



The Effect of Educational Management System on Educational Growth in Pakistan

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Abstract

Management system plays key role in proper growth of any department, this review paper discusses the effect of educational management system on the educational growth of Pakistan. There are three basic type of education, formal, non-formal and informal, educational management is a key factor for the better and effective growth of all these types of educations. There are lot of management rules and regulations available for educational system available but the most effective one the fourteen principle was founded to be most effective for educational management in Pakistan. There is dire need of some modification and strictness of implementation of rules by competent authorities for making better the educational system in Pakistan. The behavior of head teachers and its impact of employ is also considerable factor in educational sectors.

Keyword: Education, Types of Education, Educational Management

Introduction

Education is a method of modifying an individual's actions. It introduces not only changes to a person, but also improvements to society. According to the Oxford Dictionary (2005) "this is the training program, skills and education to advance knowledge and skills". Ameen (2007) states that "to encourage schooling, in which ages take on increasingly diverse types of structures, is systemic activities that educate the society in order to support the future generation. Education involves affected intentionally designed, selected, and hired. Training is also a tool to encourage individuals to understand how to do something when planned phased in a comprehensive sequence of phases that leads to an integrated learning process." Information is conveyed by education from generation after generation. Effective and efficient people will learn in the democratic system during school, children and adults.

Types of Education

Various styles of instruction vary from formal to advanced, informal to distance learning in regard to curricula, meaning and teaching and learning resources. The attraction in non-formal education worldwide is now significantly regenerated and renovated (Peppers & Rogers, 2004; Pearson, Hiebert & Kamil, 2007). This is clear in the debate by Hoppers (2005; 2006; 2007 & 2008) about traditional anti-formal schooling and public education and the Council of Europe's comment. It insists that "formal school programs cannot solve the problems of present society by themselves, and thus welcomes the strengthening of non-formal education activities. The Assembly proposes that governments and relevant bodies of Member States recognize and allow non-formal schooling accessible for all as a de facto workmate in the lifespan process (Council of Europe, 2000 cited in Pearson, Hiebert & Kamil, 2007).

Formal Education

Various types of teaching differ from formal and informal, informal and remote teaching in relation to curricula, context and tools for teaching and learning. The international appeal of non-formal education is now greatly revived and revamped (Peppers & Rogers, 2004; Pearson, Hiebert & Kamil, 2007). This is evident in the Hoppers (2005; 2006; 2007 & 2008) dialogue on conventional anti-formal schooling and public education, and in the comment of the Council of Europe. He emphasized that formal school programs which would want non-formal education systems to be enhanced by the government and qualified institutions of the member Countries, are unwilling, on their own, to address the issue of present society and would therefore welcome the enhancement of non-formal educational programs.

Non-Formal education

Training beyond publicly organized schools such as adult learning and training services is known as non-formal training. UNESCO (1997a; 1997b) defines non-formal learning as the expected and continuing schooling activities that do not adhere closely to the definition of formal education. Non-formal education can also be used to refer to any learning experience planned in a given community by special organizations, primarily adults external to the formal education system, for which the option of skills is provided and preferred.

Informal Education

Informal learning, according to Coffey (2000), is a method of learning in which the goals and search for skills or information are defined independently or as a group and 70 to 90% of learning process in this level of learning is commonly expected. Informal education should be regarded, in line with Coffield (2000), not as a weakest type of education or a simple predecessor of formal education, but rather as a basic and self-important. Erault (2000) identifies 3 informal learning ways exist (cited in Latchem, 2014):

- **Incidental and Implicit**, where new thoughts, facts and actions are discovered without intentional efforts or simple / explicit interpretation of what is learned;
- **Reactive**, where learning is simple, but virtually normal or spontaneous
- **Deliberate**, where there is a specific aim to gain new expertise or abilities.

These three types of informal learning are just so much part of normal life that they are barely recognized as learning but illustrate the framework for this very necessary and secure strategy; the urge to research and to continue to learn.

