Since no one from higher ups came for observation or check, so the teachers didn't take the head's words seriously.

P3 (N AI) stated that the monitoring teams do not evaluate the school according to the guidelines of the manual whereas the manual is very prescriptive in this regard. She stated in these words

FDE must own this manual. Whenever AEO or directors come for the school visit, they just sign the attendance register and go. Hardy they go to any class or discuss the academic aspects of the school.....It is interesting to tell you that to FDE, monitoring only means cleaning of the school premises. They don't look at the academic side of the school.

P4 (AS) talked about the department of monitoring and supervision which has established at FDE (Federal Directorate of Education Islamabad)

If director monitoring hasn't read this manual then how the schools will be evaluated accordingly. When schools won't be evaluated how the practices will be improved?

P5 (MR) stated that the school Management Manual was introduced to streamline the educational practices ta school and bring uniformity across the system but it couldn't achieve its goal. He stated in these words

In my experience, FDE didn't follow it with the school heads after it was sent to schools for implementation. The manual was brought to improve the school and bring uniformity to the administrative and academic practices but sadly it couldn't do that. The reason is that it was not followed up

4.3.1.2 Lack of follow up trainings

The participants discussed that after the launch of the School Management Manual, only one orientation training was conducted. After that no follow up training session or review meeting was conducted. This has also contributed in the implementation gap.

P4 (AS) stated in these words

One of the main reasons of the implementation gap is the gap between the training and the trainees. Recently we all head have received a training session on core skills development from British Council. The representatives of British council came for 03 days training. A lot of money was spent. I was continuously thinking that if the training had been about the manual this would have served the purpose. Why can't FDE train heads on various aspects of this manual. Why don't they waste time in outsourcing, calling trainers from outside and wasting time and money?

P2 (NJ) further elaborated in these words

The concepts of School Management Manual and its templates were not easy for all the school heads to follow. Single one day training did not serve the purpose. There should have been small review meetings on various sections of the manual for head to understand and implement in a better manner.

4.3.1.3 Shortage of human resources

Almost all the participants pointed to the factor that the schools are seriously deficient in resources especially the teaching staff. Therefore, they are unable to prepare the timetable according to the guidelines of the manual.

P1 (PA) spoke in these words.

If we have to make the time table of eight periods and separate time table for each day, then we need to have more teachers. How can we accommodate Art, Library and sports periods when we dint have teachers for these subjects. How can one computer teacher teach computer teacher to the whole school and one sports teacher take sports periods of whole school? There are many short falls.....In my school, an average teachers takes 6-7 lessons in a day. It means she has to make 30-35 lesson plans for a week which is humanly not possible. Then how can she check student's work according to the correction symbols. The story doesn't end here...she has other charges as well, other duties too. Then preparing formative assessments and keeping its rigorous record. The teachers were upset on these aspects

P3 (NAI) stated the same issue in these words

There is shortage of teachers so how can we make the timetable according to the guidelines of this manual. One needs to have ample number of teachers to make separate timetable for all five working days

P4 (AS) further elaborated that the majority of the teaching staff is less in number and it's not qualified properly as well. He stated in these words

But its implementation in true letter and spirit is not possible owing to many reasons. The main cause is that we don't have enough teaching and non-teaching staff. The staff is not qualified enough.

4.3.1.4 Inadequate financial resources

This is another challenge faced by the participants while implementing the guidelines of the School Management Manual. The sections of the School Management Manual related to the examination system and school development plan requires many resources i.e. photocopying and detailed reports cards etc. which cannot be managed in current budgetary allocations.

P1 (PA) said

The basic challenge is of human and financial resources. The manual has adopted the idealistic approach towards the school functioning. It's not based on the realistic approach

P2 (NJ) stated

The big challenge was how to do new things as given in the manual with the resources which are already meager and hard to manage.....Budget for the photocopy allocated

in annual school budget is insufficient to meet the requirements of the manual. It is almost impossible to manage

P3 (NAI) stated the same challenge in these words

The manual was meant to improve the schools but it couldn't improve because of serious deficiency of human and financial resources.....Now the pattern given in the manual requires that the each class test should be a mix of objective and subject based questions. Such type of test cannot be written on the white board for students to copy. It has to be photocopied for each student. Two tests of each subject per month is too much of photocopying. There is no separate budget of photocopying for it

P5 (MR) said

Even we don't have money in the annual budget to get the templates photocopied which are given in the school management manual.

4.3.1.5 Teacher's resistance to change

Another challenges discussed was the general attitude of the teaching staff which is very unwelcoming to the new changes and innovative practices as suggested in the School Management Manual. All the participants were of the opinion that it is difficult to motivate old/ experienced teachers to accept and adopt the new practices as suggested in the manual.

P2 (NJ) highlighted this issue in these words

How to motivate them to adopt these practices especially when no one from higher management at Area Education Office or Federal Directorate Of Education is asking them to

do so but only the school head is expecting them to bring lesson planning and copy correction in line with the guidelines of the manual.....Old teachers are not ready to accept it

P4 (AS) discussed the same challenge in these words

How to motivate the staff especially the experienced ones and then keep them on this track of adopting the guidelines of the manual when there is no monitoring and evaluation from FDE side

P5 (MR) elaborately spoke about teacher's resistance to change and new practices in these words

Complacency at all levels be it the school heads, teachers AEOs, FDE is the main reason for the implementation gap..... My senior teachers don't like this that I go and sit in their class for observation. They think that is their insult to get observed by the principal. Same goes for lesson plan. They don't take it seriously. In female schools, things must be good but in boy's school, the heads as well as the teachers were not serious towards its implementation. Old teachers resist the change. The new teachers are open to change and new strategies.

4.3.1.6 High student teacher ratio

All the participants alluded to the factor that the student strength is high in their schools. This hinders the rightful implementation of the School Management Manual.

P3 (NAI) stated in these words

Student strength is another issue. The ideal student ratio is defined in the manual for each level but the ground reality is that we have high students strength in each class so how to

implement these things then? Note books cannot be checked. Homework cannot be monitored. Formative assessments cannot be managed effectively.

4.3.2 Recommendations for Better Implementation

Another Master theme generated during the discussion was of the recommendations for improvement. The emerged sub themes are discussed below.

4.3.2.1 Close Supervision

The participants were of the opinion that the Area Education Office and Federal Directorate of Education must keep the close follow up with the school heads and prepare a mechanism for supervision.

P3 (NAI) alluded to the example taken from her own school. She stated that she has few teachers from an NGO working in her school. These teachers are doing a great work with the same students and in the same environment which her regular/ permanent teachers are dissatisfied of. The reason is that their department keeps a very close follow up with their educational practices.

I will give the example of the Teachers (fellows from Teach for Pakistan). These teachers are given to us from Teach for Pakistan. They are trained and they conduct student centered lessons. Now the school is same, students are same and see the deference these teachers are making in the classrooms. The difference is very clear and evident. The reason is teacher training and close monitoring of the Teach for Pakistan department. They are thoroughly training them, provide those resources and keep a very close follow up with them. During the school closure due to COVID 19, these fellows conducted the online classes of the students where as our won permanent teachers didn't do that. Even these fellows arranged

cellphone for the students who didn't have cellphones to attend online classes. So the point is that the training from their department, the close follow up and the provision of resources has made the difference. If we want our schools to improve and implement this manual, it has to have a whole school approach, rigorous training and monitoring has to be there

P4 (AS) suggested that the department must own the School Management Manual and keep a close follow up with school through training, and evaluation meetings. He stated in these words

We have this comprehensive School Management Manual. Why can't we plan the training around it? This is an official, living document as stated in its preface. FDE should promote it. The only way to promote is when we all will talk about it, own it, learn it, implement it and evaluate it

4.3.2.2 Provision of Resources

All the participants were of the opinion that with the required resources i.e. human as well as financial, they will be able to properly implement the guidelines of the School Management Manual.

P1 (PA) suggested that SMC (School Management Committees) and community can be mobilized to generate required funds for the provision of resources.

We can explain the importance of these templates to them and with their help and support a specialized fund can be generated. For example parents can help us in getting things photocopied for examination purposes. The way we all are managing the school buses on student's collection. In the same way, we can manage the required resources or photocopying for this purpose

P3 (NAI) commented

Every initiative needs resources to materialize and succeed. The School Management Manual is also a new initiative and it needs resources of all kinds be it human, financial or structural.

4.3.2.3 Capacity Building

The participants were of the opinion that the professional development of the heads as well as the teachers is very important to get the School Management Manual implemented in true letter and spirit.

P1 (PA) stated

In-house CPD sessions for teachers about lesson planning, classroom management, copy correction, HW planning and monitoring can be planned to help them bring their academic practices in line with the school management manual..... The capacity of teachers have to be raised and maintained for this purpose

P2 (NJ) suggested in these words

Capacity building of heads as well teachers is important. Now they are the custodians and actual practitioners of this manual. They have to own it and work towards its implementation. We can take the example of our holy books. It's there for our improvement. Now all Muslims try to implement it as per their understanding, will and capacity.

P3 (NAI) purposed in these words

There should be timings of CPD specified in the manual so teachers may know that we have to attend them. CPD sessions will help them develop the teacher's understanding of the

areas of lesson planning, examination system and Bloom's taxonomy etc. The raised capacity and comprehension of the teaching staff will help the school in implementing the manual. This would be the first step towards school improvement.

P4 (AS) spoke about his department which is Federal Directorate of Education who is conducting trainings for the heads on topics other than the School Management Manual whereas this could be the area of training and follow up. He spoke in these words:

Recently we all head have received a training session on core skills development from British Council. The representatives of British council came for 03 days training. A lot of money was spent. I was continuously thinking that if the training had been about the manual this would have served the purpose. Why can't FDE train heads on various aspects of this manual. Why don't they waste time in outsourcing, calling trainers from outside and wasting time and money? I am sure that majority of the heads and the deputy heads benefit from the recent training of British council. If this manual gets implemented in true letter and spits then automatically the teachers would be able to develop core skills of the students which are critical thinking, leadership, communication, collaboration, citizenship. The point is that the CPD of heads as well as of teachers should be relevant to our context. And it should move from easy to complex. Currently the training of the agencies like British council are too hard for us to understand and implement.

4.3.2.4 Content Improvement

The participants elaborately talked about the possibilities of the content improvement of the School Management Manual. They gave detailed suggestions for its textual improvement and consequent usability for the school heads.

P1 (PA) stated

We have ESTA code to follow but that is too difficult to understand. If few of the chapters for example leave rules, legal rules, can be taken, simplified and added in this manual, it can be made effective. This is important to be done especially for the new heads who get to learn things through experience or trail and errors must have something in hard form to refer to. For example in case of any inquiry, complain, explanation etc. such aspects must be there. It can be a volume 2 to this School Management Manual. This will improve its content, effectiveness and value

P2 (NJ) proposed that there should be some addition made in the content of the School Management Manual to make it more comprehensive. She suggested in these words

The School Management Manual states all three aspects administrative, academic and human resource management but few things are missing. There is no allusion to the financial management. The role and task of DDO (Drawing and disbursing officer) must be included. Particularly the rules of procurement, budgeting, expenditure purchase committee etc....all these aspects must be mentioned in detail.

P3 (N AI) commented in these words

Specimen samples and templates related to financial management must be there. Instead of hiring experts from outside the senior officers of FDE and senior principals should get together help improve its content. There is no allusion made to deal with the absenteeism of the staff. How we have to process it in a legal way. Similarly, there is no allusion made to the civil work of the school. ... Same is the case with pruning of tress which is again a legal

matter. The manual has to have reference for these aspects so a school head can refer to it and take guidance.

P4 (AS) further added to what the other participants were saying. He said in these words

Aspects related to AGPR, correspondence with the FDE officers, samples of letters must be there in the manual. It should be like a law book for school heads.....clear rules must be stated and they should be made part of this manual. Guideline about all utilities should be there for head to follow. Once the guidelines will be made part of the manual, then obviously they will be followed. Rule of tender, auction, procurement must be there. I wasn't clear about the rules and kept asking other heads. These important rules be included in the manual as they directly relate to school functioning.

P5 (MR) spoke in detail about the additions which are required to be made in the School Management Manual. He stated his opinion in these words

There are many departments in FDE but we as school heads are only familiar with department of schools, academic department, and training department. The other departments like budgeting / financial management, pension, civil works, legal works HR, Planning and development, and R & D are there. But the school management manual doesn't refer to them. As school heads, we do maintain correspondence with these departments. Moreover, we are the employees of the federal government and civil servant rules are applicable on us but there is no allusion made to them in this manual. All these must be include in the manual. There are heads who don't know these rules and out of ignorance or lack of knowledge they take improper or wrong decisions. The management manual is considered incomplete if it doesn't help the school head in need due to the non-provision of the relevant information.

4.4 Consolidated Data Analysis

Table 4.4 graphically represents the data collected through semi structured interviews, documents (school records) analysis and focused group discussion with the participants.

Table 4.5

Consolidated Data Collected Through Interviews, Documents Analysis and Focused Group Discussion

Sr#	Research Objective	Research Question	Findings
Administrative Management			
a)	To evaluate the practicing status of the guidelines given in the school management manual in conducting routine activities	How does school management guide in school's routine activities?	The School Management Manual elaborately guides in preparation of monthly work plan incorporating various schedules i.e. Morning assembly, school rounds, classroom observations, checking of student's note books, homework diaries, recording/ following up staff meetings and preparing newsletter of the school. However, the school heads are unable to follow it owing to various reasons
b)	To determine the status of the use of school management manual in monitoring and managing official records	How does the school management manual assist in managing and monitoring school records?	The guidelines of the school management manual are not being used to manage and monitor official records due to shortage of resources and high student strength.
Academic Management			
a)	To evaluate the usage of school management manual for time tabling purposes	How is the school management manual being used for time tabling purposes?	The schools are not using the guidelines of this manual to prepare the timetable owing to shortage of teaching staff. They cannot prepare separate timetables for each day of

Sr#	Research Objective	Research Question	Findings
			the week.
b)	To determine the utility of the academic support material with reference to the school management manual	What are the uses of academic support material given in the School Management Manual?	Generally, the schools are deficient in budgetary as well as human resources so they cannot completely use the academic support material to prepare activity calendar, daily lesson plans, designing homework exercises and conducting formative assessments. They are still following the old system of getting students memorize the text and assessing them in summative. manner
c)	To analyze the contribution of the guidelines of the manual in preparing development plan for the school	How does the School Management Manual support the preparation of development plan for the school?	The School Heads do not prepare the school development plan in the light of the guidelines and there was no related record found during document analysis as well.
d)	To evaluate the use of the school management manual in developing in-house continuous professional development for the teachers	What is the contribution of the school management manual in developing in-house continuous professional development for the teachers	The schools do not have any mechanism of conducting sessions for professional development of their teachers. They depend solely on FDE for this.
Human Resource Management			
a)	To analyze the use of management manual in assessment of the work performance of the staff	What are the uses of School Management Manual in assessing the work performance of the staff?	The old system of writing ACRs (Annual Confidential report) is in still in practice which is not in line with the guidelines of the School Management Manual.
b)	To evaluate the use of the guidelines of the manual in handling the grievance of school staff	How do the guidelines of the manual help in handling the grievance of school staff?	Few school heads use the guidelines of the School Management Manual to settle the grievances of the staff.
IV	To explore the challenges of practical application of the School Management	What are the challenges in the practical application of the School Management	The major challenges faced by the school heads are lack of ownership and follow up

Sr#	Research Objective	Research Question	Findings
	Manual	Manual?	by FDE (Federal Directorate Of Education Islamabad), no follow up trainings on the implementation of the school management manual, teacher's resistance to change and adopt new methodologies, dearth of human and financial resources and teacher- pupil ratio.
V	To recommend measures for enhanced implementation of the School Management Manual	What are the possible measures to enhance the implementation of the School Management Manual?	The FDE (Federal Directorate Of Education Islamabad) and Area Education Offices must own it and supervise its implementation. The school should be equipped with required resources and capacitated. The Manual also need to include chapters on financial management, role of School Management Committees, official correspondence with various offices with specimen templates/ letter, guidelines on civil work , Planning and development, legal aspects etc.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

The study was designed to explore the influence of ‘School Management Manual’ on improving the administrative, academic and human resource management of the secondary schools of Federal Directorate of Education Islamabad. The study began to explain the background of the chosen area embedded in PMERP (Prime Minister Education Reforms Program of 2015-18) which was an initiative of the Federal Government to uplift the schools of Federal Directorate of Education Islamabad. On the consequent, the launch of ‘School Management Manual’ in 2018 was to establish a pathway in a written form in the domains of administrative, academic and human resource management. It was meant to provide SOPs (Standard Operational Procedures) for schools from Primary to Secondary Level. The school heads were required to implement it to improve their practices and procedures for improvement at large. The basic aim of the ‘School Management Manual’ was to improve schools and since its launch, it had never been assessed for its usability and efficacy. Hence the study was undertaken to investigate its influence on improving schools.

