

Role of Administration in the Development of Public Schools Education System: A Case Study of District Shaikupura

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Abstract

Education is a critical component for a successful life and the foundation of a country's growth. It is beneficial as a tool for reshaping the younger generation and helping them develop social skills. This study explored the administration's role in developing the public-school education system. The analysis was quantitative, and data was gathered using the survey approach. District Shaikupura's public schools were selected as the population of the study. The sample was chosen using the census sampling approach. Teachers at secondary schools were selected for the study's example and two hundred fifty (250) instructors were chosen as the study's sample. Data were gathered using a questionnaire that was self-developed consists of two sections. The first section focused on demographic factors, and the second on the administration's role in addressing issues related to the growth of the educational system in public schools. The SPSS (Statistical Packages for Social Sciences) program was used to analyze the data. The data were gathered and calculated using descriptive statistics. The Mean, Standard Deviation, and frequency were computed in descriptive statistics. The study's findings revealed that most respondents had the same views on the importance of administrative issues to advancing education.

Keywords: Administration, Education, problem-solving

Introduction

Education continuously aids in the moral and economic advancement of humanity. Qurashi (2017), contends that education makes a society shine globally, has advanced this position. Education appears to be a powerful instrument for economic growth and human welfare. It is a catalyst for change that is essential to the development of every country in the globe. The goal of parents choosing a school for their children is to give them the most excellent possible education. Here, parents' interest is caught by a school's reputation. They serve as the schools' customers and are significant from a marketing standpoint. Parents will still choose younger siblings' schools and propose certain schools to their peers. For this reason, school administration must be well-equipped with all established processes, protocols, and record-keeping. Parents may rest easy knowing that their child's academic and personal growth, as well as their general safety and everyday wellness, are being taken care of thanks to detailed school records.

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Parents may rest easy knowing that their child's academic and personal growth, as well as their general safety and everyday wellness, are being taken care of thanks to detailed school records. When a researcher wants to evaluate the earlier study done by researchers on the target topic, they might use a variety of approaches. He is free to use any method he deems appropriate in light of the study's requirements. According to Pare (2017), there are six different approaches to reviewing the literature: descriptive, aggregative, narrative, scoping, critical review, and realistic. Onwuegbuzie and Weinbaum (2017) insisted on the literature review methodology primarily used to compare the researchers' earlier well-known publications. This approach focuses on the study's key components, including the theme, goals, research methods, and conclusions. Notably, the researcher can use many ways for the literature review depending on the needs. The researcher has employed integrative and descriptive approaches in this study, which reflects an eclectic approach to examining prior work.

Literature Review

Role of Education

Education intensely nourishes a society's future people (Nwaeke & Agi, 2009). All countries prioritize imparting knowledge, morals, and skills in the minds of their children to ensure that their country develops in the way they want. Through education, society may impart particular information to students and affect changes in their attitudes, values, and beliefs. According to Qurashi (2017), Pakistan's constitution, like those of other nations, declares that all people have a basic need for education, and article 38(d), as revised by the 18th constitutional amendment, holds the state of Pakistan accountable for providing that need.

Educational Leadership in Pakistan, Historic Perspective

Qurashi (2017) asserts that Pakistani education has a sad and dreary atmosphere. In order to reorganize the teaching staff and advance students' academic performance, it was suggested in the National Education Policy of 1992 to begin specialized and certified training for educational employees. The proposed strategy aims to make Pakistani educators seem to be leaders on a global scale. Zaki (2019) claims that the current Education Policy, 2017-2025, has considered leadership. "Excellence in leadership" has been emphasized for advancing the Pakistani educational system in the Education Policy (2017-2025).

Education through Formal Institutions

According to Obanya (2004), educating everyone is a significant task. Institutions, whether official or informal, are used to promote education. According to Crick and Pedder (2016), a school is an educational institution that provides instruction to children across the country and carries out a variety of tasks with different educational goals. Obanya (2004) asserts that people are the actual product of education. Schools serve as the means of social mobility that deliver educated individuals to a democracy. A school is therefore crucial for improving the country's economy. According to Nwaeke and Agi (2009), educational institutions are the primary centers for promoting and transmitting cultural values to the next generation.