Management

Management applies, under Sapre (2002), to the collection of objectives and activities in order to accomplish the organization's objectives and aims as a result of applying the highest order of management and productivity of utilizing properties within it. Other related concepts, leadership and administration intersect the definition of management. In the UK, Europe as well as Africa the term administration is well-known and used, for example, and, instead, in the US, Canada and Australia, the term administration is favored. In the administration of educational institutions, curriculum management may also be called a (logy) by itself (Bush, 2003). Education management primarily concerns the factual execution of the concepts of management in the areas of education. It is plain to observe in the words of Kimani (2011) that education and management are two fields of research. Management in education is an applied management area. Thus, educational management may be inferred that it applies to the application of management theory and experience to the area of education or education. Educational management is a mechanism by which services are gained and distributed to meet predefined educational objectives.

Fourteen Principles of Management

Organizations had to tackle administration in practice already in the last generation. Huge enterprises, such as manufacturing plants, had to be controlled in the beginning of 1900's. At that time only few (exterior) tools, methodologies for management were accessible. The first foundation of modern science administration was laid by Fayol (1841–1925). The basic factors for effective management are these first ideas, also called management principles. He studied this extensively and then synthesized the 14 management concepts.

In the book 'General and Industrial Management' Fayol's principles of management and study were published in 1916. There are 14 principles of management standards, which are assertions based on a simple reality. These management standards serve as a base for judgment and management initiatives. They are developed by observations and analyses of events encountered in reality by managers. After years of research, Fayol (1916) could synthesize 14 management concepts.

Division of Work: Workers are trained in various fields and have diverse talents. In practice the knowledge fields are distinguishable by different degrees of competence (from generalist to specialist). This is supported by personal and technical innovations. The specialization of Fayol (1916) encourages staff quality and boosts production. The employee expertise also improves its precision and speed. The 14 principles of management apply to both professional and administrative practices in this management theory.

Authority and Responsibility: Management has the right to direct the workers to do something in an organization. Naturally, accountability rests in this authority. In the opinion of Fayol (1916), management has the right to send orders to the subordinates through the corresponding authority or control. The liability can be get back to results and agreements must then be made. Authority and obligation, in other words, go hand in hand and they are 2 aspects of same thing.

Discipline: This third concept of the 14 organizational principles concerns compliance. Self-conduct and respectful relationships also form part of the central principles of values and objectives. This theory of management is important and is known as oil in order to make the motor work safely.

Unity of Command: The 'Command Unification' management concept means that a particular employee shall accept directives from one supervisor and that the manager shall be responsible to him. When more than one boss offers the employee duties and associated roles, this can lead to uncertainty, which can lead to future disputes between workers. The liability for errors can be calculated more easily using this theory.

Unity of Direction: This governance concept of the 14 management principles concerns concentration and harmony. All workers perform the same duties that can be related to the same targets. Both tasks have to be done by one team. The work must be defined in an action plan. This strategy is essentially the manager's responsibility, tracking the success of established and scheduled tasks. The efforts and teamwork are the focus points of workforce.

Subordination of Individual Interest: A company still has all sorts of desires. Henri Fayol found out that personal ambitions are subject to the interests of the company in order for it to operate properly (ethics). The emphasis is mainly on the organizational goals and not on the one person. This extends at all tiers, even management of the whole organization.

Remuneration: In order to ensure the smooth functioning of an enterprise, inspiration and efficiency are close together. This management theory of the 14 management principles suggests that compensation should be adequate to sustain morale and efficiency for workers. There are two wages: non-monetary (compliment, more liabilities, loans) and monetary (compensation, bonus or other financial compensation). In the end, the sacrifices that have been made need to be rewarded.

The Degree of Centralization: The management and decision-making power within a company must be sufficiently controlled. It depends on the amount and volume, including the hierarchy, of a company.

Centralization ensures that the decision-making bodies are centralized in the top management (executive board). Centralization is termed centralized control according to Henri Fayol, the transfer of authorities for the lower-level judgment processes. The company should aim for a good equilibrium (Fayol, 1916).