The literature relevant to the fields of school leadership and addressing the core concepts of school administration and management was explored. This exploration gave an insight into the role of school head that is the nucleus for all school activities and an embodiment of change and improvement. The review of the relevant literature also affirmed

that manuals, frameworks, guide books or written SOPS are imperative for school improvement and consequent development.

In order to explore the influence of 'School Management Manual' on improving schools at secondary level, three research questions were framed. The first question was about the usefulness of 'School Management Manual' in the domain of administrative management. The second question was about the practicing status of the 'School Management Manual' in the area of academic management and the third was focused on the management of human resources in the light of the guiding principles of the 'School Management Manual'.

Since the objective of the study was to gain an in-depth analysis of the aforementioned phenomenon, therefore, qualitative paradigm was chosen. In this connection, descriptive study design was found to be the most appropriate match. The participants were initially selected through criterion and representative sampling. As the data collection moved to the 12th participants, it was felt that the same responses were being received and the point of data saturation was realized. Therefore, the data collection was done in twelve secondary schools of Federal Directorate of Education Islamabad. However, representation from all six sectors of Federal Directorate of Education was there. The research data was collected through semi structured interviews and analysis of the school documents.

The collected data was analyzed under the pre-defined themes and categories as listed in the 'School Management Manual'. The data analysis revealed that the 'School Management Manual' could not influence improvement as the heads are not following it in true letter and spirit. Consequently, it was decided to explore reasons for the low usability of the manual and sought recommendation to improve its practical application. Therefore, the focused group discussion was planned and carried out with the same participants. The descriptive data was

thematically analyzed to derive codes and categories. It was revealed that the school heads are not following the guiding principles of the ‘School Management Manual’ due to the lack of ownership and follow up from the Federal Directorate of Education Islamabad, shortage of human and financial resources in schools, teacher’s general resistance to change and high student- teacher ratio. It was suggested that close supervision, provision of required resources, capacity building of the staff and periodic follow up from Federal Directorate of Education Islamabad can improve its practical application to ensure improvement.

5.2 Findings

Five main research questions were developed to explore the influence of School Management Manual on school improvement. Under the first three main questions, some sub questions were also developed. Each sub question addressed the sub categories mentioned in the School Management Manual. Chapter four already discussed most of the answers to these research questions. However, this section will directly denote the relevance of the sub categories to each research question.

5.2.1 Administrative Management

The study began with one overarching question: *How does the “School Management Manual” influence school improvement in terms of administrative, academic and human resource management at secondary level under Federal Directorate of Education?* In order to study the influence of the School Management Manual, three domains were studied.

The first domain was the administrative management of the school. The first main research question was: *What are the effects of School Management Manual on **administrative management** at Secondary School Level?* In order to answer the first main research question,

two sub questions were developed. These sub questions were in line with the content list of the School Management Manual.

The first sub question was: *How does School Management Manual guides in conducting school's routine activities?* Four elements were discussed under this sub question. They were school head's monthly work plan, morning assembly, maintenance of communication medium and school discipline respectively. While talking about the first element, all participants were of the opinion that the School Management Manual has elaborate details as to how the school head should prepare the monthly work plan for him/herself. In the beginning, some of the heads prepared the plan but then they discontinued it as no one from their higher management followed it up with them. The same opinion was voiced for the morning assembly. The School Management Manual has streamlined the event of morning assembly. It stressed the concept of students presenting and performing on rotational basis. However, the participants also stated that due to COVID 19, there are no morning assemblies conducted in schools since March 2019. However, few of the participants pointed out that it is difficult to write the daily report after conducting the morning assembly. In all girls' schools, the school records related to school head's monthly work plan and morning assembly were partially in line with the guidelines of the School Management Manual. However, there were no related records found in all boys schools. Five school documents/ records related to the communication medium of the school i.e. minutes of the meetings, circulars, order book, newsletters and notice boards were analyzed. The minutes of the meetings, order book and notice boards were found to be fully in line with the guidelines of the School Management Manual. However, there were no records related to the circulars sent to the parents and newsletters being maintained in the schools.

The second sub question was: *How does the School Management Manual assist in managing and monitoring school records?* While talking about the guidance given by the School Management Manual, all the participants agreed that the School Management Manual has enlisted all the important school records under two main headings i.e. administrative records and academic records. This list is quite comprehensive and detailed. There was no such comprehensive list available with schools previously. Especially the new heads can take a lot of guidance from it. The schools are maintaining the records as listed in the School Management Manual except student's personal files due to the shortage of the clerical staff. Usually all schools have one clerk and it's difficult for one clerk to maintain student's personal files along with other clerical tasks.

5.2.2 Academic Management

The second main question was: *What are the effects of School Management Manual on the academic management at Secondary School Level?* In order to explore the effects of School Management Manual on the academic management of the schools, four sub questions were asked. These four questions were in line with the four sub categories of the academic management of the schools as referred in the School Management Manual.

The first sub question was: *How is the School Management Manual being used for time tabling purposes?* The participants appreciated the School Management Manual in outlining the details in terms of student - teacher ratio, class size, allocation of periods to the class teachers and subject teachers etc. Particularly, the manual has allocated the number of periods to each teaching subject. For example, block periods (double period) is allocated to the major subjects and single periods are allocated to the minor subjects. Hence, the schools are supposed to prepare separate timetable for each day of the week i.e. Monday to Friday.

However, all the participants were of the opinion that they cannot prepare their timetables while using the guidelines of the manual due to the shortage of the teachers. They prepare one timetable in which one period is allocated to each subject on daily basis and this is followed daily for the entire week. Moreover, there are eight subjects at secondary level, so one period per day is allocated to each subject. The guiding principles of work load are being used but the format of timetabling as described in the Manual is not being practiced. The records related to the timetable were also not in line with the guidelines of the School Management Manual.

The second sub question was: *What are the uses of academic support material given in the School Management Manual?* The School Management Manual has provided the support material in five areas. The areas are planning the academic and activity calendar, planning and writing daily lesson plans, planning and managing homework assignments, maintaining and checking student's note book and managing the assessment/ examination system of the school. The support material includes the templates and various formats of managing these five aforementioned areas. While talking about the activity and academic calendar, the participants were of the opinion that they follow the calendar sent by the Federal Directorate of Education Islamabad and incorporate the dates of admission, examination and result in it. They also added that since 2014, the co-curricular activities have stopped taking place at a larger level as they used to be before the tragic incident of Army Public School Peshawar. Further, since March 2019, due to COVID 19 the co-curricular activities are at halt due to the pandemic. The copies of the activity calendar as shown by the schools were found to be partially in line with the guidelines of this manual. The School Management Manual asks the school heads to get their teachers plan daily lesson which should be in three stages i.e. introduction, main lesson and conclusion. The participants, while talking about the daily lesson plans have varied

opinion. All male participants were unanimous in commenting that the teachers do not plan lessons owing to various reasons i.e. over worked with teaching periods, inability to accept change and reluctance to have student centered teaching etc. Therefore, it is almost impossible to plan lessons in detail as required by the Manual. However, two female participants stated that the templates for lesson plans as given in the Manual are comprehensive. The teachers were initially reluctant to plan lessons but gradually started preparing lessons according to the format prescribed in the Manual. There were no records found in all boy's schools however, five girls school had records related to lesson plans but they were not written as per the format prescribed in the School Management Manual. The Manual encourages the schools to schedule the homework assignments and the school heads are required to counter check the student's homework diaries to ensure that the homework being is assigned and followed up accordingly. All participants stated that at secondary level, they cannot schedule homework as the students are being prepared for the external examination. Hence the homework assignments cannot be scheduled. The students do not maintain homework diaries. The heads do not counter check the homework assignments as well. There were no records found in the schools related to the scheduling of homework assignments and rechecking of student's homework diaries as well. The maintenance and checking of student' note books was another aspect discussed under the academic support material. All the participants had the same opinion on this aspect. They stated that it is difficult to manage student note books with such large strength. The guidance about the usage of correction symbols, remarks writing and regular checking is good but cannot be applied in the context of these schools due to unfavorable circumstances i.e. high student teacher ratio and heavy teaching time table. The records related to the rechecking of student's note books were found in five schools and they

were not in line with the guidelines of the School Management Manual. In rest of the seven schools, there was no record found. The School Management Manual has introduced the concept of formative assessment which includes assessment of oral work, project work, listening, speaking and reading skills and adding their marks in the final examination. Alongside the new format of preparing question paper and report card is also introduced. All the participants except the two female participants stated that the new examination system is too hard for their schools to follow. It requires adequate human and financial resources which the schools currently are deficient at. Two documents i.e. question papers and samples of student's report cards related to the examination system were analyzed and they were not in accordance with the format as prescribed in the School Management Manual. Hence, the academic support material as given in the School Management Manual is of very less use to the school heads owing to the deficiency of human and financial resources, lack of capacity building of the teachers and their general resistance to adopt new methods and innovative strategies as suggested in the Management Manual and absence of follow up from Federal Directorate of Education Islamabad on the implementation of this manual.

The third sub question was: *How does the School Management Manual support the preparation of development plan for the school?* In School Management Manual, a complete chapter has been devoted on this aspect. It outlines all the procedural guidelines and facilities in the making of development plan for the school. All the participants appreciated the guidelines but they unanimously stated that they do not prepare the development plan for their schools as this is too rigorous and it requires resources of various kinds which are not available. Moreover, there is no follow up from their higher department so they do not prepare. There was also no evidence or related document found in schools as well.

The fourth sub question under the Academic Management was: *What is the contribution of the School Management Manual in developing in-house continuous professional development for the teachers?* The School Management Manual asks the school heads to conduct need analysis of training needs of the teachers, identify the teachers who can be the potential trainers and then plan and conduct trainings. However, all the participants agreed to the point that the Teacher training and professional development of the teachers is the responsibility of their Area Education Office or Federal Directorate of Education, Islamabad. The schools are already struggling with the shortage of the teachers and there are hardly any teachers of that potential available with them who can be the master trainers for the rest of the staff. Therefore, they cannot follow the guidelines of the Manual. Hence, there is no contribution of this manual in developing in house continuous professional development for the teaching staff. The document analysis also confirms that there are no related records and schools do not conduct in house training sessions for the teachers. Only two schools had little evidence of the in-house trainings conducted at school level but the records were not prepared and maintained in the light of the guiding principles of the School Management Manual.

5.2.3 Human Resources Management

Human Resource Management was the third main area of the School Management Manual. In order to explore that area, the main research question was framed. It was: *What are the uses of School Management Manual for the heads in Human Resource Management at Secondary School Level?* In reference to the management of the human resource at school, the main focus of the School Management Manual was at the management of school staff i.e. their work performance, evaluation of the work performance and the handling of any grievance or complaint raised by the staff.

The first sub question under this main research question was: *What are the uses of School Management Manual in assessing the work performance of the staff?* The School Management Manual caters to two aspects regarding the work performance of the staff i.e. staff performance management and staff performance appraisal. While talking about the performance management of the staff, all participants were of the opinion that they do not use the guidelines of the School Management Manual for this purpose. This aspect directly relates to the appraisal system prevalent in the Federal Directorate of Education Islamabad. The School Management Manual asks the heads to develop performance based work objectives for the teachers and KPIs (Key performance indicators). The participants were of the opinion that the ACRs (Annual Confidential Reports) being used for the teaching staff are the same which are used for the assessment of the work performance of the employees working in other department of the Federal Government. They are not specific to teaching / education field. There is no mention of KPIs (Key performance Indicators) therefore; they do not assign performance objectives to the staff. Currently, there is no use of School Management Manual in the management and the evaluation of the work performance of the staff. However, when the appraisal system gets in line with the guidelines of the School Management Manual and the ACR forms get revised and the specific aspects of teaching i.e. lesson planning, lesson delivery, classroom management, student's assessment system gets incorporated in it, and then the guidelines of the School Management Manual will be used for appraising the staff. The school records related to the teacher's appraisal were not according to the prescribed format as stated in the School Management Manual. The schools are still following the old version of the ACRs (Annual Confidential Report). The second sub question was: *How does the guideline of the manual help in handling the grievance of school staff?* All the participants

appreciated the guidelines of the School Management Manual in this regard. However, all of them stated that they handle the grievance of the staff at school level and there are no referral made to the higher management which is Area Education Office and Federal Directorate of Education Islamabad. One of the female participant stated in detail as to how she took guidance from the Manual and got the staff grievance resolved.

5.2.4 Challenges in Practical Application of the School Management Manual

The detailed discussion about the three areas of school management and the document analysis vividly brought out that the guiding principles of the School Management Manual are not completely being implemented in true letter and spirit. Hence, there is very less school improvement resultantly. Since, there are wide gaps in its practical application therefore; the need to explore the implementation challenges and consequent measures for enhanced implementation got established. In order to study these newly emerged gaps, two new research objectives were devised. Focused group discussion was conducted to specifically explore the reasons in the implementation gaps and the suggestions for improved application were also sought.

The fourth research question was: *What are the challenges in the practical application of the School Management Manual?* Although, the participants in their individual interview sessions highlighted few of the problem but during the focused group discussion, the challenges were discussed in more detail and depth. The experience of the participants in terms of the challenges in implementing the School Management Manual was organized in six sub themes as: lack of ownership and follow up, lack of follow up trainings, shortage of human resources, inadequate financial resources, Teacher's resistance to change and high student strength. The first challenge as stated by the participants was the absence of any

follow up on its implementation from the higher management. All participants unanimously opined that the department has never asked the school heads about its implementation and there has never been any review meeting or follow up session since its launch in 2017. A department with the name of monitoring and supervision has been established at the Federal Directorate of Education Islamabad and it has visited the schools but they have only been talking about the surface aspects of the school e.g. cleanliness, water facilities, pruning of trees, mowing of lawns. Since there is no follow up on this, therefore, the problems in terms of shortage of teachers and lack of financial resources remain unsolved. The second challenge as stated by the participants was the lack of follow up trainings. All participants were of the opinion that there was no training except for one orientation session given on its launch. The templates and formats given in the manual are not easy to follow and there is a need to have small sessions on various aspects of the School Management Manual. Single one day training conducted few years back seems to be insufficient. The Federal Directorate of Education frequently conducts training on other aspects but there is no session devoted to the implementation of the School Management Manual. The verbatim of the participants reflect that the schools where the heads are more conscious and have better understanding of the School Management Manual are implementing it better as compared to the schools where the school head himself/ herself lack the basic understanding about the Manual or have less passion for change / innovation. The third challenge voiced by the participants was shortage of human resources. They stated that due to the shortage of teaching staff, they cannot make the separate timetable for each working day, conduct formative assessments, and follow the system of maintenance of homework diaries and students note books as per the guidelines of the School Management Manual. The shortage of non-teaching staff was another aspect. Due to

the lack of clerical staff, they cannot maintain student's personal files and newsletters as required by the School Management Manual. Most importantly, the schools are short of the teaching staff who has specific qualifications in terms of subject specialization for English, Mathematics and Science Subjects. The fourth challenge stated by the participants was the inadequacy of the required financial resources. The School Management Manual has a lot of templates and formats which requires photocopying and there is no allocation of photocopy expenditure in the annual budget given to the schools. Hence, the schools face problems in implementing the guidelines of the School Management Manual. The fifth challenge was the teacher's general resistance to change and innovation. The participants complained that the teachers do not have welcoming attitude towards the changes suggested in the School Management Manual. It is difficult to motivate them towards lesson planning, maintenance of student's note books, managing the formative assessments especially when there is no follow up on its implementation from their department i.e. Federal Directorate of Education Islamabad. The teachers are not willing to work extra hours for coordination meetings, lesson planning etc. The sixth challenge was the high student teacher ratio. The participants candidly spoke about this issue that the ideal student teacher ratio suggested in the School Management Manual is 30:1 whereas the classrooms are packed with students and each teacher has to take six to seven lessons per day. Resultantly, it is difficult to plan so many lessons and check student's note books with suggested correction symbols.