Goals of Education in Pakistan

The country's founders believed the educational system would be the engine for achieving all national objectives (Iqbal, 2011). At the first national education conference in Karachi in 1974, it was resolved that the educational system would follow Pakistan's governmental objectives. The

demands of the Pakistani people will be directly reflected in the educational system. The primary objective of Pakistan's educational system, according to Quaid-e-Azam Muhammad Ali Jinnah, is to foster national identity in the next generation of Pakistanis (Qurashi, 2012). The national character of Pakistani people also includes a strong sense of duty, social integrity, and unselfish dedication to the country. Several educational commissions and committees were established to increase the role of education. However, ironically, the implementation needs to be more robust (Iqbal, 2011). The result is that the country's educational system has deteriorated significantly rather than becoming better. The growing disparities have significantly harmed the system and divide between the community and educational institutions. A high-quality educational process depends on parental engagement. A child's first school is their own home. Without parental engagement in the educational process, successful policy implementation would continue to be a pipe dream. Additionally, this will address the issue of inconsistency (Zaki, 2012).

Critical Analysis of the Problems of Education

Despite lofty objectives and declarations, Pakistan's educational system faces the problems detailed below, which are critically analyzed

Lack of consistency: According to Iqbal (1981), there is more than one set of guiding concepts that the Pakistani educational system is built on. Across the nation, many educational systems are operating simultaneously. Due to the unequal curriculum, there are currently several schools of thought. For instance, graduates from Deeni Madaris, a select group of private elite colleges, and state educational institutions all have different mentalities. The rate of polarization in society has accelerated due to this tendency. This is the outcome of the polarization of the Pakistani educational system, claims Zaki (1989) (Zaki, 2012). This system has badly divided the nation and even had a negative effect on its cultural foundations. The most recent upsurge in terrorism and the widening sectarian gap are unavoidable results of this disjointed educational system. The existing polarised educational system is severely eroding this country's ideological and social base, which will undoubtedly cause additional divides on language and regional grounds that will impair the social cohesiveness and fabric of the society (Lunenburg & Ornstein, 2008). Instead of among all individuals, this societal separation is based on political, social, and economic factors.

Education without direction: Every country has to have robust educational systems (Naseem, 1990). In order to raise them, every country actively teaches its children on social, political, economic, and ideological issues. Pakistan's citizens have yet to be able to grow and be guided on solid political and social foundations due to the direction and inadequacy of the education system. The education system needs to be more cohesive and emphasize general education, which does not produce competent people for the labor market. Therefore, unemployment is increasing. This situation could make the general public feel deficient (Government of Pakistan, Ministry of Education, 2006). There is, therefore, widespread unrest on a cultural and political level. Additionally, there are few possibilities for education in science and technology. In this approach, students' capacity for critical thought, logical reasoning, and creative expression must be developed.

Outdated curricula: The curriculum acts as a means of reaching educational objectives. Pakistan's educational system must catch up to what the modern world requires. The outdated and archaic curriculum forces students to recall facts and statistics without considering that education is about a person's whole growth. The psychology of the learner is also given considerable consideration, as it is essential to the teaching and learning process. The psychological, intellectual,

and social underpinnings of education must be established to achieve its goals. The current educational system in Pakistan needs to adhere to these contemporary research and educational norms. Therefore, the learner's interest in hands-on work, inquiry, scientific knowledge, and introspective observation is given less weight in this curriculum than memory retention and theory (Louis, 1987).

Lack of professional development of teachers: Effective performance requires training. Being a teacher takes time and effort. In Pakistan, there needs to be more possibilities for teacher training. Even though the nation is home to various institutes for teacher training, many institutions need more resources and skilled personnel, such as administrators and trainers. The accessible training facilities available in the country do not satisfy the essential training standards. Lack of funding has led to the closure of the majority of training institutions. The out-of-date and very conventional curricula that teacher education programs offer do not raise teachers' knowledge, fervor, or professionalism (Zaki, 2012).