Scalar Chain: In any particular organization, Hierarchy introduces itself. This ranges from senior managers (leadership) to organizationally lowest ranks. Fayol (1916) points out a straight line in the field of jurisdiction under the "hierarchy" approach to management (from top to bottom and all managers at all stages). This can be called a kind of system of management. Without threat to the hierarchy, each worker can call a manager or supervisor in an urgent situation.

Order: According to this principle of the 14 principles of management, employees in an organization must have the right resources at their disposal so that they can function properly in an organization. In addition to social order (responsibility of the managers) the work environment must be safe, clean and tidy.

Equity: In the fundamental principles of a company, the management theory of equality is also present. According to Fayol (1916) the workers should be treated kindly and fairly. The workers should be treated kindly and fairly. Employees in the organization should be in Managers should track and oversee this procedure and handle workers equally and objectively.

Stability of Tenure of Personnel: This governance concept of the 14 management values reflects staff distribution and management. This should be aligned with the company's operation.

Management tries to keep changes indicate to a low and to get the right employees in the right job. There must be effective control of focal areas such as regular job shifts, and adequate growth.

Initiative: Fayol (1916) argued that workers should be permitted to share new thoughts in line with this management theory. This stimulates interest and participation and provides the organization with added value. He stated that employee programs are a power source for the company. This facilitates engagement and interest for workers.

Esprit de Corps: The "esprit de corps" organizational theory of the 14 management principles stands for the participation and solidarity of the workers. Managers are interested in the development of ethics at work; personally and in the field of knowledge management. Esprit de corps encourages society and develops an environment of shared faith and understanding.

Management concepts should be extended to organizations and offer useful tools to predict, schedule, execute and manage procedures, organize organizations, determine, arrange and track. While apparent, all of these problems appear to be used on the basis of good sense in existing corporate management activities. The list of practical topics still applies today because of a variety of logical concepts. The focus areas are focused on the study of Fayol (1916).

POSDCORB

POSDCORB is an acronym for management/administration tasks. It is an instrument of administration. In his management paper remarks on the philosophy of organizations that he published in 1947 were drafted by American political scientist Gulick and British management adviser Urwick in 1937. This was achieved on the basis of prior 14 principles of management. With the POSDCORB term, bosses, administrators and managers were able to delimit different

essential roles. This term lists all the roles managers face every day. POSDCORB is also still pertinent today. The POSDCORB acronym stands for:

Planning

Organizing

Staffing

Directing

Coordinating

Reporting

Budgeting

Coordination

Gulick and Urwick (1937) took into account several aspects of POSDCORB's organization and teamwork. One should not lose focus of the below in their view:

Span of control: This means that a head directly controls the number of workers. The larger the power, the more the boss is responsible for supervising the work of his/her staff. Where the manager often has workers who cannot operate individually, all employees are handled in the right manner. Why Gulick and Urwick (1937) claimed that 3 to 6 workers are assigned to each boss most effectively?

Unity of command: Just Fayol, (1916) and Gulick and Urwick (1937) have touched upon the 'unity of command'. This helps an organization to operate efficiently. The principle is simple: every worker has 1 boss who gives him/her tasks and supervises him/her. At all management levels of an organization, this definition should act as the yardstick. This implies, in practice, that

any employee earns just 1 manager's tasks. Many managers' orders may create misunderstanding among employees.