5.2.5 Possible Solutions for Enhanced Implementation

The school heads are the actual custodians of the School Management Manual and they are the practitioners too. They elaborately discussed the problems and the challenges related to the rightful implementation of the School Management Manual which was the change agent

and meant for school improvement. After highlighting the problems, it was imperative to sought measures for improving the practicing status of the School Management Manual. Hence, the last research question was focused on this area. It was: *What are the possible measures to enhance the implementation of the School Management Manual?* The data provided by participants was arranged under four emerging themes which were: close supervision, provision of resources, capacity building and content enhancement. These themes are the suggested recommendations to improve the practicing status of the School Management Manual and ensure school improvement. The first theme or recommendation is the need for close supervision and monitoring. The participants strongly suggested that any initiative and projects cannot be successful unless its progress/ implementation is periodically reviewed and monitored. The follow up visits of the monitoring teams of Area Education Offices and Federal Directorate of Education Islamabad can use the guidelines of the School Management Manual as performance indicators for school visits and evaluations. Regular follow up, planned visits and review meetings carried out by the Area Education Offices and Federal Directorate of Education Islamabad would also help them see the shortfall in terms of practices and their reasons too. This regular monitoring will keep the department updated and eventually the schools will achieve the desired improvement which was the actual aim of this Management Manual. The second theme or suggestion was the provision of the required resources; be it human or financial. The verbatim of the participants was very suggestive and reflected that any project or new initiative needs resources of various kinds before its launch. Whereas in case of the School Management Manual, no new resources were given to the schools and they were asked to implement it. Hence, there are serious shortfalls and gaps. The schools need required number of teachers with special qualification for the teaching subjects

of English, Mathematics and Sciences at secondary level. The number of non-teaching staff member also needs to be increased for the better implementation of the suggested guidelines of the Management Manual. The School Management Manual requires separate budget for photocopying and printing the newsletters, detailed question papers and other schedules. The third recommendation was of the need to build the capacity of the school heads and the teachers. The participants were of the opinion that the department must train the heads and teachers on the major areas of the School Management Manual i.e. lesson planning, in house teacher training, maintenance of various communication medium, managing school development plan etc. They also stated that one training session which was given in the beginning is insufficient. The heads and the teachers must be formally trained for the better implementation of the manual. The department should also keep a close follow up on training and its effectiveness too. The fourth recommendation was about the improvement of the content of the School Management Manual. The participants candidly stated that the School Management Manual must have its two or three volumes and the aspects related to the financial management, leave rules, civil work of the school, purchase/ procurement, budgeting.

5.3 Discussion

Qualitative description helps in narrating the experiences and findings in an unadorned and straightforward manner. This method of analysis is flexible as it works with pre-set themes and it also caters to the themes and categories emerging from the data itself (Vaismoradi & Snelgrove 2019). In the case of the present study, the themes related to the first three research questions were pre-set as they were directly taken from the content list of the School Management Manual and were in line with the conceptual framework of the study.

The data collected for fourth and fifth research question was analyzed and themes were defined. Since this study is contextualized to Federal Directorate of Education Islamabad and the School Management Manual was also meant for the schools of the aforementioned department, therefore, there were limitations while searching for the aligning or contradictory studies in the field of school management to make connections with the existing literature. Hence, the studies directly relating to the effects of school management manual on school improvement were not there. However, the studies exploring various aspects of School Management were studied and connection is established.

5.3.1 Administrative Management of School Management Manual as related to Literature

The first research question explored the administrative management of the school life with the lens of School Management Manual. Two sub questions were developed to investigate this area which explored the conducting of routine activities at school, preparation of schedules and plans, record keeping of academic as well as administrative aspects, monitoring and maintenance of communication mediums of school both internally and externally. It was concluded that the School Management Manual is elaborately guiding in preparation of necessary schedules and plans but the school heads realized its importance for consequent school improvement. However, they do not prepare their monthly work plan, circulars, newsletters, and student's personal files, owing to lack of administrative and financial resources. All these aspects establish the role of the school heads as the incharge of the administrative affairs of the school.

According to Alegbeleye, G. O. (2021), the administrative effectiveness and efficiency is directly related to the school improvement at secondary school level. The academic,

administrative and operational processes of the school must be properly recorded and documented. The record management practices of a school reflect the competence of the school head. Effective record management and monitoring practices related to the implementation of the curriculum, teacher's classroom observations, morning assembly records, discipline process, assessment of student's academic progress, student's records lead the school towards improvement. The finding of this study are also in line with the study of Babalola, Akinwumi & Alegbeleye (2021) who conducted a survey study to examine the record management practices in public senior secondary schools in Lagos State, Nigeria. Furthermore, the study also examined the practical application of record management policy manual available in public senior secondary schools in Lagos State, Nigeria. The study concluded that the schools must maintain the administrative records for enhanced school effectiveness. The systematic and reflective record maintenance results in educational gain and contribute in student achievement. The study recommended that administrative effectiveness correlates with the good quality record maintenance. The schools must be equipped with the adequate human, infrastructural and financial facilities to maintain records and follow up with them. The schools need to follow the guidelines of the record management policy to have maximum benefits for well-rounded improvement. The concerned department must provide enabling environment to schools for this purpose. Moreover, the heads need to be periodically trained to better implement the record management policy manual. All these aforementioned recommendations came through my study when the participants, in the focused group discussion, elaborated the reasons of not being able to follow the guidelines of the manual and suggested that they should be given required human and budgetary resources to maintain the required school records. They also suggested that one orientation session on

School Management Manual which was given in 2018 is not sufficient. The department must train the school heads on various aspects of School Management Manual on regular basis to review and consolidate their understanding about the implementation of the Manual.

The study conducted by Samrat, Muhammad & Adnan (2021) titled as ‘the administrative role of principals: Insight and implication in secondary schools of Mardan District’ resonates with the findings of the aforementioned study as well this present study. According to Samrat, Muhammad & Adnan (2021), the school heads are the multi-faceted leaders in a school setting. They are administrative leaders, academic leaders and manage the human and financial resources of the school. They are the ones who primarily develop the vision for the school and then work towards it. In order to achieve the set vision, they have to maintain and monitor school records of all kinds, plan curricular and co-curricular activities, ensure financial management, organize teaching- learning activities, supervise school routines commencing with the morning assembly till the school’s dispersal time, and collaborate with all stake holders. All these uphill tasks are only possible when scheduled and planned. Hence, the role of record management and monitoring is there. Similarly, all the participants in my study unanimously agreed that the guidelines of the School Management Manual are excellent and if implemented in true letter and spirit can ensure significant school improvement. However, lack of required resources, low motivation of the teaching staff and lack of capacity at various levels hinders its practical application.

The observations and suggestions of Samrat, Muhammad & Adnan (2021) corroborates the findings of this study where participants suggested that there should be regular refresher courses for school heads in various aspects of school management i.e. administrative, academic, financial and resource management. These sessions will help build

the capacity of the school leaders and will support them in the practical application of the School Management Manual.

The findings of this study run parallel to the conclusions drawn by Alsaleh (2019) who investigated the instructional leadership of school principals in the context of educational reforms introduced by the Ministry of Education, Kuwait. The study states that the role of school heads is crucial in materializing any educational reforms program. The departmental support in terms of the provision of required resources is of utmost importance. The reforms cannot be institutionalized unless supported in all aspects. The advent of School Management Manual was one aspect of the PMERP (Prime Minister Education Reforms Program). This study also brings out the challenges faced by the school heads in the implementation of the School Management Manual. Many of the challenges are related to the provision of required resources and infrastructure from the department i.e. Federal Directorate of Education Islamabad.

The school head's administrative competence is directly related to the school improvement. The present study, in the first research question, also purports that the first section of School Management Manual which is related to the administrative management of the school is actually geared towards the development of school head's close skills of supervision, leadership, communication and close follow up with the school routine procedures. This, consequently, improves teacher's performance and school's standards. The correlational study conducted by Owan & Agunwa (2019) also states that the excellence possessed by the school heads at the administrative attributes i.e. scheduling important routines and follows up with them, planning and observing instructional delivery, records monitoring and notes writing has a positive impact on teacher's pedagogical duties and

school's improvement. The school heads apt at administrative front is likely to have enhanced student outcomes and developed schools. Owan & Agunwa (2019) recommend that the school heads must be equipped with the required resources of various kinds and levels in order to enable them to run the administrative functions and routines of the school. The enhanced performance of the school is largely depended upon the assistance and cooperation from all stakeholders. The present study also signifies the role of all stakeholders especially the concerned department in the provision of enabling environment for the school heads to implement the guidelines of the School Management Manual.

The findings and recommendations given by Valenzuela & Buenvinida (2021) and the findings of this study are closely aligned. The study of Valenzuela & Buenvinida (2021) was intended to determine the competencies of the school heads in terms of the various aspects of school management i.e. record management, financial management, managing the school infrastructure, facilities and resources, disaster management along with the threat and the opportunities which the school heads are faced with. The study brought out the importance of record management and safe keeping of school's official data and its usage. The study further established direct correlation between the performance of the school and the administrative effectiveness of the school heads. All types of schedules and data and its analysis results in efficient planning, budgetary allocations and the overall management.

In line with the recommendations of the present study, Valenzuela & Buenvinida (2021) also endorsed that the continuous professional development of school heads is imperative to implement any reform program. The training sessions will provide the heads with the platform for professional development and opportunities to have a professional dialogue about the reforms and reformation with the co-heads as well with the higher

management. Moreover, the technical, financial and moral assistance from the concerned department is crucial in translating the policies, manuals or any reforms program in real practice.

5.3.2 Academic Management of School Management Manual as related to Literature

The second research question explored the effects of school management manual on the academic functioning of the secondary schools of Federal Directorate of education Islamabad. Under the academic management of the school the sub categories of timetabling, uses of academic support material i.e. academic calendar, daily lesson plans, homework scheduling, student's note book maintenance and checking and student's assessment system (examination), preparing and carrying out the school development plan and in-house continuous professional development of teachers. The readings of the scholarly articles and the research work, done in the field of academic management of the school, separately covers these aforementioned aspects under various titles. There is no research study which covers all these themes/categories in a single research. Therefore, they will be discussed separately with reference to the corroborating or contradicting researches. With the aspect of academic management in the light of School Management Manual, the research findings show that the schools are not using the guidelines of the manual to manage their academic affairs. There are multiple reasons stated by the participants during the focused group discussion. The school Management Manual has introduced the innovations in terms of homework assignment being given to the students. The teachers are asked to plan creative homework assignments for the students and assign it according to the pre- defined schedule. The homework assignments should not be based on rote learning of reproducing the same concepts. Rather it should engage the student's creative abilities. All the participants were of the opinion that they

cannot follow the guidelines due to over crowded classes, high teacher- student ratio and excessive teaching periods allocated to each teacher. Moreover, at Secondary school level, the teachers are concerned about their external results, therefore, the focus is on securing the 100% result and high GPA instead of nurturing the creative abilities of the students.

Rosario et al., (2019) also conducted a research study about homework assignments with middle school teachers and presented the same findings. The qualitative data collected through focused group discussions and classroom observations was presented under various themes. While discussing the constraints being faced to follow up the homework assignments with the students, it was discussed that the high teachers work load, pressure to complete the prescribed syllabus and the trend to see on marks / grades as the only criteria of student's achievement and teacher's success are the major issues. Hence, these findings are in line with the research study which also state that the schools cannot follow new homework policy as prescribed in the School Management Manual due to the aforementioned reasons.

The issue of high class size or high student- teacher ratio emerged as the main hindering factor in the practical application of the guidelines of the School Management Manual. Wright et al., (2019) also state that the class size is one of the determining factors in ensuring the quality of academics at Secondary School Level. It affects student's learning and teacher/s teaching to a large extent. The teachers can use the pedagogical strategies of group work, pair work, case studies only when the class size is manageable. The students can be better engaged and personalized teaching takes place when the teacher and student ratio is ideal. The small classrooms are highly participatory, tend to be student centered and ensure enhanced learning outcomes. Thus, the research findings of these two researches stand aligned to each other.

The School Management Manual advocates the concept of formative assessment for quality assurance and improved student learning. Formative assessment is an effective tool to gauge the student's ongoing performance and use its data for further planning for teaching as well as learning. Figa et al., (2020) examined the practices of formative assessments in Secondary School of West Arsi Zone in Ethiopia and explored the challenges which schools are faced with. The research concluded thirteen challenging while implementing the formative assessments as secondary school level. Hence challenges corroborate the challenges concluded by this present study as well. It was reported that over-crowded classes, lack of instructional material, dearth of financial resources i.e. photocopying budget, lack of necessary equipment, teacher's limited knowledge and practice in the field of formative assessment, shortage of teaching time, over reliance on examination/ grades too many school activities going on simultaneously and pressure to finish the prescribed syllabus are the impeding factors in the implementation of formative assessment practices.

The School Development Plan is an important aspect of The School Management Manual under the segment of Academic Management. The School heads, through the School Management Manual are guided to prepare development plan for their schools. The sub question under the main research question was geared to explore the practices related to the school development plan in schools. All the participants agreed that they do not make any plan for the school as it is only limited to the paper work and department will not help them with the provision of required resources to carry out the development plan in schools. However, the participants realized that the School Development plan, if prepared properly and implemented with the help of the department, can improve their schools. Javed et al., (2019) explored the practices of Result based Management system in reference to the implementation

of School Improvement Plan. The availability of physical, structural, human and financial resources was explored to study the application of School Improvement plan as a road map to improve student achievement. The study revealed that the school development plan is a crucial document and the entire management revolves around it. The school head is the key figure in planning this process and must be empowered by the department in terms of the provision of required resources to plan and carry out the school development plan. These findings support this study when the participants suggested that the department must conduct trainings to build the capacity of the school heads and help them plan and engineer this process of school development plan. There should be official evaluations conducted before the process and after the process to keep the teams energetic and alert. Both research studies establish the similar recommendations that School Development plan should be the shared responsibility of all stake holder under the main supervision of he concerned school heads and the concerned department must keep a close follow up with the schools to ensure its implementation.

The School Management Manual suggested few innovations i.e. formative assessments, scheduling of homework assignments, lesson planning, conducting and recording classroom observations and preparation of school development plan to improve the overall academic management of the schools working under the supervision of Federal Directorate of Education Islamabad. The findings of the current study show that the school heads recognize the importance of innovative practices as recommended in the Management Manual but they are hindered due to the lack of required resources. Hence, these findings are consistent with the research conclusions presented by Sitthisomjin et al (2020) who studied the concept of high performing schools which is based on collaborative goal setting, shared vision, team work,

and strong teaching and learning practices. They recommended that the schools cannot improve with the mere launch of any manual or policy guidelines. These manuals or policies must be supported with required resources i.e. human, financial, managerial and structural etc. for effective implementation. The innovative practices increase the school effectiveness, competitive ability and overall performance.

Madani (2019), in his research, studied the range of indicators defining the School Improvement. The study established a critical and positive relationship between enhanced academic outcomes and the quality of learning environment, provision of resources and predominantly the close follow up of the concerned department towards ongoing innovative practices. The findings are in line with the current study which states that the educational reforms can only yield intended results if they take the existing reality in view and work systematically. Educational reforms are planned to improve and upgrade the existing education systems in terms of quality, efficiency, cost, resources and leadership. The School Management Manual is the brain child of the Prime Minister Education Reforms Program (PMERP). It is a document meant to be the change agent for schools but it couldn't bring the intended change due to the non-provision of required resources. Both studies presented the same implications that strengthening the infrastructure, availability of all kinds of required resources, learning material and capacity building of the teachers precede the improvement in the academic management.

5.3.3 Human Resource Management of School Management Manual as related to Literature

The third research question was related to the Human Resource Management of the School Management Manual. It addressed two aspects i.e. the management and the assessment

of the work performance of the staff members and handling their grievances. All participants agreed that the School Management Manual guides in both aforementioned aspects of Human Resource Management of the School but they do not use this Manual to manage the human resources due to the prevalent system of appraisal which doesn't cater to the objective based performance and Key Performance Indicators. In schools, the Annual Performance Reports used for assessing the work performance of the teachers are not specific to education department. They are the same evaluation forms used in other departments of Federal Government Islamabad. The participants, during focused group discussion, explicitly talked about this aspect. They were of the opinion that the current system of appraisal must be changed and tailored to the guidelines specified in the School Management Manual. The Manual rightfully states the need to structure employee's performance on certain objectives and their consequent evaluation for formal appraisal. The Manual also introduces the concept of KPIs which are in practice currently. At the moment, the student's result in the form of numbers/ grades is the only criteria of teacher's evaluation which is insufficient for an annual performance appraisal.

Samuel & Berhanu (2019) conducted a qualitative study to analyze the practices and challenges of appraising teacher's performance in Government schools of Wolaita Zone, South Ethiopia and presented the similar findings. They found out that the prevalent appraisal system of teachers' performance is based on insufficient and incomplete criteria which are only result oriented. The criteria must refer to all the roles and responsibilities of the teachers performed in an academic year. The study, like this study, brought out seven various challenges which are negatively affecting the teacher's performance as well as appraisal management. All these challenges were also voiced by the participants of this study while

discussing the challenges in the implementation of the guidelines of the School Management Manual. Few of the challenges include lack of reward for high performing teachers due to the system of awarding same increments to all teachers irrespective of performance, inadequate appraisal criteria which is result oriented only, prevalence of outdated system of appraisal which is not specific to teaching etc. Hence the finding and recommendations of the cited study are in line with the study at hand that the performance criteria must be established which should be inclusive of all aspects of teacher's work and other duties. The Annual Confidential report) or Annual Performance Reports must be in line with the performance objectives related to teaching and learning. Moreover, in order to have valid and reliable performance appraisal, the performance of each employee must be periodically reviewed and documented. The school heads must be trained to understand the purpose, scope, criteria and procedure of teacher's performance appraisal.