Theoretical Framework

In order to accomplish stated goals, the essential management functions include planning, organizing, coordinating, regulating, and budgeting organizational resources, according to Henri Fayol, Luther Gulick, and Max Weber's administrative management principles (Lunenburg & Ornstein, 2008). In other words, educational administration allocates and utilizes the people, things, money, and programs in the educational environment to accomplish defined educational goals. Therefore, educational administration works to achieve the objectives of efficient and effective teaching and learning by methodically and strategically preparing, organizing, coordinating, and supervising the academic contents, technical procedures, and related tasks in the educational setting.

Administrative Issues

Teaching and learning administrative issues include

- Infrastructure, facilities, student characteristics, school characteristics, and partnership issues;
- Teacher preparation, professionalism, conditions for science, development, and training, and teacher motivation;
- Emphasis on the supervisory role of school administration in curriculum execution and implementation, and
- Management of infrastructure and facilities and school facilities.

Each is essential for ensuring effective teaching and learning. According to a study, A high-quality education infrastructure significantly influences teaching and student learning. One study's findings (Cryer, 2019) show that pupils who attend schools with good infrastructure report being more satisfied than those with subpar infrastructure. The calm classroom setting, ICT-integrated building, and availability of research sources, labs, libraries, and halls all contribute to the well-being of the students. Similarly, Asiabaka (2008) claimed that the standard of the school's facilities determines whether or not the school's goals are met.

However, Cohen and Bhatt (2012) noted that infrastructure guarantees excellence only if exposed to improved organizational management. Practical design, planning, mobilization, and deployment provide adequate infrastructure for successful teaching and learning. The Nigerian educational system of the twenty-first century needs facilities/infrastructure, tools, and a setting customized to learners' requirements so they may develop and reach their full potential (FME, 2009).

Objectives of the Study

The objectives of the study were to:

- To examine the administration's role in solving the problems for developing the education system in public schools.
- To describe the factors affecting the administration's role in solving the problems for developing the education system in public schools.

Research Method and Procedure

The literature review reveals that research on the role of administration was required to address the issues preventing the improvement of the educational system in public schools. The study was quantitative, and data was gathered using the survey approach. District Shaikupura's public schools made up the study's population. The sample was selected using a random sampling procedure. Teachers at secondary schools were chosen for the study's sample. Two hundred fifty instructors were chosen as the study's sample.

Instrumentation

A self-developed questionnaire was used for the collected data. The questionnaire consisted of two parts. The first part consisted of demographic variables, and the second part consisted of the administration's role in solving the problems for developing the education system in public schools.

Data Analysis

The data was analyzed through SPSS (Statistical Packages for Social Sciences). Descriptive statistics was used to calculate the data. Descriptive statistics was used to calculate the Mean, Standard Deviation, and frequency.

Table 1 Distribution of gender

Gender	Frequency	Percent
Male	98	39.2
Female	152	60.8
Total	250	100.0

Table shows the sample distribution of gender secondary school teachers. It shows that there were 98(39.2%) male teachers and 152(68.8%) were female secondary school teachers. Total sample of study were 250 secondary school teachers.

Table 2 Mean and standard deviation of Administration for the Development of Education System and its factor school culture

Sr. no	Statements	SDA	DA	UN	A	SA	Mean	SD
1	A culture of inquiry and reflection is established and maintained by school management.	37	20	34	126	33	3.39	1.248
2	Administration at the school fosters a culture of cooperation.	12	41	41	123	31	3.48	1.061

3	The school administration gives instructors decision-making authority.	16	58	26	120	28	3.35	1.146
4	The leadership of teachers is fostered by the school administration.	18	41	29	116	44	3.51	1.173
5	The management of the school fosters an environment of respect and trust.	6	29	43	120	52	3.73	.996
6	School administration alters school culture to encourage parental engagement	13	34	50	100	53	3.89	3.691
7	Test results are celebrated by school management as a reflection of their achievement.	5	23	47	93	82	3.90	1.028