Distinguish between Line and Staff Functions

The POSDCORB definition proposes the line to personnel functions. So a line manager concentrates on his/her 'command cell' and is the only one who sends his/her workers orders. In comparison, he/she is directly responsible for his/her employees' results. Once a consultant personnel department with expert experience has been developed, the position of these workers should become obvious to the employees. These workers have the ability to engage in the departmental policies and assist management of the 'technical authority' as well. The staff must be adamant on this; or the 'unity of order' would be impaired. What is the definition of POSDCORB? The POSDCORB concept consists of tasks, which Fayol (1916) developed at the beginning of the 20th century. Below all tasks are briefly explained as Gulick and Urwick (1937) interpreted them:

Planning: Managers not only determine what to do, but also schedule it on the agenda. It is the duty. Foresight is in planning. This covers short, weekly, and quarterly planning, moderate (annual) and long-term preparation (looking ahead with a timeline of 3 years). The course of the company is decided by the strategy. In the other hand, a default time limit means that when time is gone, whatever outcome you've got would be adequate at that time. This timeline has to be carefully watched.

Organizing: Manager not only has the responsibility of assigning operations to their own divisions and personnel, but has the duty of implementing these duties. The manager wants the required skills, including budgets, raw materials, employees, and their skills, technology and machinery to produce a final outcome. To produce the final outcome, he/she must arrange all

kinds of things. For the most productive start to be made, it is crucial that the distribution of labor of workers is as successful as possible for the end target and end result.

Staffing: This section includes staff policy and all relevant operations within an organization. Good and professional workers are important to the efficient operation of a company. The manager is responsible for determining for such roles first of all the knowledge, qualifications and experience needed for them. This enables the development of work profiles and the hiring of employees. This personnel strategy extends to the whole recruiting, hiring and training process and assures that the correct form of staff is in a good role.

Directing: Management, naturally, is in the possession of the manager; he/she is the ultimately responsible person and responsible for that. In reality, the boss retains all tasks under management. The boss frequently monitors but motivates his team. She/he advises them how best to do their job, to inspire and to push them.

Coordinating: With this definition, the manager is responsible for the relation and collaboration of different pieces. A good boss has a so-called helicopter vision, which gives him an insight of what is going on. He/she will coordinate and handle his/her staff from this point of view. It is his job to synchronize and merge multiple divisions with the righthand side target.

Reporting: There is no verification without reporting. A consistent report holds the whole organization's contact free. Managers are the bond between the management team and its own constituent staff. Reports provide feedback into the success and this enables deals to be registered. Additional information is often made transparent by monitoring, for instance, staff complaints, new procedures, results interviews and revenue statistics. Parties concerned can also find archived records easily.

Budgeting: Any organization's lifeblood is financing. The manager oversees, manages and monitors the spending of the agency, while maintaining an eye on tax information. Besides the salaries of workers, the boss also has the duty to track such costs properly.

Organizational Structure

According to Gulick and Urwick (1937) the architecture of an organization is very critical. A loosely structured structure leads to inefficient and organizational divisions by extending. This is why multiple operations need to be coordinated in the same way so that each organization with its own specialism can be developed. This indicates an irrational, costly and inefficient design if activities overlap. Clarity should also be provided over roles and organizational layers.

Administration

According to Sergioivanni et al., (1980) first, administration was described as the process of collaborating with others to achieve organizational objectives effectively. Secondly, as regards education administration, they have claimed in the USA that "the management and management of education are a good example of the natural world and significance of administrative activities in our society." In fact, education is one of the biggest public and private businesses. Education officials, from superintendents to presidents at all stages, therefore take their positions seriously to create quality education.

Difference between Management and Administration

John Kotter (2001) claims in his discussion on the distinctions between the leaders and managers that "management deals with higher level thinking. Leadership, by contrast, deals with coping with change." Kotter (2001) uses a military similarity and notes that "nobody has figured out how to effectively manage people; they need to be led."