The study conducted by Mwangi & Njuguna (2019) about the performance management practices recommends that inappropriate practices in terms of teacher's evaluation negatively impacts school improvement. The study established the recommendations of goal setting, formulation of performance objectives for teacher's continuous and regular review on achievement of objectives and inclusive evaluation criteria for enhancing teacher's performance and ensuring school improvement. Moreover, the employees must be consulted during setting of performance objectives and then regular follow up to be kept to keep them active and engaged. Nevertheless, the concerned department must hold capacity building session for the school heads as well as for the teachers to get acquainted with the process of setting and evaluating performance objectives. The findings given by Nadeem et al (2019) also affirm the current study. They suggested that the

performance appraisal process must be based on the achievement of performance objectives and these goals/ objectives must be realistic and specific to teaching and learning. The school heads play a crucial role in this evaluation process. The performance and consequent evaluation must be target oriented. The award of increment and promotion to the next grade must be strictly based on these annual evaluations. The concerned department has to connect the teacher's performance with these evaluation process and further career planning and progression. This, in return, will enhance teacher's capacity and ensure better learning outcomes of the students. Both studies affirm that effective appraisal system must be established for better school improvement.

The study conducted by Lapiso & Berhanu (2019) also suggest that out of all contributing elements at school, the most important resource or element is of human element. Hence it is imperative that it should be managed and assessed properly. In line with the current study, this study also recommends that the school heads and the teachers should be the co-partners in the appraisal process and the appraisal forms or pattern must cover the aspects related to teaching and learning. Teacher's job is to be target oriented and assessment to be made on those assigned objectives. Mwangi & Njuguna (2019) also suggest that the performance of all teaching as well as non-teaching staff must be monitored and measured according to preset standards and targets. There should be collaboration between the staff members and the school head while setting those targets in the beginning of the academic year. Consequently, the judgment should be made on performance and the quality of the work exhibited by the employee. The process of appraisal, based on performance objectives, keep the staff motivated, energetic and accountable and lead the school towards improvement. Moreover, the judgment should be made on evidences collected through classroom

observation, student's' achievement and feedback from other stakeholders i.e. students, parents and other fellow teachers.

Similarly, Nadeem et al, (2020) and Juma et al, (2021) also recommend performance appraisal system is one of the most important phenomenon of the human resource management in organizations. It has to serve two fold purposes of accountability and improvement. All the staff members including the school heads must be familiar with its procedural requirement, dynamics and outcomes. There is need to make on going reviews on the performance of the staff members and regular feedback must be given to them. Later, this feedback is to be included in the final appraisal.

5.3.4 Application Challenges and Measures for Enhanced Implementation

The third and fourth questions were related to the challenges in the practical application of the school Management Manual and measures for enhanced implementation. The challenges were classified in five categories i.e. lack of ownership and follow up, lack of follow up trainings, shortage of human resources, inadequate financial resources and Teacher's general resistance to change and high student strength. The suggestion given by the participants are arranged under four themes i.e. close supervision, provision of resources, capacity building and content enhancement.

Bruns et al, (2019) stated that the school improvement is a collective process and a shared responsibility. Collaborative interaction, mutual cooperation, proactive leadership is keys for practical application of any educational reforms. They recommended that any educational reforms aiming towards the improvement of the quality of education always call for the buy- in from all stakeholders particularly from the concerned department, head of institutions and the teachers. These aforementioned stakeholders must affirm and endorse the

new initiatives and take the ownership. It is also suggested that quality reforms always require wide range of measures including the enhancement of resources of all kinds i.e. material, human and financial. The teachers and the head teachers are the principal agents for any educational reforms. It is imperative that their capacity must be built through training sessions and then sustained accordingly. Moreover, the initiatives suggested through educational reforms must be closely supervised and kept open for improvement in terms of content as well as application. In line with the current study, Burs et al, (2019) also analyzed the issues and then suggested the changes for improvement categorized in six interrelated themes i.e. creation of buy-in from all stakeholders, provision of required resources, provision of incentives and capacity enhancement, open communication and system measures for post reform continuity and sustenance.

Similarly, Mogren et,al (2019) and Bedi et,al (2021) and also recommended that capacity development of the teaching and non-teaching staff is imperative for any educational change to work and then get embedded. All reforms especially the academic reforms take time to bear fruit, hence, the required measure to continue with the initiatives is of utmost importance.

Ankoma-Sey (2019) interviewed the heads of departments in senior schools in Ghana to explore the professional development needs in terms of the management of administrative task performance. The heads opined that the need for trainings is enhanced in the midst of policy reforms and new educational strategies. In order to perform according to the expectation level of the policy reforms, they need to be trained and then resourcefully equipped to cascade the change elements in their respective institutions.

Olaso et,al (2019) conducted a descriptive research to describe the professional accountability of the secondary school heads toward quality assurances. The research brought out the challenges and concerns which the heads are facing while assuring and sustaining the quality in the academic and administrative spheres of school life. While proposing the measures for improvement, the study suggested that provision of required resources, infrastructure, training and continuous support precede accountability be it on individual or collective. The study also suggests the policy reforms and improvement measures must not be add-ons, rather, they should be integrated and embedded in the existing system for continued sustenance.

5.4 Conclusion

1. The study concludes that School Management Manual could not influence the school improvement to the maximum extent owing to various reasons. The school heads who are the actual practitioners of the manual were of the opinion that with the provision of the various types of resources and infrastructure, the guidelines of the manual can be followed to enhance the efficiency as well as the effectiveness of the school management.
2. The first main research objective about the exploration of the effects of School Management Manual on administrative management at Secondary School Level concluded that the guidelines of the school management manual are not being used to manage administrative affairs due to shortage of human and financial resources and high student strength.
3. The second main research objective aimed at the assessment of the effects of School Management Manual on the academic management at Secondary School Level. The research concluded that the deficiency in budgetary as well as human resources, non-

welcoming attitude towards change had been the barrier in the rightful implementation of the guidelines of the School Management Manual in the academic management of the schools.

4. The third main research objective was targeted to explore the uses of School Management Manual for the heads in Human Resource Management at Secondary School Level. The informational data collected through research concluded that the traditional system of performance evaluation is still in practice and the new formats of assigning performance objectives to the staff and performance evaluation based on key performance indicators, as introduced in the School Management Manual have not been launched yet, therefore, there is almost very less usage of the School Management Manual in managing the human resources at schools.
5. The fourth research objective was to explore the challenges in the practical application of the School Management Manual. The six major challenges faced by the school heads are the lack of ownership and follow up of the higher Management towards the implementation of the manual, lack of follow up trainings on the comprehension and execution of the School Management Manual, inadequate resources of various kinds and insufficient capacity building of the staff and high teacher-pupil ratio. These issues hinder the rightful implementation of the guidelines of the school management manual.
6. The fifth research objective was aimed at recommending the possible measures to enhance the implementation of the School Management Manual. The research data concluded four measures which can be used to reduce the implementation gaps and help schools use the manual effectively. These include the required ownership and supervision of Directorate of Education Islamabad and Area Education offices, provision of required resources to the

schools, capacity building of the school staff and necessary revisions and updating in the content of the School Management Manual can help its practical application.

5.5 Recommendations

The study presented an in-depth analysis of the implementation of the School Management Manual with reference to school improvement. All three areas of School Management i.e. Administrative Management, Academic Management and Human Resource Management were elaborately discussed. After discussing these aforementioned aspects, the findings motivated the researcher to probe further into the reasons of the implementation gaps and get the participants suggest measures for enhanced application of the guidelines of the School Management Manual. The study makes the following recommendations:

- I. The Federal Directorate of Education Islamabad and its six Area Education Offices in each sector may ensure ownership towards the practical application of this manual.
- II. The needful and concrete implementation is directly aligned with the provision of human, financial, structural resources. Therefore, the schools need to be equipped with the required resources as stated in the School Management Manual.
- III. After equipping the schools and their stakeholders, the Federal Directorate of Education Islamabad may keep a close liaison and follow up with schools to ensure its practical application.
- IV. The academic and training department operating at Federal Directorate of Education Islamabad may develop need based capacity building sessions for the school heads and the teachers to help them comprehend the underlying philosophy and efficacy of the School Management Manual and practice it accordingly. These trainings will later help

the schools develop their own mechanism of school based in-house professional development for their teachers.

- V. The Federal Directorate of Education Islamabad may introduce the new system of key performance indicators (KPIs) and performance based objectives as stated in the School Management Manual to ensure the practical implementation of the principles of the School Management Manual.
- VI. The content of the School Management Manual also needs improvement. The information related to financial management, planning and development, procurement and budgeting, leave rules and sample of various official letters for ready reference need to be incorporated.
- VII. The templates given in the School Management Manual also need few need based revisions. The templates and proformas can be made more crisp and brief. Moreover, due to the non-availability of the sanctioned budget for photocopying available to schools, the electronic version of the templates and documents can be provided.
- VIII. The school heads who are the actual custodians of the practical execution of the School Management Manual need to take essential ownership of its implementation. They may work for the preparation of the important documents i.e. school head's monthly work plans, classroom observations, recording of school rounds, scheduling of homework activities, counter copy correction schedule which do not require extensive training or financial resourcing. They can make school based academic teams comprising of available competent teachers to help them carry out these tasks.
- IX. The monitoring department operating at Area Education Offices and The Federal Directorate of Education Islamabad may develop their visit plans accordingly. They

may incorporate the aspects of the School Management Manual as performance indicators of their formal visits and evaluate schools accordingly.

- X. The implementation of the School Management Manual can be discussed in the formal school based meetings of School Management Committees and suggestions for improvement can be sought from parent's representatives and community members. This will enhance school's partnership with the community and help resolve problems related to the implementation with the help of all stakeholders.

5.5.1 Recommendations for Future Researchers

The study has presented the experiences of the twelve representative school heads with reference to the influence of School Management Manual on improving secondary schools working under the Federal Directorate of Education Islamabad. The following recommendations are being suggested for the future researchers

- I. The findings of the study left rooms for the exploration of the implementation of the School Management Manual at primary and middle school levels.
- II. The Management Manuals or guide books being implemented in provincial schools of Pakistan can also be explored.
- III. Moreover, the Management Manuals or School Operating Procedures or guidelines being used in private schools set up can also be studied.
- IV. The study qualitatively focused on twelve participants who represented their own respective sectors. It would be appropriate for the future researchers to create a quantitative survey about the influence of the School Management Manual on school improvement.

- V. The School Management Manual comprises of three sessions i.e. administrative management, academic management and human resource management. These aforementioned sections can be individually studied for further enhanced analysis.
- VI. The School Management Manual can be further analyzed with reference to the current National Education Policy in voyage and its aspects related to the school leadership and its role in academic, administrative and human management.

5.6 Limitations

This qualitative descriptive study culminated with the following limitations.

- I. The data collection was done during the time when the country was going through the lock down incurred by the pandemic of COVID 19 and school visits for face to face interviews were not possible. Hence few of the interviews were conducted on phone, via whatsapp voice notes and on Skype as suited to the participants. The virtual mode of interview couldn't let the researcher access the facial expressions of the participants.
- II. All participants couldn't attend the focused group discussions due to COVID 19, only six participants were there.
- III. The current study is focused on all three aspects of the School Management Manual i.e. Administrative Management, Academic Management, and Human Resource Management. None of the available research studies addressed all these components in a single research study under one title. Therefore, this scarcity limited the scope of corroborating or contradictory analysis.
- IV. The findings of the study are contextualized and are only relevant to the schools working under the Federal Directorate of Education Islamabad.

- V. The School Management Manual could not be followed in true letter and spirit owing to the shortage or the non-availability of various resources which limited the scope of implementation.
- VI. The School Management Manual has the inherent limitation of placing idealistic obligations from school heads, who are faced with the shortage of resources of various kinds. Hence, the rightful execution was jeopardized.

5.7 Implications of the Study

The study has implications for Federal Directorate of Education Islamabad. The Government of Pakistan can consider the gaps in the implementation of the School Management Manual as highlighted in the study and work to address them for enhanced improvement. The education departments operating at provincial levels can consider the recommendations of the study to promote innovation and development. This School Management Manual was a piloted document meant for all school level i.e. Pre- Primary to Secondary. While designing any manual or guidelines for higher secondary and college level in future, the higher management of Federal Directorate of Education Islamabad can consider the findings and design accordingly.

5.8 Researcher's Reflection

The qualitative research methodology provides the researcher with an opportunity to exercise a certain level of attachment with the research methodology, data collection and consequent analysis. During the time of conducting research study, from envisioning the topic till the reporting of the findings, my professional status as an employee of Federal Directorate of Education Islamabad casted its reflection. These reflections can be explained in terms of

three aspects of research i.e. selection of the research area, methodology and data collection and its analysis.

The topic was of great interest to me owing to two reasons. Firstly, I was part of the team who was tasked to prepare and develop Management Manual for FDE schools. Secondly, being a Secondary School Head at Federal Directorate of Education Islamabad, I was trying to implement the guidelines of the Manual for school improvement. This School Management Manual was the final outcomes of extensive deliberations, reviews, drafting, redrafting financial investments. Hence I was excited to explore the views of the schools heads about its implementations. Moreover, as a school head myself, I was able to relate to the experiences of the participants as well. Since I was interested to study the opinions and observations of the school heads in depth, therefore, the qualitative mode of study was the right fit for the said purpose.

At the stage of data collections, the COVID 19 pandemic enforced lockdown on educational institutions, therefore, the virtual mode was adopted and interviews were conducted on phone. WhatsApp voice notes, handwritten answers and pictures of school documents in the form of images were also accepted. Many a times, I used to identify myself with the responses of the participants narrating their professional experiences of the School Management Manual. During the focused group discussion intended to discuss the problems in the practical application of the Manual and suggesting ways for improvement, it was hard to restrain own self and objectively listen to the views of the participants. However, I managed to exercise complete objectivity in collecting and analyzing their views.

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Link to School Management Manual

<https://drive.google.com/file/d/1cinhJeq7vLK644DgYeK9pNunlKv63pSL/view?usp=sharing>

Appendices

Appendix-A



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

M.L.1-3/Edu/2021

Dated: 02-07-2021

To: Nadia Batool,
1774/M.Phil./Edu/F-19

Subject: APPROVAL OF M.PHIL THESIS TOPIC, AND SUPERVISOR

1. Reference to Letter No, M.L.1-3/Edu/2021/, dated 16-02-2021, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 11 February 2021. & Board of Advanced Studies and Research dated 02-06-2021

a. Supervisor's Name & Designation

Dr. Marium Din,
Assistant Professor,
Department of Education NUML, Islamabad.

b. Topic of Thesis

Influence of "School Management Manual" on Improvement at Secondary School Level Under the Federal Directorate of Education

2. You may carry out research on the given topic under the guidance of your Supervisor and Submitted the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within described period by 31st July 2022 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD Thesis is to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis isto be prepared strictly on NUML's format that can be taken from Coordinator, Department of Education

Telephone No: 051-9265100-110 Ext: 2090

E-mail: hod-edu@numl.edu.pk

Dr. Waqeeha Shahid
Head,
Department of Education

CC:

Dr. Marium Din

Ms. Nadia Batool

Appendix-B



Academics Wing

F.1-107/2008 (Academics) FDE
 Government of Pakistan
 Federal Directorate of Education

Islamabad the 18th May, 2021.**The Principals**

- IMCB, G-9/4
- IMCB, G-7/2
- IMCB, G-7/4
- IMSB, G-11/2
- IMSB, Golra
- IMSB (I-X) Nougazi
- IMCG, G-9/2
- IMSG, G-11/2
- IMSG, I-14
- IMSG (I-X) Nougazi
- IMSG (I-X) Jhangi Syedan
- IMCG, Tarnoul
- IMCG (I-XII) QAU, Cology
- IMSG (I-X) Badia Qadir Baksh

Subject: **REQUEST FOR THE PERMISSION TO CONDUCT SCHOOL HEAD'S INTERVIEWS REQUIRED FOR M.PHIL (EDUCATION) THESIS.**

I am directed to refer the captioned subject and to say that Ms. Nadia Batool a student of M.Phil (Education) National University of Modern Languages, Islamabad is doing research study on the topic of "**Influence of School Management Manual on Improvement at Secondary School Level under the Federal Directorate of Education**" requesting to visit your institution to conduct school head's interviews and to collect data. In this regard you are requested to extend your cooperation regarding her research study.

2. The research scholar is required to forward a copy of thesis to Federal Directorate of Education after completion of the project.
3. This is issued with the approval of Director (Academics & Quality Assurance).


(ANJUM ZAHEER)
 Assistant Director (Academics)
 Phone #. 051-9261146

Copy to:

- PA to Director (Academics & QA).