The Administration for the Development of Education System and its component school culture are displayed in the table together with their respective means and standard deviations. Statement illustrates how Create and maintain a culture of inquiry and reflection in the classroom ($M=3.39$, $SD=1.248$); encourage a culture of collaboration ($M=3.48$, $SD=1.061$); grant teachers decision-making authority ($M=3.35$, $SD=1.146$); encourage a culture of teacher leadership ($M=3.51$, $SD=1.173$); and foster a climate of respect and trust between students and teachers ($M=3.73$, $SD=.996$). Test results are used as a source of pride by school administration as a sign or symbol of accomplishment, and the school's culture is changed to promote parent involvement ($M=3.89$, $SD=3.691$). ($M=3.90$, $SD=1.028$). The majority of instructors, it was found, agreed with the Administration for the Development of Education System and how it affected school culture.

Table 3 Mean and standard deviation of Administration for the Development of Education System and its factor organization and resources

Sr. no	Statements	SDA	DA	UN	A	SA	Mean	SD
8	Organization develop effective coordination strategies	20	30	42	115	43	3.52	1.148
9	Organization obtain necessary resources for learning.	11	39	44	115	41	3.54	1.075
10	Organization Seek advice, support of superintendent for authorization and resources.	8	54	32	123	33	3.64	2.723
11	All faculty members participate in decision-making through the creation of organizational frameworks.	17	52	50	105	26	3.28	1.114
12	Businesses create frameworks that promote collaboration	19	37	46	107	41	3.46	1.155

The Administration for the Development of Education System, its Factor Organization, and Resources are shown in the table along with their Mean and Standard Deviation. Statement shows the means Organization develop effective coordination strategies ($M=3.52$, $SD=1.148$),

Organization seek advice and support from superintendent for authorization and resources ($M=3.64$, $SD=2.723$), Organization establish organizational structures that involve all faculty in decision-making ($M=3.28$, $SD=1.114$), Organization create arrangements that allow for teamwork ($M=3.54$, $SD=1.075$), Organization obtain necessary resources for learning (a) deal with three levels of authority, b) meet with high-ranking officials ($M=3.64$, $SD=2.723$), ($M=3.46$, $SD=1.155$). It was concluded that mostly teachers were agreed regarding Administration for the Development of Education System and its factor organization and resources.

Table 4 Mean and standard deviation of Administration for the Development of Education System and its factor Teaching problems

Sr. no	Statements	SDA	DA	UN	A	SA	Mean	SD
13	The curriculum should be geared towards knowledge storage for future application	23	37	68	85	37	3.30	1.167
14	The school administration supports this by allowing more noise in the cooperative learning classrooms.	8	46	46	107	43	3.52	1.076
15	The management of the school makes sure that the teaching and learning processes .	16	67	36	87	44	3.30	1.220
16	The curriculum should be geared towards knowledge storage for future application,	43	35	46	78	48	3.21	1.368
17	The school administration supports this by allowing more noise in the cooperative learning classrooms.	12	25	34	125	54	3.74	1.058

The mean and standard deviation of the Administration for the Development of the Educational System and its component Teaching Problems are shown in the table. Statement illustrates how The school administration insists on curriculum content that is oriented towards knowledge storage for later use ($M=3.52$, $SD=1.076$), supports cooperative learning classes by allowing for higher noise levels ($M=3.30$, $SD=1.220$), makes sure teaching technologies and instructional materials are available, and directs curriculum content that is oriented towards problem-solving, skill, and capacity. It was discovered that most instructors agreed with the administration's involvement in the evolution of the educational system and how it influenced issues related to instruction.

Table 5 Mean and standard deviation of Administration for the Development of Education System and its factor School-Community Relations

Sr. no	Statements	SDA	DA	UN	A	SA	Mean	SD
18	School-Community children and parents involve in their education	16	19	40	129	46	3.68	1.061
19	School-Community provide opportunities for parent involvement.	6	25	54	117	48	3.70	.970
20	Administrative show open-door policy for parents.	9	32	62	107	40	3.55	1.022

21	Administration at the school serves as a social worker for the community.	17	50	39	95	47	3.42	1.201
22	Administration of the school promotes meaningful relationships, such as with prospective resource providers.	16	42	41	107	44	3.48	1.152
23	To engage parents in school council, the administration of the school plays a PR role.	16	29	37	129	39	3.74	2.118
24	The school administration keeps in touch with all parties involved.	22	37	31	111	49	3.51	1.213