Basis for comparison	Management	Administration
Meaning	Management is a planned way of managing people and things of a business organization,	Administration is a process of administering an organization by a group of people.
Authority	Middle and Lower Level	Top level
Role	Executive/Decision making	Decisive/Influential
Area of operation	It works under administration.	It has full control over the actions of the organization.
Applicable to	Profit making organizations, i.e. business Organizations	Government offices, military, clubs, business enterprises, Hospitals, religious and educational organizations.
Decide	Who will do the work? And How will it be done.	What should be done? And When it should be done?
Work	Putting plans and policies into actions	Formulation of plans, framing policies and setting Objectives
Focus on	Managing work	Making best possible allocation of limited resources
Key person	Managers	Administrators
Represents	Employees, who work for remuneration/salary	Owners, who get a return on the capital/assets invested by Them

Leadership

The social leadership agreement is seen as a myth that confirms current social values and structure surrounding the necessities of hierarchy and corporate leaders. Leadership also seems concentrate and inspires individuals to take the appropriate steps to achieve shared goals. Leadership is a continuously interesting subject and ideas for sport lovers of school boards, stockholders, and scholars are all about what a leader is. John Adair (2007) describes leadership by their sophistication and variety in environments, from industry to political to organization. Leadership is certainly distinct from each other. Many leading gurus have variations in meaning and none of them seem to hold the same perspective on their true importance. However, John Adair defines leaders as an eye-screen to what they perceive from their topics. One of the leading thinkers on associated with leadership development is He

claimed that leaders must represent the desired qualities; he found out that for a leader to excel, the job at hand, the interests of the team and the individual's expectations need to be fulfilled (Warren Bennis & Burt Nanus, 1985). In their honorable Leadership Survey, they argued that "leadership is what gives an organization its concept and its capacity for turning this aim into practice.

Leadership Behavior and Styles

Leadership are how leadership positions are done and how managers generally comply with group members, Onosode (1993) also mentioned that leadership has several dimensions and several possible forms of classification, such as dictatorial, unitary, hierarchical, charismatic, participatory and participatory leadership. Productive leadership is expected to reduce the turnover rate in this dynamic global climate. Only through appropriate management styles can the corporate goals be accomplished productively. Leadership types influence the efficiency and morale of workers.

Leadership Style Assessment

Leaders should hold a combination of the above types of leadership according to their sector and obstacles. At the core of such types are the action logics "what leaders interpret their environment and react if their power or security are called into question," as described by Rooke and Torbert (2005). The 6 action logics explain what leaders' leadership styles are focused upon the action logics on which they are more accepted.

Individualist: Instead of the global corporate results, the individualist is authentic, creative, and focuses mostly on her activities and innovations. The desire to surpass personal expectations and develop their capabilities is extraordinarily guided by this logic of behavior (Rooke & Torbert, 2005).

Strategist: The world in which strategists work is justly proud. You have a good understanding of the systems and procedures that govern your companies, but you should still objectively consider these mechanisms and determine what can be strengthened

Alchemist: The charismatic logic in behavior defines Rooke and Torbert (2005) as the most proven and effective approach to handle corporate transformation. Alchemist's peculiar tendency to see in all but fully appreciate the need to take specifics seriously differentiates them from other logics of the play. No organization or employee is neglected under an alchemist chief.

Opportunist: Opportunists depend on a façade of power to hold their staff in line with a certain degree of mistrust of others. "Opportunists tend to regard their bad behavior as valid in the cut and slash of an eye-for-an-eye world,"

Diplomat: Contrary to the opportunist, the ambassador has no competitiveness or influence over conditions. This action logic strives more to have limited effect on your company by complying with current laws and performing your everyday activities with the lowest possible friction.

Expert: The expert is a specialist in his area, always working to perfect his expertise about a topic and to fulfill his high standards. The expert is identified by Rooke and Tolbert (2005) as a professional and qualified contributor of the team. Yet many good leaders lack this logic in action: emotional maturity. These action logics are not set qualities - most leaders can continue to advance in many styles of leadership all across their careers.

Why school leadership matters?

Schools and formal bodies are prescribed. It is also an elite society that works in the ever evolving and dynamic social circumstances and that affects society implicitly or directly (Sahenk, 2010). Education organizations are similar to service providers. Leading the school is the method of hiring and directing teachers, schoolchildren and parents' skills and efforts against

shared educational objectives. In education reform priorities, foreign leadership in schools has been a big concern. It is important in enhancing the performance of schools by affecting the teachers' abilities and motivation and the school setting. Efficient school leadership increases performance and equity. When countries change and adapt their school system to current cultures, standards for school leaders are shifting. Many countries have pushed towards decentralization to make schools more independent in their decision-making and to make them more responsible for outcomes. The desire to increase the average success of students to offer programs to all classes of students is pushing schools to use more proven instructional methods (Kwizera & Iputo, 2011).