Appendix-C**INTERVIEW COVER LETTER**

Date: _____

TO WHOM IT MAY CONCERN

A qualitative descriptive study of influence of “school management manual” on improvement at secondary school level under the Federal Directorate of Education has been engaged in Secondary Schools working under the Federal Directorate of Education Islamabad. You are invited to participate in this research study. You were selected as a possible participant due to association with these institutions. Please read this form and ask any questions you may have before acting on this invitation to be in the study.

This study is being conducted by Nadia Batool an MPhil candidate at NUML. The purpose of this study is determine the practicing status of School Management Manual and its contribution in improving administrative, academic and human resource management at secondary school level.

If you agree to be in this study, you will be asked to participate in a short interview and focused group discussion.

Your participation in this study is strictly voluntary. If you initially decide to participate, you are still free to withdraw at any time later without affecting those relationships. There are no risks associated with participating in this study and there are no short or long-term benefits to participating in this study. In the event you experience stress or anxiety during your participation in the study you may terminate your participation at any time. You may refuse to answer any questions you consider invasive or stressful. In addition, there will be no compensation provided for your participation in this study. The records of this study will be

kept private. In any report of this study that might be published, the researcher will not include any information that will make it possible to identify you.

Research records will be kept in a locked file, and only the researcher will have access to the records. If you have questions later, you may contact them via Cel No 03209347909. If you have questions about your participation in this study, you will receive a copy of this form from the researcher

Again, thank you very much.

Appendix-D**Confidentiality Agreement**

Name of Signer: Nadia Batool

During the course of my activity in collecting data for this research: ‘Influence Of “School Management Manual” On Improvement At Secondary School Level Under The Federal Directorate Of Education”, I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement, I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant’s name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.

7. I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: _____

Date: _____

Appendix-E**CONSENT FORM****INFLUENCE OF “SCHOOL MANAGEMENT MANUAL” ON IMPROVEMENT AT
SECONDARY SCHOOL LEVEL UNDER THE FEDERAL DIRECTORATE OF
EDUCATION**

You are invited to participate in a research study of School Management Manual. You were selected as a possible participant due to association with Secondary Educational Level as Head/ Principal in Federal Directorate of Education Islamabad. Please read this form and ask any questions you may have before acting on this invitation to be in the study.

This study is being conducted by Nadia Batool an MPhil Education Candidate at National University of Modern Languages (NUML) Islamabad.

Background Information:

The purpose of this study is to gain understanding of the practicing status of School Management Manual and its contribution in improving administrative, academic and human resource management at secondary school level.

Procedures:

If you agree to be in this study, you will be asked to participate in a short interview that may be audio recorded.

Voluntary Nature of the Study:

Your participation in this study is strictly voluntary. If you initially decide to participate, you are still free to withdraw at any time later.

Risks and Benefits of Being in the Study:

There are no risks associated with participating in this study and there are no short or long-term benefits to participating in this study. In the event you experience stress or anxiety during your participation in the study you may terminate your participation at any time. You may refuse to answer any questions you consider invasive or stressful.

Compensation:

There will be no compensation provided for your participation in this study.

Confidentiality:

The records of this study will be kept private. In any report of this study that might be published, the researcher will not include any information that will make it possible to identify you. Research records will be kept in a locked file, and only the researcher will have access to the records.

Contacts and Questions:

The researcher conducting this study is Nadia Batool. The researcher's faculty Supervisor is Dr. Mariam Din- Assistant Professor Education, NUML. If you have questions later, you may contact them via Cel No 03209347909. If you have questions about your participation in this study, you will receive a copy of this form from the researcher

Statement of Consent:

I have read the above information. I have asked questions and received answers. I consent to participate in the study.

Printed Name of Participant: _____

Participant Signature: _____

Participant Email: _____

Participant Contact No: _____

Signature of Researcher: _____

Date: _____

Appendix-F**INTERVIEW PROTOCOL SHEET**

**INFLUENCE OF “SCHOOL MANAGEMENT MANUAL” ON IMPROVEMENT AT
SECONDARY SCHOOL LEVEL UNDER THE FEDERAL DIRECTORATE OF
EDUCATION**

Date: _____ **Time:** _____ **Place:** _____

Interviewer: _____

Interviewee: _____

Position of interviewee: _____

Demographic Survey

Name: _____

Age: 25 - 35 _____ 36 - 45 _____ 46 -55 _____ older _____

Marital Status:

Single _____ Married _____ Divorced _____ Widow _____

Widower _____ Separated _____

Educational Level:

Graduate _____ MA/M.Sc _____ M. Phil _____ Ph.D _____

Professional Qualification: _____

Occupational Status:Principal _____ Vice Principal: _____

Current Service Grade: _____

Hiring Grade: _____

Hiring Status: Direct _____ Promotee: _____

Over all Teaching Experience: _____

Overall administrative Experience: _____

Administrative Experience in Secondary School: _____

Additional Charge:

Questions

1. How do you prepare monthly work plan for yourself as guided in the School Management Manual?
2. How does this manual support in conducting the daily morning assembly?
3. How are the guidelines of the School Management Manual supportive in maintaining the internal and external communication systems of the school?
4. How does the School Management Manual support in managing the school discipline?
5. How do you use the School Management Manual to maintain administrative records of the school?
6. How are the guidelines in the manual helpful in preparing time table for the school?
7. How do you prepare the academic and activity calendar for the school?

8. How do teachers use the guideline of the “School Management Manual” in preparing daily lesson plans?
9. How does the sample schedule as mentioned in the manual help teachers in assigning homework to the students?
10. How do you manage counter checking of student’s note books?
11. How has this manual affected the examination system of the school?
12. How are the templates of chapter 7 of the manual helpful in preparing development plan for the school?
13. How do you conduct in-house continuous professional development activities according to the guidelines of the manual?
14. How does the manual guide in managing the performance of the staff?
15. How is the manual supportive in appraising the performance of the staff?
16. How are the procedural guidelines of the “School Management Manual” helpful while handling the grievances of the school staff?

Appendix-G

Checklist of Official Records As Listed In “School Management Manual” For Document Analysis

School _____ Sector _____ School Head _____ Date: _____

Sr#	Document/ Record	Fully in line with the guidelines of “ School Management Manual”	Partially in line with the guidelines of “School Management Manual”	Not in line with the guidelines of “School Management Manual”	Non existent
Administrative Management	1	School Head’s Monthly work plan			
	2	Record of the classroom observations of the teachers			
	3	Record of rechecking of student’s notebook			
	4	Record of rechecking of student’s homework diaries			
	5	Record of morning assembly			
	6	Minutes of the meetings			
	7	Circulars			
	8	Order Book			

Sr#	Document/ Record	Fully in line with the guidelines of “ School Management Manual”	Partially in line with the guidelines of “School Management Manual”	Not in line with the guidelines of “School Management Manual”	Non existent
	9 News Letter				
	1 Notice Boards				
	1 Time table				
	1 Activity calendar				
	1 Daily lesson plans				
	1 Examination Records (Reports cards 2017 onwards)				
	1 Examination Records (Question Papers 2017 onwards)				
	1 School Development Plan				
	1 Record of In- house professional development				
	1 Performance appraisal forms with KPIs (Key Performance indicators)				

Academic Management

**HR
Management**

Appendix-H**INFLUENCE OF “SCHOOL MANAGEMENT MANUAL” ON IMPROVEMENT AT
SECONDARY SCHOOL LEVEL UNDER THE FEDERAL DIRECTORATE OF
EDUCATION****Questions for Focused Group Discussion**

1. What are your experiences with the “School Management Manual”?
2. What challenges do you encounter while implementing the “School Management Manual”?
3. What are the possible reasons in the implementation gap of “School Management Manual”?
4. How can the practicing status of “School Management Manual” be enhanced to ensure school improvement?
5. How can “School Management Manual” be made better in terms of its content? Any inclusions/ exclusions and why?
6. What are your expectations from various stake holders i.e. Teachers, Federal Directorate of Education Islamabad and parents in helping you improve its implementation for school improvement?

Appendix-I

Responses of the Participants In Semi Structured Interviews

Administrative Management

Participant	School Head Monthly Work Plan
M2(MR)	I don't prepare monthly plan as per format given but major areas are always in my mind. For example I conduct walk- in observations and try to record them. VP has this record of classroom observations. Classroom management, strategies, class control- I used to observe these areas other than manual--- means that this was our practice before the manual. But due to COVID 19, the schools are closed since March 2020 so we are not conducting any walk in observation even. We used to have rough monthly estimate of doing this at school level.
M3(AS)	In the beginning, we tried to prepare the school heads monthly plan but it was too hard to follow. For example, the plan says to have 2 rounds of the school and document the observation taken during the round but we dint document. At times, I have more than two rounds. For classroom observations, I go to the classes randomly but don't document it. Public dealing takes lot of time. I don't have vice principal with me so it's a lot of burden of administrative tasks.
M4(MA)	As such we don't make the plan like as stated in the manual we don't sit together at the end of the month and prepare the plan. We have academic plan and to some extent a rough development plan but not on the patterns as given in the manual
M5(M AF)	We mostly prepare plan in mind or use google calendar if we have intention to do these tasks after 10 to 15 days. It is the same template but I am easy with google template. As I open it daily in the morning in my mobile phone. There is no need to use hard copy or written work plan.
F2(ZB)	This plan helps me in various tasks. I distributed my time according to my work. I observe teachers lessons student and notebook diaries proper monitoring of teachers attendance record and students. Plan for future targets and review accordingly..... This manual facilitate me in a positive and accelerated way because I have proper templates of every step which I have to take during my routine day in the institution and it helps me a lot.
F3(NA)	As far as monthly work plan is concerned in my school. Due to Covid- 19 situation, this is not possible because we are dealing with unforeseen circumstances. The unusual life has disturbed all spheres of life including school life
F4(N AI)	Before COVID 19, this plan used to be made in the last week of month for the month approaching. To be displayed in the staff room notice boards and in office as well. I used to plan with determination that I will follow the plan and observe the classroom as per the given checklist list in the manual, counter copy checking and other routine work. But due to unnecessary correspondence with AEO Office, FDE and other administrative works

Participant School Head Monthly Work Plan

related to cleanliness, repair & maintenance. Since monthly plan was too heavy and I couldn't follow. So I am making my own simple plan which is easy to follow.

Participant Morning Assembly

M1(JI) Previously each class used to have its own format of morning assembly. Then with the advent of this management manual, we started following the format given in this manual. The good thing was that format was given and we just used to follow it. Manual made the sequence of the conducting of morning assembly very easy and uniform across the school. Segment of the morning assembly is prescribed in the manual which is good.

M2(MR) Before the advent of the manual we had school based checklist for morning assembly presentations. The class proctors and the class incharge used to make preparation for the morning assembly.....Manual has not supported in the conduct of the morning assembly. Because, it asks for a lot of documentation which is not possible for us.

F1(PA) As we already been making our own schedule for morning assembly. On daily basis, morning assembly was organized class wise. Days are allocated to classes to present morning assembly presentations and they were judged accordingly. Now we have this standard manual and we are modifying our practices according to this format.

F2(ZB) It's great that we have a proper plan in the manual with distributed and allocated time accordingly.

F3(NA) According to the format provided in the heads manual, we try to cover all the aspects of the morning assembly i.e. uniform of the students, the all the activities including the national anthem, Asma E Husna, Nazra, and every other announcement that we need to do on the large scale, we make use of the morning assembly. Now due to COVID 19, it is not in practice, however, back in 2017, it was quite helpful to conduct the assembly and monitor the daily activities of the student's right in the morning.

F4(N AI) After the advent of school management manual, the morning assembly was a real success but due to COVID-19 everything has come to halt. Students from every class used to prepare thematic presentation for morning assembly in which different topics related to environment, citizenship, religion, culture and other norms were presented. Even in my school different private schools of locality got interested to attend the morning assembly of my children. I use to take photographs and video tape the presentation and share in WhatsApp group of school heads of FDE.

F 5(SL) It is helpful in preparing morning assembly schedule. The annexure is given. The template is too detailed. Previously we only used to have recitation of Quran, Naat and national anthem. Now we have presentations, talk of the day as well. Even shy students get the chance to be in the stage. The manual

Participant School Head Monthly Work Plan

give us the option to use the forum of the assembly to have a whole school talk. I used morning assembly to run the campaign of out of school children. Due to COVID 19, since March 2019, there is no morning assembly going on. Otherwise SMM fully supports the proper conduct of the morning assembly

Participant Communication Medium

M1(JI) Since we don't have enough funds to go for individual photocopies of the circulars so we used to ask all students to leave first five pages of their note books blank... note book of that subject which the class teacher used to teach. The teacher get the students write important circular or information noted in those pages throughout the year and both teacher and parents can sign it.

M2(MR) We have notice boards, circulars and memos but we don't have funds and IT capacity to manage newsletter.

M3(AS) Before the launch of this manual, we were already doing many of the things e.g. using order book, conducting staff meetings, displaying important notices, maintaining circulars and memos. Now the document/ manual has listed all of them and templates are provided. We don't publish school's newsletters because they are costly and time consuming. I or any other teacher don't have IT skills to the level to do it

M4(MA) Order book, minutes of the meeting are there. Newsletter is not the regular feature. We only did it once. There are many issues e.g. funds are not there.

F2(ZB) In my opinion according to this manual people came to know that we have internal communication mediums in the institution as well as we have external in the institution.....It is very important to know which channel or medium is important to display the information. This manual help me especially in this way to discipline and organize my information regarding to mediums and channels in effective and disciplined way.

F 5(SL) "..... The manual gives proper guidance as to how the communication is to be carried out within school premises and out of school i.e. FDE, SMC or to the general parents. SMM details all possible medium of communication e.g. use of circular, order book, notice boards, staff coordination meetings, minutes of the meetings with the staff. Circulars for parents, newsletter etc. The manual is very clear about the medium of communication but we cannot follow all of them. We don't have new letters or circulars for parents due to financial constraint. There is no allocation for photocopying so we cannot do these things. If supported financially by the government, we can follow all the mediums."

Participant Managing School Discipline

Participant School Head Monthly Work Plan

- M1(JI) We also get discipline policy signed by the parents at the time of admission. Almost 10 discipline points are written and parents sign that at the time of admission. Previously, we used to get the back side of the admission form signed by the parents. Now we get proper affidavit signed by them. This is due to this manual
- M2(MR) Manual is a “saaheefa”. Previously we had a lot of issues with the discipline. The students coming for Golra Sharif used to create discipline issues and violate rules. Then we formed the discipline committee and discipline inquiry committee. All violation cases used to get investigated and followed up. This what manual says as well and we follow.....The procedures similar to the guidelines of the manual were already in practice.
- M4(MA) It gives step by step guidance for discipline. As guided in the manual, we have formal rules of discipline in black and white. For example Rs 500/ are charged if the student is found with cellphone. The phone gets confiscated and we call in the parents. The parents also sign the school discipline policy with school at the time of admission. It conveyed and documented
- F6(NJ) So before this manual school discipline was controlled by the school head and teachers very well. And so far this area discussed in the manual is not new for the school staff or school management.....It has given a clear guidelines about those things so regarding the school uniform dress code of staff absenteeism of students and use of mobile, all these things were controlled by the school head by delegating these duties to the different in charges for each area discipline area.

Participant Maintenance Of School Records

- M2(MR) We don't use this manual specifically to maintain the school records
- M3(AS) This manual has categorized the records under various heading .For example academic record, administrative records etc. We follow the activity calendar of FDE and don't make our own. . The manual ask us to keep student's personal files but since the clerical staff is not qualified enough to do so. Moreover, I have only one clerk to run the matters so cannot do this
- M6(SF) The management of administrative records e.g. personal files of the students did not improve as clerks do not follow this template. They have their own way of working. Our teachers also don't have much time to prepare files according to all these instructions in the template. The template requires in depth detail information against each student which is impossible to follow besides the teachers' busy schedule. Another reason for not accomplishing this in our institute we don't have separate admin block and its related staff. Also our teachers have 6 to 7 periods per day and they don't have teaching assistants. That is why we can't prepare files for each student. We have large strength and human resources are short even in case of head also as we are already observing classes but don't have enough time to check each and every forms of classes about their performances and notebook checking. Instead, primary or the schools with short strength can implement it.

Participant School Head Monthly Work Plan

- F2(ZB) Yes the school management manual is very helpful in maintaining administrative record of the school because we have certain proformas, patterns there and we just work on it and it is very easy and useful for us. The management manual has listed all the important documents which must be there in the school. This checklist is helpful in record keeping. Previously such comprehensive list was not there. In a way it is uniformity for all schools. Especially new educational managers can benefit from it
- F4(N AI) This management manual provides detail guidance to maintain the administrative record as well as academic record. We maintain the academic record as per our own designed proforma and we do not follow the proformas given in the manual. Similarly we can't not maintain minutes of the meeting as per the guideline of this manual. Display of information record is also not in line with the manual. Similarly record of indiscipline and its related actions, log book, visitor file is also not maintained. The teachers are busy with overloaded teaching timetable and clerical staff is insufficient to maintain all this. Then who should do all this.
 , we don't maintain students' personal files as guided in the manual as it's too hard for one clerk to do this. It required proper office management staff to maintain student's record starting from the day he/she is admitted till he/she passes out. This practice is done in private sector because they have staff to maintain this. We don't have sufficient human resource to do this. Neither we have resources to do this. There is shortage of human and material resources. Here, teachers are given the charge of admission and withdrawal whereas it is not at all teacher's job.....We want to use SMM to upgrade our maintenance of administrative records but cannot do so due to dearth of resources. Otherwise the checklist given in the manual is too good and comprehensive. The in-service heads as well as the new entrants can take help from it.