Statement shows the means School-Community children and parents involve in their education. ($M=3.68$, $SD=1.061$), School-Community provide opportunities for parent involvement ($M=3.70$, $SD=.970$), School administration build open rule parents ($M=3.55$, $SD=1.022$), School administration give social service to public ($M=3.42$, $SD=1.201$), School administration communicate with all stakeholders ($M=3.51$, $SD=1.213$). It was concluded that mostly teachers were agreed regarding Administration for the Development of Education System and its factor School-Community Relations.

Discussion

The study's findings explored the administration's role in solving the problem in the education system. All respondents agreed to related educational problems. This study aimed to provide and debate teachers' perspectives on the qualifications and background of school administrators' inefficient learning environments. After the investigation, the following conclusions were made. Examining how school administrations affect student success reveals that school principals, in particular, play a crucial role in boosting student achievement by fostering an effective learning-teaching and social environment and boosting both teachers' and students' motivation. The findings of several earlier investigations (Fullan, 2005; Schulte et al., 2010; Wong & Nicotera, 2007) agree with our findings.

Features like creating the educational environment of schools in a physical area and preparing educational materials were highlighted regarding school administrations to increase pupils' academic achievement. The administration's ability to inspire workers and pupils was crucial to success and efficiency. In the administrative field, values like fostering a suitable working environment, reviewing instruction, facilitating staff coordination, and assisting in forming a school culture were highlighted and stated to be important in determining a school's effectiveness. These findings are consistent with recent research (Ayik & Ada, 2009; Helvaci & Aydoan, 2011). The school administration was required to improve neighborhood links and engage in social events to help students succeed. Similarly, numerous studies found that boosting school performance and student achievement depended heavily on the administration's collaboration with families (Mortimore et al., 1988; Sammons et al., 1995; Savaş, 2012).

Last, guidance services, handling student issues, tracking their progress, and assessing their achievement were viewed as school administration duties in enhancing student success in successful schools. Similarly, Hampton (2005) found that effective school administrators are in charge of setting up instructional programs and implementing corrective measures as necessary to boost student achievement. Harris (2007) argues that it is essential for the school's principal to

maintain contact with the faculty and pupils—these personal qualities of successful school administrators as leaders stand out. The most notable traits were patience, hard effort, and a sense of humor.

Conclusion

The success of a school is mainly dependent on its principal, who might be compared to the locomotive's engines. School effectiveness is crucial for students to learn as much as possible and for schools to reach their goals. This article concludes that education benefits people in all social, moral, spiritual, political, and economic areas. It is a dynamic force that supports any nation in achieving its primary goals. It is common knowledge that countries with strong educational systems also develop robust social and political systems. Several countries are rising to the international community's top because of their excellent educational systems. They value their liberty and enjoy political and economic freedom and growth. This factor has contributed to the rise of social unrest in Pakistan. The next generation needs direction due to Pakistan's defective educational system, which has failed to raise the nation on firm economic, social, political, and moral grounds. The aimless educational system produces degree holders who need high-order life skills, including introspection, critical thinking, analysis, research, and creativity. Instead, the emphasis in the educational system has been on educating individuals with knowledge and information that needs to be updated and more applicable to the modern, fast-changing reality. Students who graduate from Pakistan's educational system have good academic knowledge but need more practical skills to put what they have learned to work because of the traditional teaching and learning methods utilized there.

Recommendations

1. Considering this and the professional advice of education experts, the curriculum should be modified to create a curriculum that serves the demands of society and the nation, regardless of caste, color, or creed.
2. Political intervention needs to be minimized. The system will be able to function effectively and impartially as a result. Political meddling usually introduces flaws into the system, fostering corruption and other undesirable conduct.
3. Policies should be implemented immediately, with no waste of time or money. The administration should have a strong political commitment to enacting laws without delay.
4. Gaps in policy implementation have been formed, harming public and government agency confidence.

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