Educational management and Educational leadership

In Bush and Glover (2003) study the leadership is an influential mechanism that leads to the realization of the preset goals. It motivates and encourages others for a whole vision of the school, based on strong personal and professional values. Management involves enforcing school strategy and managing the existing operations of the school effectively and efficiently. "Management does right, but leaders do right," says another. "Education Leadership: by definition, an experienced person can influence someone to accomplish his goal. Management does not do the right way, but management is doing the correct things."

The management research in Bush and Glover (2003) is an influential process contributing to the achievement of the predetermined objectives. It encourages others to take a holistic view of the school focused on clear personal and ethical values. Management includes the execution of school policy and effective and productive management of current school activities. "Management does right, but leaders do right," another says. "Education Leadership: by definition, an able worker can influence someone to accomplish his goal. Management does not do the right way, but management is doing the sensible job." They ought to provide resources

for people in the process of transition to build their awareness and to shape social communities. They must also be motivated to learn in practice.

Johnston and Caldwell (2001) Instructional leadership is the general idea of 'building a learning group': building teachers' abilities to provide the requisite teaching services of the utmost consistency at schools in the community. Duignan and Macpherson (1992) said that the leadership of education is all about delivering sound organization choices by way of example or otherwise. The core challenge is to provide educational leadership based on a realistic and systematic vision of the development of awareness through reviews. This means that a leader must also be an instructor if he is to develop, promote and apply awareness. Davies (2005) said the leadership seeks to set standards and encourage everyone to travel to a better and fresh school states. Management operates well with the present situation with Management operates well with the present situation with

Leadership is not the root of a single person, but a community of people who participate in school and thus encourage and inspire others to do the good for their children. The leadership of organizations and the broader community do not lie in isolation.

Qualities of a Good Educational Leader

You're lifetime teachers. The unquenchable desire for knowledge can be the most valuable attributes a school leader can possess. John F. Kennedy said that "Leadership and learning are essential to each other". Salfi, Hussain and Virk, (2014) described the qualities of good leaders which are as follow

Administrative skills: A leader has to be able to efficiently and effectively handle a company's numerous resources (material, financial and human) to eliminate wastage or duplication.

Dedication: However, the effectiveness of the company depends on the devotion of a leader to his goals, strategies and objectives. The engagement is determined in phase of work and efficiency. It is a trait of self-denial and devotion.

Human relations: This is often referred to as a friendship between individuals. A leader should be strong in his attitude towards human relations, specifically where his work passes via the subordinates. The leader earns healthy confidence by learning and recognizing the necessary expertise in public relations.

Communication: In the past, meetings and proposals were commonly conducted by corporate leaders and held by themselves. But management now for days, as reported by Peter Ducker, reveals that successful leadership considers management of contact by priorities (MBO). This concept (MBO) includes exposing people to decision-making practice by reminding them of top management goals. It helps subordinates to do as requested by the circumstance and the statement's obligation. Unclear communication and purpose can lead to failure.

Crises manager: An effective leader should be able to overcome disagreements or problems between his staff and concerns that affect the productivity of his employees.

Endurance: An effective leader must show his subordinates sympathy to ensuring that he acknowledges their challenges and helps to solve them. So they are powerful physically, so that if good or lost they are not quickly overwhelmed. They are also extremely tolerant for deterioration.

Decision making: This is a central part of leadership. The chief should be well aware of the methods of solving problems. Settling operational challenges and making sound, appropriate decision.

Effective decision: In modern management, successful decisions include defensive avoidance, the gathering of supplemental information about the usefulness and costs of each choice and objective comparison, to select the right alternative. The willingness of manager to prepare intentionally relies on his real making decisions.