Participant School Head Monthly Work Plan

F6(NJ) So this manual has guided how to record those important things but specially I would say that when this manual guide in academic records, the data and analysis, students' performance and trends this was quite new and somehow difficult for the school teachers to make its paper record otherwise these things were discussed between the teachers of new and previous class or students that what was their performance in previous class and all students and what are their weaknesses or strengths or in what areas new teachers or subject teachers have to work.

Participant Monitoring of School Records

M2(MR) Under Administrative records, are have attendance registers, order book and movement book. But student's personal files are not maintained as who will do this. We don't have clerical staff sufficient in number to do this.

Academic Management

Participant Staff Workload and Time Tabling

M1(JI) We cannot follow the manual in timetabling because of many reasons. First is the shortage of the teachers. We cannot have separate timetables for all days of the week. The teachers also don't remember different periods for each day. Since age this is the practice in these school no matter which school you go. Since it's giving good results as well so we haven't tried to change it.

M2(MR) The manual paints the ideal situation where teacher student's ratio is ideal and number of periods assigned to a particular teacher are also not hard to manage. But unfortunately, in reality, the situation is not ideal. We cannot have five separate timetable from Monday through Friday

M4(MA) We cannot follow the guidelines of the manual as we are short of staff. Timetable with 08 periods with same subjects is done from Monday to Friday.

M5(M AF) We don't follow the format of time table given in the manual. We have one time table for the entire week. It's hard to follow because then we would be requiring more teachers. The time able format is old one and we find it easy to do.

Participant	Staff Workload and Time Tabling
F1(PA)	We are modifying timetable according to our ease. All other things are fine but the division of weightage and time is difficult due to shortage of resources. Therefore, we are unable to implement it fully
F2(ZB)	Due to the shortage of the teachers we cannot have five different timetables for five days as guided in the manual. We divide 8 subjects over eight periods at SSC level. The guidelines are very nice and effective but only be fully implemented if number of teachers get increased.
F3(NA)	The manual guides about the preparation of timetable but they are not effective in our context. We have shortage of teachers and we cannot have separate timetable for each day- five days a week. We make one timetable and follow it through. Eight periods and eight subjects.
F4(N AI)	The current timetable is not in line with manual due to extreme shortage of teachers. The pattern given in the manual can only be followed in the ideal situation which is either available in private education setup or in school working in urban areas. The timetable prescribed in the manual is not easy to follow in rural schools
F 5(SL)	SMM serves as a standard to manage the work load of the teaching staff. Furthermore, it helps to avoid the underutilization of the teaching resources. It gives guidelines to use time effectively for all subjects at primary, middle and secondary school level. Actually, subject wise allocation of time is given which is very helpful. Previously, detailed guidelines were not there. Workload of the staff (all teachers) and class size is given. Detailed guideline in terms of allocation of teaching periods as per the teacher's grade is given. For example, how many period can be given to and EST, TGT or SST are clearly stated in the manual. Even workload of vice principal/ deputy head and physical education teacher and the teaching load of school head is also given. It is clear and comprehensive guidelines. However, we cannot have separate timetables for all five days due to shortage of staff. We make one timetable which is run all through the week.
F6(NJ)	Teachers' timetable and the school timetable, this is the particular area that this manual has guided a lot. Before that federal Directorate has been sending this every year scheme of studies over the time with the distribution of subjects and all this but there was not a particular number of periods for a particular subject. There was no such kind of record before that. So this is guided very well by this manual and made it easy how to distribute the workload among the teachers equally. One thing I'm clear that there wasn't any discrimination between senior or junior teacher as it was being practiced in many of the institutions.....so the distribution of period per week and the class and students' strength and ratio and workload all these things are technically very good and ideal but very difficult to completely adopting government schools where there are large number of students and lack of resources just like infrastructure is not in good condition. Classrooms and other facilities are not available so that number of teachers are not complete. If number of teachers are there but not particular subject teachers are

Participant Staff Workload and Time Tabling

available then these guidelines of the manual for a timetabling becomes useless.....Timetable is so far very good but the timings of the government schools when they have distributed the number of periods per week or per day then they should be increase in timings accordingly when they have kept 40 minutes of periods then the school timings must be increased.

Participant Academic and Activity Calendar

- M1(JI) We cannot follow the manual in timetabling because of many reasons. First is the shortage of the teachers. We cannot have separate timetables for all days of the week. The teachers also don't remember different periods for each day. Since age this is the practice in these school no matter which school you go. Since it's giving good results as well so we haven't tried to change it.
- M2(MR) The manual paints the ideal situation where teacher student's ratio is ideal and number of periods assigned to a particular teacher are also not hard to manage. But unfortunately, in reality, the situation is not ideal. We cannot have five separate timetable from Monday through Friday
- M4(MA) We cannot follow the guidelines of the manual as we are short of staff. Timetable with 08 periods with same subjects is done from Monday to Friday.
- M5(M AF) We don't follow the format of time table given in the manual. We have one time table for the entire week. It's hard to follow because then we would be requiring more teachers. The time able format is old one and we find it easy to do.
- F1(PA) We are modifying timetable according to our ease. All other things are fine but the division of weightage and time is difficult due to shortage of resources. Therefore, we are unable to implement it fully
- F2(ZB) Due to the shortage of the teachers we cannot have five different timetables for five days as guided in the manual. We divide 8 subjects over eight periods at SSC level. The guidelines are very nice and effective but only be fully implemented if number of teachers get increased.
- F3(NA) The manual guides about the preparation of timetable but they are not effective in our context. We have shortage of teachers and we cannot have separate timetable for each day- five days a week. We make one timetable and follow it through. Eight periods and eight subjects.
- F4(N AI) The current timetable is not in line with manual due to extreme shortage of teachers. The pattern given in the manual can only be followed in the ideal situation which is either available in private education setup or in school working in urban areas. The timetable prescribed in the manual is not easy to follow in rural schools

Participant Staff Workload and Time Tabling

F 5(SL) SMM serves as a standard to manage the work load of the teaching staff. Furthermore, it helps to avoid the underutilization of the teaching resources. It gives guidelines to use time effectively for all subjects at primary, middle and secondary school level. Actually, subject wise allocation of time is given which is very helpful. Previously, detailed guidelines were not there. Workload of the staff (all teachers) and class size is given. Detailed guideline in terms of allocation of teaching periods as per the teacher's grade is given. For example, how many period can be given to and EST, TGT or SST are clearly stated in the manual. Even workload of vice principal/ deputy head and physical education teacher and the teaching load of school head is also given. It is clear and comprehensive guidelines. However, we cannot have separate timetables for all five days due to shortage of staff. We make one timetable which is run all through the week.

F6(NJ) Teachers' timetable and the school timetable, this is the particular area that this manual has guided a lot. Before that federal Directorate has been sending this every year scheme of studies over the time with the distribution of subjects and all this but there was not a particular number of periods for a particular subject. There was no such kind of record before that. So this is guided very well by this manual and made it easy how to distribute the workload among the teachers equally. One thing I'm clear that there wasn't any discrimination between senior or junior teacher as it was being practiced in many of the institutions.....so the distribution of period per week and the class and students' strength and ratio and workload all these things are technically very good and ideal but very difficult to completely adopting government schools where there are large number of students and lack of resources just like infrastructure is not in good condition. Classrooms and other facilities are not available so that number of teachers are not complete. If number of teachers are there but not particular subject teachers are available then these guidelines of the manual for a timetabling becomes useless.....Timetable is so far very good but the timings of the government schools when they have distributed the number of periods per week or per day then they should be increase in timings accordingly when they have kept 40 minutes of periods then the school timings must be increased

Participant Daily Lesson Plan

M1(JI) Daily lesson plans as prescribed y the manual was followed in the beginning. Then we couldn't follow it up. The teachers are short in number and each teacher is teaching 6-7 periods per day. Hardly are they free during school hours to plan lessons as guided by the manual

Participant	Daily Lesson Plan
M2(MR)	It's good to prepare lesson plans but teachers don't follow the format as given in the manual. They say it's too hard and detailed. Secondary School teachers say that we know how to get good results instead of wasting time in preparing lessons.....We are only concerned about our GPA. In private sector, the teachers do prepare but in our system since others are not doing it so my teachers also don't do it.
M3(AS)	Teachers don't prepare lesson plans in writing. Mostly teachers at secondary level are teaching the same subjects for many years. They get experienced. They have to teach from the text book and almost memorized the text book. Since they give good result so we don't ask them to plan lessons. The teachers have to follow the scheme of work and syllabus completion. The teachers don't prepare lesson plans and I don't ask them to do so because it's a lot of work which I know they won't do. They compare the orders given from office with other schools
M4(MA)	Traditional practices are there. Average 5 periods. The teachers in government sector are generally not friendly with lesson plans. They say it's easy to teach from the text book. We have no problems in results then why waste time in planning.
M5(M AF)	No, they are not following written lesson plans instead they do plans verbally. The teachers do not write the plans. Especially the teachers teaching at SSC level are very experienced. They say that syllabus is on our tips so why to plan in writing.it is s useless exercise. Lesson planning is vital for those schools where teaching is creative, innovative and activity based. Here we are following the federal board pattern so why to waste time in planning when the students have to memorize the lessons at the end of the day. -----The teachers don't plan lesson in writing. Its only text book teaching or teaching through text book. The reason is our general attitude towards the given responsibility. We don't want to accept responsibility and don't want to get along with the change or innovation. These teachers while doing B.Ed and M.Ed plan lessons very well and why do they do because of getting the degree. The same teacher is reluctant to plan lesson for routine class because they don't want to give time to this. I have been asking them to plan but they don't. They simply give you the reason that we give you good result at the end of the year then why mere planning. Secondly the SSC teachers say that we are teaching the same syllabus since many years then why should we plan. The time we spend on planning should be spent on actual teaching. ----- ---The school management manual tells us to plan lessons in five stages. These stages are very comprehensive. If the teachers use this template or format, the lesson planning will be very good and it will ensure better teaching and learning outcomes. That is why stereotype teaching is going on in government schools. Why are government schools not improving because the teachers just go to the classes without plans? They teach to the text book only. There is hardly any use of audio-visual aids or any other support material

Participant	Daily Lesson Plan
M6(SF)	Teachers were making lesson plans in the start of the year but now they are not properly writing the lesson plans. They plan orally. Lesson planning is not affective with the heavy strength, time constraints and their workloads of full fledge periods. If these issues are resolved then lesson planning is a good practice and it will help a lot both the teachers and students. If teachers get 3 free periods then they can definitely make lesson plans.
F1(PA)	In the beginning there was a lot of resistance. As they were not ready to make separate plan for each term with 8 periods of classes. However, gradually they became used to and now nothing is difficult for them. They are properly making lessons plans and following them. Now they have improved so far that they are taking classes online through WhatsApp and zoom in these Covid vacations.
F2(ZB)	In terms of the lesson planning, this manual facilitates the head's more than the teachers. As a principal I am mostly focused on lesson planning and I discussed with teachers how to plan their lessons in a more effective way but sometimes I find that all discussion and motivation go in vain. Due to this manual I found that teachers are no more in a position of argument and they just have to obey us and develop their lesson plans according to this manual. Since we have told them that proper lesson panning is the requirement of this manual so they have to do it. Previously only diary writing was in practice. Now the manual demands that lesson should be plan according to the five sages and it's not principal who is saying this but the manual is asking teachers to do so. Due to this manual the teachers learn about teaching methodologies and the stages of development of the lesson plans and which activities they will use in their classroom teaching and of course there is also a smart thing is they have scheduled days for their homework for students which also beneficial.
F3(NA)	Teachers plan their lessons. But they are not detailed. They are in bullet points.
F4(N AI)	Teaches write diary and they do not plan lessons as lesson planning is a time taking job. Teachers do not have free periods to plan lessons according to the five stages mentioned in the manual. Every teacher has to take 6-7 periods daily and teach 5-6 subjects. So how and when they should plan lessons. In their teachers dairy they just mention which topic they have taught.
F 5(SL)	As the SMM came, I shared the format of DLP with teachers and asked them to start preparing the lessons in detail. Since the teachers are still use to the old and stereotype planning which is taught in B.Ed and M.Ed so it was difficult for them to adopt this new methodology. The teachers are over worked, takes 6-7 classes per day plus other charges are also given to them and classes are over flowing with students so it hard to prepare plans as per SMM. In the beginning the teachers did plan lesson as per format, but since FDE didn't keep check on the practice so we revering back to old practice of keeping diaries where they only enter the topic which is to be taught. If

Participant Daily Lesson Plan

- teachers are given some free time and there no other charges then they can plan lessons very well. At SSC level particularly, they are of the opinion that we don't need plans as our teaching is based on board pattern are based on memorization and rote learning. Students have to learn thing by heart. Then what is the use of making plans.
- F6(NJ) This area is debatable. Because in government setup as maybe I have mentioned or not that we do not have objective based curriculum. Reading the book is curriculum or the book is a complete syllabus so teachers just note the topics, their exercises and write their lesson Diaries only. A proper daily Lesson plan must contain important different parts in it as mentioned in the manual. Again, I would say these things are ideal for the government set up and difficult to implement in government set up where other things are not aligned with it. For proper conceptual teaching if you want a teacher should teach in that way and be ready and plan in that way then guidelines should be given in that way.

Participant Management Of Homework Assignments

- M1(JI) We schedule the HW as per the manual. This helps us rationalize the HW and even students used to remind the teachers that today it's not your day to assign the HW. HW schedule is a good thing and it has helped us balance the HW assignments.
- M2(MR) Before the advent of the manual, the teachers used to assign HW quite extensively on their own. Then following the manual, we scheduled it but only for two terms. Since no one from AEO office or FDE followed it up so we left this practice. We hardly assign any creative HW at SSC level, HW is based on reinforcement of the learnt concepts, or based on writing practice.
- M3(AS) The home work is verbally assigned to the students at secondary level. They don't write diaries. No schedule is there. The teachers assign the HW as and when they feel appropriate. Mostly test are assigned and they are required to learn the content by heart to be able to write it in the test the next day
- M4(MA) Teachers in their individual capacity give HW. We don't follow the sample as guided in the manual.
- M5(M AF) The teacher do not schedule the HW as guided in the manual. It is possible that one day no HW is given and next day 3-4 HWs are given. Despite repeated reminders the teacher do not schedule HW. The teachers don't have time to coordinate amongst themselves and schedule the HW. Mostly HW is based on memorization of the content or written assignments are given. HW

Participant Management Of Homework Assignments

- based on any project of creative nature is hardly assigned. The teachers are not trained to plan creative HWs.
- F1(PA) I also encourage the homework plan written in the policy manual. Now homework is divided in terms of assignments and time. Previously it was according to number of subjects. In board classes, teachers were under pressure of course completion. Before board exams, students need to perform a lot of activities and practice. It is very helpful at high-level classes. At secondary level, teachers were comfortable with previous routine but now we are also moving them gradually toward new policy
- F2(ZB) Earlier said that this manual helps not only the principals but its beneficial for the students as well. You know in our institutions we have some teachers of this sort that they are very vigilant and active and they engage their students in HW assignments. But all teachers didn't use to do this. Now specific days for their homework assignments are there in the manual. It's no more on the teacher's wish to assign HW. All subjects are getting equal weightage and attention with this HW schedule
- F3(NA) The sample is there but we don't follow it. The teachers assign homework on their own. There is no strict timetable of homework giving to be followed. The homework assignments are based on memorization and they have to learn the content by heart. The teachers are not capable enough to plan creative or activity based HW. The parents are not literate enough to help their children with new type of HW.
- F4(N AI) Teachers give homework as per the requirement of lesson as they are concerned about the board results; we do not follow the homework schedule mentioned in the manual.
- F 5(SL) The sample given in the manual is helpful. I am sorry to say that the situation of HW is poor. At SSC level, almost all teachers want to give daily HW. HW is mostly based on memorization as per the requirement of the FBISE. The teachers are concerned about the results and they prefer old method of assigning daily HW for better results. However, it is good for junior classes with less student strength. In government schools, the classes are large in strength and it is difficult rather impossible for the teachers to check the HW. Following the correction symbols as stated in the manual is also possible in ideal situation. Since we don't have ideal classes in terms of student's strength and teacher's capacity so this is hard to manage.
- F6(NJ) When the first time the guidelines of this manual were read by the teachers, the very first views of the most of the teachers were like it's an extra burden but somehow some good guidelines are also given and somehow this manual has given us directions that how we can plan our work systematically. so before this manual the homework was given most of the time verbally

Participant Student's Notebook Maintenance And Checking

- M1(JI) It's difficult to check student's copies the way guided in the manual especially the correction symbols. We don't have time to follow that. Mostly students learn things by heart and reproduce it. This is what is required at the Federal board level.....Correction symbols are good but not suited in our set up due to large strength. I have 108 students in one class because he teacher got retired and one has joined at his place so both sections are combined as a last resort. Now how to follow correction symbols in this situation. If the students get through with exams in this situation is more than enough for us.
- M2(MR) Checking of student's note book is a serious issue. Overall the teachers are not good at making copies. They find it hard to check copies of so many students. Following correction symbols as suggested in the manual is all the more difficult.
- M3(AS) The manual guides about the standard correction symbols but we don't use it at this level. The student's strength is very large in each class so we cannot follow the guidelines. It is difficult to check student's work the way manual says. I randomly check student's work especially when any complaint is there but don't do it on regular basis. School Management manual has not affected the note book checking procedure due to large classes, and teachers are also not qualified enough to do so. We have to focus on board results instead of correction symbols. The board results are included in our ACRs and further promotion in job
- M4(MA) Notebooks are maintained. 50 students per class are there. We cannot follow correction symbols. Copies are also marked at a very surface level. No in-depth checking is done.
- M5(M AF) It's same as before. Teachers don't follow correction symbols. ----- It's very casual and rather careless. The mistakes are never rectified. It's because feedback from teaches is not given to the students not in copies or in exams.
- M6(SF) We check notebooks on random basis not following the exact schedule for counter checking as suggested in the manual. Whenever I have free time in office or during the class visit, I ask them to bring me notebooks
- F2(ZB) The manual guides in details as to how should the note books or copies to be maintained. Honestly, the classes where student's strength is manageable, the teachers are checking the note books but where there are high number of students and classes are overcrowded especially the Arts sections of SSC Level, it's hard to maintain note books. The correction symbols are really good and they can help students self-correct their work but the students need to be guided as to how to use them. This cannot be made possible only at SSC level. The schools have to start working on correction symbols from primary and middle school level and then at SSC level, we can implement them. This needs to be inculcated at lower level first and then at secondary level the students will get trained automatically

Participant Student's Notebook Maintenance And Checking

F3(NA) The manual is very prescriptive in this regards. However, it is impossible to follow the correction symbols and keys because we have large classes. It's hard to convince teachers to follow them. They are good for small classes but not in our context. As a head, I cannot follow the checking schedule but I randomly counter check the copies.

F4(N AI) With heavy students strength the notebook checking role or correction symbols cannot be practically followed. As it needs time and teachers are already burdened with loaded timetable and overcrowded classes.

F 5(SL) The guidelines in the manual are detailed but cannot be followed with large class size and teaching load. The schools with small or manageable student strength can follow them but school like mine with 1000+ strength and less number of teachers cannot do this. A Secondary School level, teachers prefer that students should use guide books instead of working or copying in notebooks. Notebooks are difficult to handle. Students have to learn things by heart and reproduce the same content in examination so keeping notebooks for every subject is not a viable option

F6(NJ) Yes through these guidelines students have been guided to maintain notebooks properly and they were informed about the checking keys as well and before that checking scheduled was also made and shared with the teachers and the students as well. So they become very conscious that our copies will be checked by head or some other teachers too. They were guided to write their syllabus in their copies and their tests should be pasted in their copies, there should be proper handwriting, index maintaining and all these things. These were shared with the teachers and let run they shared with their students as well. Schedules were also made but it was one year practice only because that has increased the paper work of not only teachers but head as well. So beside other things had remained busy with these things. Though head has to check the things how things are going on in classes as well beside their administrative task. These academic task or responsibilities has also be fulfilled by the head. so this is very useful but apart from all other things this becomes extra burden so when we have good number of teachers and good number of senior teachers then we can implement or we can take full benefit of this manual like in private setup there is one principal and different section heads are there and they are just supervising and guiding the teachers and coordinators. So if we have such kind of setup then these things would be very much effective and beneficial. so far document itself is very effective but implementation in government setup is quite difficult.

Participant Student's Assessment System

Participant	Student's Notebook Maintenance And Checking
M1(JI)	In the beginning, we tried to follow it and I observed that the teachers were all the time busy with calculations and formulas and recording of marks... so it was at the cost of student's time because they do all this during school time which is the teaching time so we reverred to old practices. Teacher don't accept it honestly
M2(MR)	This manual talk in detail about the formative assessments like happening in private schools setups.....But we are still following the traditional style of terminal examination. The teachers take formative assessments on their own but marks do not get added in the report card.
M3(AS)	We only keep student's' results of term wise examination with us. Class tests are taken but not recorded. The data of student's performance is not analyzed as well. The manual states the new procedure for formative assessments and result preparing. We in government school set up cannot do this. This is for private schools where less student strength is there. The students as well as teachers are well trained from start. We take class test but the marks are not entered in final result
M4(MA)	Currently, the examination system is all based on summative assessment which are taken at the end of each term. The manual asks us to have formative assessment as well. There are many reasons of not doing it. We don't have enough budget. Moreover teachers are not trained to do it. It requires a lot of documentation, record keeping and calculations which is not in our context.so manual has not affected the examination procedure at school.
M5(M AF)	The old practice is still on. The teachers do take formative assessments but in their own way and not the way it's prescribed in the manual. The manual asks us to take two assessments per term and then add their marks in the final result. It also asks us to take weightage of each terminal examination and add it up in the final result. This is a nice suggestion but it's not being followed.
M6(SF)	We don't follow the examination system and report cards samples given in the manual. Instead we design our own. We cannot implement that system because there are a lot of rules given in the manual which are not applicable. The reasons behind this are we don't have much budget to print all the modules of report cards which includes assessment1, assessment 2 and so on including terminal results. Although teachers are also taking tests and assessments in their classes and they have also maintained their records in writing but it is not necessary to include it in final report card. Also the weightage and marks calculation get complex while following this system which is not understandable for teachers also
F1(PA)	We were taking formative assessment as guided in the manual from last two years because this idea was already in my mind. We were not considering the weightage of 1 st and 2 nd term and we cannot change the policies so I could not add these marks by myself at that time. After receiving this new policy manual, we immediately applied it without thinking what other schools are doing. We prepared the same report cards as shown in the

Participant Student's Notebook Maintenance And Checking

- manual. We also informed the teacher that from now onward 1st term, 2nd term and all type of assessments will be record. In start, parents were not serious about its implementation but now they are fully aware of it. We welcomed this manual and immediately implemented
- F2(ZB) It gives us details about assessment procedures especially about the formative assessments. The manual needs to be appreciated on this segment as it tells us how to conduct formative assessments and incorporate the marks of assessments, project work and oral work in the final results. This practice is very new, different and good. It is same like other private schools as ROOTS international and OPF schools where weightage is given to the class work and class tests as well. This practice keeps the teachers, students and parents active all through the year. It definitely enhances student's achievement as well.
- F3(NA) Manual has not affected the examination system because we cannot take formative assessments as guided in the manual. It is difficult to manage the class tests of so many students. A teacher at average takes 6-7 periods in a day. How can she manage class tests this way and then incorporate them in result as well. We take the tests but teachers don't incorporate them in their report cards or final result. We tried to follow it when the manual was introduced for the first time but found it too hard, time consuming so left it and reverted back to the traditional practices.
- F4(N AI) Except for the project work and quiz, examination system is in line with the manual. The manual has introduced the concept of formative assessment which was not there before. It is effective in assessing students' performance. For quiz it's no easy to manage with heavy class strength and same goes for project work. Project work is assigned to the students but marks are not added in the cumulative result.
- F 5(SL) Definitely, the manual bought the changes in our examination system. Previously, examination was only based on End Of terminal examination which is summative assessment. There was no practice or concept of formative assessment and especially the record keeping of the formative assessment and their marks being added up in the final examination. Similarly there was no trend of conducting formal project work and then evaluating it. Same way new format of question paper and report cards was introduced..... This new system brought in many difficulties. Firstly the teachers were not ready to take this new system. They said it's too difficult to manage with this workload and large number of students in each class. This system is good for private schools where each class has no more than 25-30 students whereas as we are dealing with more than 50 students in each class. How will we conduct formative assessments and then record them and then add their weightage till the final examination. Calculation was in itself an issue. For this we created a sheet in Ms. Excel and asked the teachers to use it. It burdened the teachers and majority who is not IT friendly had to involve their families i.e. sons and daughter to get the students marks entered and calculated. The parents really liked it. This new

Participant Student's Notebook Maintenance And Checking

- system required the printing of detailed report cards. In the first year of the implementation of manual, we honestly managed it quite well. But then reverred to old practice as no one from department followed it up and whenever I asked other fellow heads or colleagues, no one was following it. The teachers also used to quote the example of other follow schools who were not adopting this new system of examination. I tried my level best to implement it.
- F6(NJ) Now this is a big issue when there are things like project work, quizzes and assessments, assessment 1,2,3 these kinds of things are just like extra work.....They have increased number of assessments and number of exams which have increased the work of teachers as well i.e. making the papers, checking the papers and maintaining their result cards. So this is some kind of extra work beside all other extra things with that much large number of students.

Participant School Development Plan

- M1(JI) Templates are good but it's too detailed. Honestly no time and resources to do this. Unconsciously we are doing it but not documenting it the way it is asked by the SMM. In my school, I don't have computer teacher or staff for the lab, what to speak of the school development plan
- M2(MR) The plan for the development of the school is extensively explained in the manual. When the manual was introduced and workshops for its implementation were conducted, these things were explained. Since then there was no follow up so we didn't do it.
- M3(AS) I have areas of school development in my mind but we don't have School development plan in writing
- M4(MA) No formal planning is being done as it is too detailed. Who will fund it? It will only be your exercise and wastage of time. It will not translate into practice, will not be materialize
- M5(M AF) The manual is too detailed and comprehensive about the making of school development plan but we haven't yet followed it because one asked us to do it. In the beginning one training was conducted and since then no follow up was there so we also didn't do it
- F2(ZB) The template of chapter 7 are very helpful. They are in detail and cover all the aspects of school. A school head while preparing the development plan for the school can take her teachers, students and parents on board while using these forms. These templates are friendly to be filled in. A school head with minimum language skills will be able to fill them. There are templates for teacher's workload, teacher's evaluation, student interview about teachers and parents interview parents of the school, template for evaluating school management, health safety and environment related template etc. when the manual was landed and we were asked to prepare the development

Participant Student's Notebook Maintenance And Checking

plan and at that time we filled in all the forms. It was a rigorous exercise but a great learning experience. After that no one from FDE and AEO Office asked us to do it so we didn't do it. Otherwise the templates are detailed, comprehensive and user friendly

F3(NA) To my opinion it's too hard and a rigorous exercise till we get enough human and financial resources along with specific expertise and follow up.

F4(N AI) School development plan as mentioned in the manual is only a dreamlike situation which is not possible in the reality. It seems a fantasy to me. No school evaluation is ever carried out by FDE or AEO or by the school itself. Secondly FDE doesn't support the school to conduct and then plan the developmental work at school level. Since the launch of school management manual there has never been any policy guidelines or notification by the higher management for school to prepare development plan. This type of planning requires a lot of work to be done after school hours or during vacations. The teachers are not ready to work extra hours for school development plan. The head alone cannot do anything.

F 5(SL) School Development plan is an important document which must be prepared. The manual is very prescriptive in this regards. We do priorities our area of work but of course not in line with the manual. All areas are categorized here. In the beginning when the manual came, we were asked by the AEO office to prepare the plan. We prepared it and then no one followed it up by AEO or FDE so we didn't prepare then. However, being a head, I am mentally clear about the areas of my school which need development.

F6(NJ) If we talk about this, these templates are very useful. However, how far we are following these things, this is somehow difficult or questionable to that is it useful in government set up or not. The government with the help of different people makes good document, but it is not suitable for the setup of government educational institutions. However, if we look the quality and the purpose of these formats, they are very good and effective but time taking.....Chapter 7 required for planning the school development plan. Not only the planning but also how the steps should be planned and then execute this plan. This is quite new in government setup that these things which are mentioned the chapter#7, evaluation and analysis and students interview forms, parents interview forms, different things are asked or informed in chapter#7 that have to be taking care or that have to be in the notice of the head while preparing there is school development plan. So it's very good if we have to improve the school. we must follow these things but what actually is happening in reality it is difficult and again not possible because in government set up timings, expertise, facilities resources, continuous guidance all these things are missing.

Participant In-house Continuous Professional Development

- M1(JI) The SMM is too formal about this but we do it informally. We don't have sophisticated plans for in-house professional development...This area is otherwise neglected. We don't have proper teaching staff and then where does the training go
- M2(MR) The manual lays out a proper procedure of need analysis of teachers and then plan training activities. This is not possible for us. The training wing of FDE should do it. The AEO (Area Education Office) should get the need analysis of individual teachers from school and then train teachers accordingly
- M3(AS) We don't conduct in-house professional development activities. FDE conduct it as and when they need or require
- M4(MA) In-house training are very few. But they are there. I am member of committee of course of FBISE. Time to time trainings related to paper pattern are conducted. But the procedure as laid down in the manual is not followed.
- M5(M AF) Our practice of giving professional training to the teachers is not as sophisticated and systematic as the SMM prescribes..... SMM asks to go for need analysis for training purposes and then identify potential teacher who can conduct trainings. In our case I think none of the teachers can conduct trainings which is a very specialized field in its own self. I suggest that heads should do the need analysis and then AEO office or FDE should design training content
- F3(NA) So far no in-house training. The teachers are sent for training as and when asked by the AEO office
- F 5(SL) The SMM ask us to conduct the need analysis for training, identify school based trainers and then conduct the training. But we don't do this owing to various reasons. What we do is that whenever we feel that staff needs to be trained on a particular aspect, we provide training. Here I will give the example of training in the usage of MS Excel. As SMM introduced the new format of recording the marks of formative assessments so I asked my senior computer teachers to plan a session for all the teacher on the use of Ms Execl. In this way they go to know how to enter students' marks and calculate the results

Human Recourse Management

Participant Staff Performance Management

Participant	Staff Performance Management
M1(JI)	The manual talks about the objective based performance management of the staff. In our education set up, written objectives are not given. The performance is evaluated against the results and the extra charges given to the teachers. However, KPIs as suggested in the SMM are not in practice.
M2(MR)	At school level, we are managing the performance of the staff according to the old practices. This is because the manual suggests objective based performance and then its related assessment. This is again the practice of private school systems where objectives are assigned to the teachers and then their performance is evaluated on the same parameters. Since we have still have old / orthodox system of ACRs so we don't do it. Unless ACR system is not redefined and get it line with the objective based performance, things cannot improve
M3(AS)	KPIs are good and must be given to the teachers for performance but we don't give them. Old ACRs format is followed
F3(NA)	The guidance of the manual is very mush there but no one from FDE /AEO asked us to give KPIs to the teachers so we are not following it.
F4(N AI)	Manual is very detailed in this aspects but since ACRs are still on the old traditional format so we don't give them objectives to be performed all through the year. So far guidelines of the manual are not being followed
F 5(SL)	The SMM mentions the KPIs which are to be given to the teachers e.g. lesson planning, command on subject, attendance, lesson delivery etc. However, since the format of teacher's annual assessment i.e. ACR is not aligned with the SMM so we don't follow this. SMM is very elaborative on this aspect. Almost all areas of teacher's performance are covered.
Participant	Staff Appraisal
M1(JI)	Since the old format of ACRs is still in practice so we cannot evaluate the staff as guided in the SMM. The ACRs need to be developed on new format and the manual will be supportive in the process of performance appraisal.
M2(MR)	Manual details the new appraisal system but we are not following it because FDE is still using the same old format of ACRs.
M3(AS)	Old appraisal system is in place and we follow that. When FDE will ask us to follow the new procedure then we will do that.