Expert opinion: An organization's successful leader must have understanding of the organization's goals. This is an important source of his leadership. Progressive and quality choices should only be taken by a knowledgeable and proficient boss.

Head Teacher

A head teacher is the senior teacher and principal of a school which is responsible for the education of all students. Leading teachers are the school administrators. Teachers are to collaborate with all teachers at school to ensure that their classrooms are well run and managed (Atakpa, et al., 1998). Leithwood and Riehl (2003) describes that excellent schools had strong managers to contribute. They reported that a successful teacher and school achievement administrator has beneficial results. They strive to mobilize teachers to teach and learn efficiently in school.

Roles of a Head Teacher

According to Nwaka (2009), the Head Teacher is the only school administrator. It is their responsibility to prepare and provide teachers with resources, supplies and tools for effective teaching and learning. As a chief, Ibiam (2005) says that he is responsible for productive human and material capital preparation, organization and regulation. All in the classroom is under his care and would also explore opportunities to exploit the school's aims and instructional objectives. A good Fan and Ekpe (2006) leader should aim for progress by resolving problems emerging from knowledge, planning, organization, architecture, reform, evaluation and assessment. In 2004, several national guidelines were set for head teachers, outlining key

technical and management practices in six major fields. These refer to all school phases and forms and, thus, are partitioned into the knowledge, experience and personal strengths required for their accomplishment. These are often divided into the necessary steps including:

Shaping the Future: Developing a shared mission and strategic initiative to support employees, staff and those in the society (in partnership with the governing body).

Leading Learning and Teaching: Head teachers are responsible for enhancing the quality and accomplishment of teaching and learning. This requires great expectations, monitoring and evaluation of the efficiency of academic achievement. A good learning culture helps students to become productive, enthusiastic, self-supporting and life-long learners.

Developing Self and Working with Others: Establish efficient partnerships and build the learning environment by monitoring success and training personnel effectively.

Managing the Organization: develop the systems of the enterprise by self-assessing, coordinating and handling personnel and capital so that capability builds through workforce and the use of economic resources.

Securing Accountability: Head teachers are responsible for delivering high quality of instruction for fostering mutual accountability through the school system and for contributing more broadly to the education service, for pupils, parents, jobs, governors, local government and the society.

Strengthening Community: To create ties and collaborate with other schools, parents, guardians, and other organizations to share their experience and to safeguard the future of children and provide workers with chances to seek good data from neighboring schools;

Employee Performance: Any organization's primary purpose is to increase the employment success of its workers in a highly demanding world. Quality or performance is a multifaceted

system and a critical criterion that measures success or failure in an organization. The results obtained in the acts with the expertise of employees performing in such circumstances (Prasetya & Kato 2011). Beach et al., (2005) says that an employee's success is his/her subsequent conduct with a task that can be monitored and measured. The contribution a person makes to the achievement of organizational objectives is employee efficiency. Here, job success is the product of behavior routines applied according to such criteria to accomplish a goal. This means that employee success is a behavior composed of an employee's measurable acts or goods such as replies and judgments that result in the achievement of organic outcomes. Ibrahim (2004) described job performance as a main company that sets out strategies and approaches to achieve the corporate objectives while still achieving the level of performance in terms of productivity. El-Saghier (2002) treated this as an attempt on the part of employees to fulfill a certain goal.

Conclusion

Educational management system was founded to be most influential factor for the growth of educational system in Pakistan. The behavior of head teachers and its impact of employ is also considerable factor in educational sectors. There are lot of management rules and regulations available for educational system available but the most effective one the fourteen principle was founded to be most effective for educational management in Pakistan. Shaping the Future, Leading Learning and Teaching, Developing Self and Working with Others, Managing the Organization, Securing Accountability, Strengthening Community are also founded the key role-playing factor. There is dire need of some modification and strictness of implementation of rules by competent authorities for making better the educational system in Pakistan.

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