Participant	Staff Performance Management
M4(MA)	There are situation where schools are compromised in terms of availability of staff. How come we can talk about KPIs? KPIs work in ideal situation and we don't have that ideal available.
M5(M AF)	The teacher's performance is evaluated on the same format which is used in other government departments where nature of the job is different than education. This current ACR format is not aligned to the requirements of education department. This is very generic. Unless the ACR format is changed and the template which is given in SMM is implemented, nothing will change.
F1(PA)	We are trying at our own to judge performance according to the given performance indicators in manual. However, these are not exactly matching with ACR forms and we have to judge according to ACR forms. These performance indicators in manual and ACR forms must coincide which do not at the moment
F2(ZB)	The ACRs of the teachers are badly in need of revision and it should cover the areas specifically to teaching, learning, classroom management so that the teacher's performance can be gauged exactly. Rather I feel that the ACR section at FDE must read this manual and incorporate items from this into the ACRs which will benefit the heads in evaluation the teachers. This will also improve the teaching and learning practice of the school because the teacher will know that their performance will be gauged on these points so they will definitely improve. This manual is very supportive in the aspect of staff appraisal, the new heads can take guidelines from this. The experienced head can also refer to it. But this needs more practice and training course
F3(NA)	The manual sets the detailed guidelines for staff appraisals. But the ACRs are of old pattern which has no inclusion of KPIs.
F4(N AI)	We don't take help from the manual in appraising the performance of the staff because the old pattern of ACRs is in practice. Once the ACRs are revised and the system of assigning KPIs is introduced, then the manual will definitely be a tool guide for us.
F 5(SL)	Manual is supportive in appraising the staff. It asks the heads to supervise the staff on the areas they are supposed to work upon. Head has to be the mentor of the staff. Head needs to identify the strength and weakness of the staff. Performance evaluation proformas must be distributed among staff, sufficient time to be given to perform accordingly and then assessment should take place. SMM guides the procedure that assessment of employees is a two way process. The head has to discuss the grey areas with the teachers and get them signed. It has to be a logical argument. The assessment must be accompanied by the relevant documentary proof. Teacher's observation form can also help the head evaluate the performance..... Unfortunately our department is still following the old ACR forms so these guidelines are of no use to us.

Participant	Grievance Management
M1(JI)	The guidelines are detailed and very practical. Both types of process i.e. formal and informal way of handling staff grievances are given.
M2(MR)	They are very helpful especially in case of new heads. However, in the case of my school we handle grievances at school level and there are no referral made to AEO office or FDE.
M3(AS)	The guidelines of the manual in handling staff grievance are clearly stated. But so far no serious case has been reported. Small grievances are handled at school level in an informal way.
M4(MA)	Manual is very clear and prescriptive about the guidelines. But we have informal way of handling it. A committee of senior and socially likeable colleagues is there. In case of any issue, it get referred to them.
M5(M AF)	The SMM clearly states the steps to be taken in case of grievance occurs. Our practice is also aligned with this. We try to settle the matters within school. The committee has already been comprised who looks after such affairs. Only serious cases are referred to AEO office which are beyond the control and expert guidance is needed.
F2(ZB)	The guidelines of the manual are in detail and both types of guidance for grievance handling is given. If you want to deal it in an informal way, the guidelines is there and if you want to deal it in a formal way, even then the guidance is sufficient. Our educational managers can refer to the manual with full confidence while handling any grievance.
F3(NA)	The guidelines of the manual are very detailed and helpful in addressing the individual and collective grievances of the staff. So far, in my entire period of headship, we haven't experienced any grievance which get worse or need external intervention. Disputes and grievances get settled within school premises.
F4(N AI)	We don't take help from the manual in appraising the performance of the staff because the old pattern of ACRs is in practice. Once the ACRs are revised and the system of assigning KPIs is introduced, then the manual will definitely be a tool guide for us.
F 5(SL)	Manual is supportive in appraising the staff. It asks the heads to supervise the staff on the areas they are supposed to work upon. Head has to be the mentor of the staff. Head needs to identify the strength and weakness of the staff. Performance evaluation proformas must be distributed among staff, sufficient time to be given to perform accordingly and then assessment should take place. SMM guides the procedure that assessment of employees is a two way process. The head has to discuss the grey areas with the teachers and get them signed. It has to be a logical argument. The assessment must be accompanied by the relevant documentary proof. Teacher's observation form can also help the head evaluate the performance..... Unfortunately our department is still following the old

Participant Staff Performance Management

ACR forms so these guidelines are of no use to us.

F6(NJ)

It gives the guidelines to handle the grievance formally and informally. Step by step guidance is given. It states steps as to how to handle staff complaints within school premises or involving AEO office and FDE. I would like to quote an incident of my school which took place last year. I had a teacher who had the responsibility of preparing the time table as well as she was the in charge of the conduct of in house examination. The teachers complained about her nepotism that she favors her friends' colleagues while allocating classes in the timetable and she does the same while preparing duty roster or invigilation roster for the exams. I called in the teachers and tried to convince her to change her attitude but she wasn't willing to do so. Since it was the first case of its own nature in my school and I didn't know what to do. Then I consulted the manual and it clearly states that we have to inform our immediate boss who is AEO in writing. I prepared her case and sent it to AE office. The AEO (Area Education Officer) visited our school and met that teacher. He talked her that if she will not improve her behavior then the matter will be taken up officially and she has to give her statement in front of the committee which will be formally constituted. There will then be a through official investigation. Then she said that she wants to get transferred to any other school. So in this case, I took direct guidance from the manual.

Appendix-J**Focused Group Discussion**
Implementation Challenges**Participants** **Lack Of Ownership And Follow Up By FDE**

P1 (PA) There is no follow up kept by the FDE after the first training was given to all the school heads. Even no AEO, Director has ever asked about it. Even the school heads do not talk about it. This is the reason that we have problems in its implementation.....Everyone was implementing it on way. Few were doing it and other weren't. This happens with very project or any specific action plan. Reason is that FDE didn't own it.....Initially after the training we told the teachers that you have to plan lessons according to the manual and you will be observed accordingly. Since no one from higher ups came for observation or check, so the teachers didn't take the head's words seriously.

P3(NAI) FDE must own this manual. Whenever AEO or directors come for the school visit, they just sign the attendance register and go. Hardly they go to any class or discuss the academic aspects of the school.....It is interesting to tell you that to FDE, monitoring only means cleaning of the school premises. They don't look at the academic side of the school.

P4(AS) If director monitoring hasn't read this manual then how the schools will be evaluated accordingly. When schools won't be evaluated how the practices will be improved?

P5(MR) In my experience, FDE didn't follow it with the school heads after it was sent to schools for implementation. The manual was brought to improve the school and bring uniformity to the administrative and academic practices but sadly it couldn't do that. The reason is that it was not followed up.

Participants **Lack Of Follow Up Trainings**

P4(AS) One of the main reason of the implementation gap is the gap between the training and the trainees. Recently we all head have received a training session on core skills development from British Council. The representatives of British council came for 03 days training. A lot of money was spent. I was continuously thinking that if the training had been about the manual this would have served the purpose. Why can't FDE train heads on various aspects of this manual. Why don't they waste time in outsourcing, calling trainers from outside and wasting time and money.

Participants **Shortage Of Human Resources**

- P1 (PA) If we have to make the time table of eight periods and separate time table for each day, then we need to have more teachers. How can we accommodate Art, Library and sports periods when we don't have teachers for these subjects. How can one computer teacher teach computer teacher to the whole school and one sports teacher take sports periods of whole school? There are many short falls.....In my school, an average teachers takes 6-7 lessons in a day. It means she has to make 30-35 lesson plans for a week which is humanly not possible. Then how can she check student's work according to the correction symbols. The story doesn't end here...she has other charges as well, other duties too. Then preparing formative assessments n keeping its rigorous record. The teachers were upset on these aspects.
- P3(NAI) There is shortage of teachers so how can we make the timetable according to the guidelines of this manual. One needs to have ample number of teachers to make separate time table for all five working days.
- P4(AS) But its implementation in true letter and spirit is not possible owing to many reasons. The main cause is that we don't have enough teaching and non-teaching staff. The staff is not qualified enough.

Participants Inadequate Financial Resources

- P1 (PA) The basic challenge is of human and financial resources. The manual has adopted the idealistic approach towards the school functioning. It's not based on the realistic approach.
- P 2(NJ) The big challenge was how to do new things as given in the manual with the resources which are already meagre and hard to manage.....Budget for the photocopy allocated in annual school budget is insufficient to meet the requirements of the manual. It is almost impossible to manage.
- P3(NAI) The manual was meant to improve the schools but it couldn't improve because of serious deficiency of human and financial resources.....Now the pattern given in the manual requires that the test should be a mix of objective and subject based questions. Such type of test cannot be written on the white board for students to copy. It has to be photocopied for each student. Two tests of each subject per month are too much of photocopying. There was no separate budget for it
- P5(MR) Even we don't have money in the annual budget to get the templates photocopied which are given in the school management manual.

Participants Teacher's Resistance To Change & Innovation

- P1 (PA) Secondly the acceptance level of staff is very low. As heads we are convinced that the practices mentioned in the manual are beneficial for school improvement but it's hard to convince the teachers when they see other not following it.....The reason is that the teachers know that their job is permanent and no one can force them to go for activity based teaching. The teachers also know that their promotion and salary raise is not tied to their job performance and well-rounded growth of

the students. Its only the GPA which counts and this can be achieved by asking them to cram things.

- P 2(NJ) How to motivate them to adopt these practices especially when no one from higher management at Area Education Office or Federal Directorate Of Education is asking them to do so but only the school head is expecting them to bring lesson planning and copy correction in line with the guidelines of the manual.....Old teachers were not ready to accept it
- P3(NAI) In my school more than half of the staff is senior in terms of length of service. They find it very hard to digest that the school head is sitting in their classroom and observing them teaching. The first point they raised was they our results are good and we are so experienced then why our teaching hasn't remain trustworthy. Why is this manual more important than us who are the actual classroom practitioners?
- P4(AS) how to motivate the staff especially the experienced ones and then keep them on this track of adopting the guidelines of the manual when there is no monitoring and evaluation from FDE side.
- P5(MR) Complacency at all levels heads, teachers AEOs, FDE is the main reason for the implementation gap..... My senior teachers don't like this that I go and sit in their class for observation. They think that is their insult to get observed by the principal. Same goes for lesson plan. They don't take it seriously. In female schools, things must be good but in boy's school, the heads as well as the teachers were not serious towards its implementation. Old teachers resist the change. The new teachers are open to change and new strategies.

Participants

Student's Strength

- P3(NAI) Student strength is another issue. The ideal student ratio is defined in the manual for each level but the ground reality is that we have high students strength in each class so how to implement these things then? Note books cannot be checked. Homework cannot be monitored closely in this situation of high student strength.
- P4(AS) I belong to rural area school where schools have their own dynamics. In urban schools the situation might be different but in rural area the situation is not very positive and conducive to implement this. The classes are over flowing with students and teachers are over burdened with the time table. How to do these ideal things then. We compromise on so many things.

Recommendations for Improvement

Participants

Content Improvement Of The School Management Manual

Participants**Content Improvement Of The School Management Manual**

P1 (PA)

We have ESTA code to follow but that is too difficult to understand. If few of the chapters for example leave rules, legal rules, can be taken, simplified and added in this manual, it can be made effective. This is important to be done especially for the new heads who get to learn things through experience or trail and errors must have something in hard form to refer to. For example in case of any inquiry, complain, explanation etc. such aspects must be there. It can be a volume 2 to this School Management Manual. This will improve its content, effectiveness and value.

P 2(NJ)

The document states all three aspects administrative, academic and human resource management but few things are missing. There is no allusion to the financial management. The role and task of DDO (Drawing and disbursing officer) must be included. Particularly the rules of procurement, budgeting, expenditure, purchase committee etc....all these aspects must be mentioned in detail.

P3(NAI)

Specimen samples and templates related to financial management must be there. Instead of hiring experts from outside the senior officers of FDE shuls help improve its content. There is no allusions made to deal with the absenteeism of the staff. How we have to proceed it in a legal way. Similarly, there is no allusion made to the civil work of the school. ... Same is the case with pruning of tress which is again a legal matter. The manual has to have reference form these aspects so a school head can refer to it and take guidance.

P4(AS)

Aspects related to AGPR, correspondence with the FDE officers, samples of letters must be there in the manual. It should be like a law book for school heads.....clear rules must be stated and they should be made part of this manual. Guideline about all utilities should be there for head to follow. Once the guidelines will be made part of the manual, then obviously they will be followed. Rule of tender, auction, procurement must be there. I wasn't clear about the rules and kept asking other heads. These important rules be included in the manual as they directly relate to school functioning.

P5(MR)

There are many departments in FDE but we as school heads are only familiar with department of schools, academic department, and training department. The other departments like budgeting / financial management, pension, civil works, legal works HR, Planning and development, and R & D are there. But the school management manual doesn't refer to them. As school heads, we do maintain correspondence with these departments. Moreover, we are the employees of the federal government and civil servant rules are applicable on us but there is no allusion made to them in this manual. All these must be include in the manual. There are heads who don't know these rule and out of ignorance or lack of knowledge they take improper or wrong decisions. The management manual is considered incomplete if it doesn't help the school head in need due to the non-provision of the relevant information.

Participants**Capacity Building Of Heads And Teachers**

Participants	Content Improvement Of The School Management Manual
P1 (PA)	In-house CPD for teachers for lesson planning, classroom management, copy correction, HW planning and monitoring can be planned and implemented.
P 2(NJ)	Capacity building of heads as well as teachers is important. Now they are the custodians and actual practitioners of this manual. They have to own it and work towards its implementation. We can take the example of our holy book. It's there for our improvement. Now all Muslims try to implement it as per their understanding, will and capacity.
P3(NAI)	There should be timings of CPD specified in the manual so teachers may know that we have to attend them. CPD sessions will help them develop the teacher's understanding of the areas of lesson planning, examination system and Bloom's taxonomy etc. The raised capacity and comprehension of the teaching staff will help the school in implementing the manual. This would be the first step towards school improvement.
P4(AS)	Recently we all heads have received a training session on core skills development from British Council. The representatives of British Council came for 03 days training. A lot of money was spent. I was continuously thinking that if the training had been about the manual this would have served the purpose. Why can't FDE train heads on various aspects of this manual. Why don't they waste time in outsourcing, calling trainers from outside and wasting time and money? I am sure that majority of the heads and the deputy heads benefit from the recent training of British Council. If this manual gets implemented in true letter and spirit then automatically the teachers would be able to develop core skills of the students which are critical thinking, leadership, communication, collaboration, citizenship. The point is that the CPD of heads as well as of teachers should be relevant to our context. And it should move from easy to complex. Currently the training of the agencies like British Council are too hard for us to understand and implement.

Participants	Monitoring And Supervision By FDE
P3(NAI)	I will give the example of the Teachers (fellows from Teach For Pakistan). These teachers are given to us from Teach For Pakistan. They are trained and they conduct student centered lessons. Now the school is same, students are same and see the deference these teachers are making in the classrooms. The difference is very clear and evident. The reason is teacher training and close monitoring of the Teach for Pakistan department. They are thoroughly training the fellows, provide those resources and keep a very close follow up with them. During the school closure due to COVID 19, these fellows conducted the online classes of the students where as our own permanent teachers didn't do that. Even these fellows arranged cellphone for the students who didn't have cellphones to attend online classes. So the point is

Participants**Content Improvement Of The School Management Manual**

that the training from their department, the close follow up and the provision of resources has made the difference. If we want our schools to improve and implement thus manual, it has to have a whole school approach, rigorous training and monitoring has to be there.

P4(AS)

We have this comprehensive School Management Manual. Why can't we plan the training around it? This is an official, living document as stated in its preface. FDE should promote it. The only way to promote is when we all will talk about it, own it, learn it, implement it and evaluate it.

Participants**Provision Of Resources**

P1 (PA)

We can explain the importance of these templates to them and with their help and support a specialized fund can be generated. For example parents can help us in getting things photocopied for examination purposes. The way we all are managing the school buses. In the same way, we can manage the required resources or photocopying for this purpose.

P3(NAI)

I will give the example of the Teachers (fellows from Teach For Pakistan). These teachers are given to us from Teach For Pakistan. They are trained and they conduct student centered lessons. Now the school is same, students are same and see the deference these teachers are making in the classrooms. The difference is very clear and evident. The reason is teacher training and close monitoring of the Teach for Pakistan department. They are thoroughly training the fellows, provide those resources and keep a very close follow up with them. During the school closure due to COVID 19, these fellows conducted the online classes of the students where as our won permanent teachers didn't do that. Even these fellows arranged cellphone for the students who didn't have cellphones to attend online classes. So the point is that the training from their department, the close follow up and the provision of resources has made the difference. If we want our schools to improve and implement thus manual, it has to have a whole school approach, rigorous training and monitoring has to be there.

P4(AS)

The government must take the ownership of the manual first and equip the schools with required resources before asking the heads to implement it.

Appendix-K**CERTIFICATE OF VALIDATION FOR PROOF READING OF THESIS****INFLUENCE OF 'SCHOOL MANAGEMENT MANUAL' ON IMPROVEMENT AT
SECONDARY SCHOOL LEVEL UNDER THE FEDERAL DIRECTORATE OF
EDUCATION**

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This is to certify that the said thesis has been proof read for the usage of English language including sentence structure, grammatical structures i.e. subject verb agreement, use of tenses, spelling, punctuation and conjunctions etc. During the first reading, few observations were made and communicated to the researcher. The suggested changes were incorporated by the researcher successfully. The final reading was done by the undersigned and found appropriate. Hence, the thesis is being validated with fair amount of confidence.

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